



ANTI-BULLYING POLICY

Championing every child.

Nurturing the potential of all, striving to be the best we can be.

School Policy:	ANTI-BULLYING POLICY	
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Policy Lead(s):	Alex Sutcliffe/ Gavin Powers	
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This policy should be read alongside the Federation's Behaviour (Engagement and Mood Management) Policy, Child Protection and Safeguarding Policy, Equality Policy, Online Safety Policy, SEND Policy, Relationships, Sex and Health Education (RSHE) Policy and Complaints Policy.

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1. Policy Statement

The Park Schools Federation believes that every child has the right to learn, develop and thrive within an environment where they feel safe, valued, respected and included. Positive relationships lie at the heart of our schools, and we are committed to creating a culture where kindness, respect, empathy and responsibility are actively promoted by every member of our community.

Bullying, in any form, is never acceptable. It can have a profound and lasting impact on a child's emotional wellbeing, mental health, self-esteem, attendance, engagement with learning and future life chances. The Federation therefore adopts a proactive, preventative and restorative approach that seeks not only to respond effectively when incidents occur but, more importantly, to foster a culture in which bullying is far less likely to develop.

We recognise that creating a safe school is everyone's responsibility. Pupils, staff, governors, parents and carers all have an important role in ensuring that our schools remain welcoming, inclusive and respectful communities where differences are celebrated, and everyone feels they belong.

Our approach is rooted in safeguarding. Bullying is not viewed simply as poor behaviour but as behaviour that may indicate unmet need, vulnerability, prejudice, trauma or wider safeguarding concerns. Consequently, every report is considered carefully within its context, with the welfare of every child remaining paramount.

The Federation adopts a contextual safeguarding and trauma-informed approach when responding to concerns. We understand that children who display bullying behaviours may themselves require support, while children who experience bullying require consistent protection, reassurance and opportunities to rebuild confidence and positive relationships.

We are committed to ensuring that every allegation or concern is taken seriously, investigated fairly, recorded appropriately and followed through until those involved feel safe and supported. Our response will always be proportionate, educational and child-centred whilst making it absolutely clear that bullying behaviour will not be tolerated.

2. Federation Vision and Values

The Park Schools Federation is committed to **Championing every child** and **Nurturing the potential of all, striving to be the best we can be.**

These principles underpin every aspect of our work and provide the foundation upon which this policy has been developed.

We believe that children flourish when they feel emotionally secure, physically safe and genuinely valued as members of a caring community. Our schools promote

positive relationships based upon dignity, compassion, mutual respect and inclusion. We strive to develop resilient, confident young people who understand their own responsibilities towards others and who contribute positively to school and wider society.

Bullying undermines these values. It damages relationships, reduces children's confidence and creates barriers to learning and participation. Preventing bullying is therefore not simply about responding to incidents; it is about building a culture where respectful relationships are explicitly taught, modelled and celebrated every day.

Through our curriculum, pastoral care, behaviour curriculum and wider opportunities, we actively teach children how to develop empathy, resolve disagreements respectfully, celebrate diversity, challenge prejudice and become responsible digital citizens. We encourage pupils to become active bystanders who safely challenge unkindness, seek help when needed and contribute positively to creating inclusive school communities.

Our commitment extends beyond the classroom. We work in genuine partnership with parents, carers and external agencies to ensure consistent expectations and coordinated support whenever concerns arise.

This policy reflects our belief that every child deserves to feel safe, accepted and able to achieve their full potential.

3. Aims

The purpose of this policy is to establish a consistent Federation-wide approach to preventing, identifying, reporting and responding to bullying. Through this policy we seek to ensure that all members of our school community understand what bullying is, recognise that it is unacceptable in any form and have confidence in the systems available to report concerns and access support.

We aim to create schools where respectful relationships are actively promoted, where diversity is celebrated and where differences are viewed positively. We seek to develop pupils who demonstrate empathy, kindness, resilience and moral courage and who understand their responsibilities as members of an inclusive community.

The Federation is committed to responding promptly and effectively to all reports of bullying. Every concern will be taken seriously, investigated fairly and addressed in a manner that protects children while promoting learning, accountability and positive behaviour change.

We will ensure that pupils who experience bullying receive appropriate emotional, pastoral and practical support, while those displaying bullying behaviours are

supported to understand the impact of their actions, develop empathy and make sustainable improvements in their behaviour.

Through effective monitoring, staff training, curriculum development and partnership working with families and external agencies, the Federation will continually evaluate the effectiveness of its anti-bullying practice and seek opportunities for continual improvement.

4. Legal Framework

This policy has been developed in accordance with current legislation, statutory guidance and recognised best practice relating to safeguarding, behaviour, equality and children's welfare. The Park Schools Federation recognises that preventing and responding to bullying is an integral part of its safeguarding responsibilities and contributes directly to creating a safe, respectful and inclusive learning environment where every child can thrive.

The Federation has a statutory duty to safeguard and promote the welfare of all children. This includes taking all reasonable steps to prevent bullying, discrimination, harassment and victimisation and responding appropriately where concerns arise. Although there is no specific legislation requiring schools to have a stand-alone anti-bullying policy, schools are expected to have effective strategies to prevent and tackle bullying as part of their wider behaviour, safeguarding and equality responsibilities.

This policy should be read alongside the Federation's Behaviour (Engagement and Mood Management) Policy, Child Protection and Safeguarding Policy, Online Safety Policy, Equality Policy, SEND Policy, RSHE Policy and Complaints Policy.

In implementing this policy, the Federation has had regard to the following legislation and statutory guidance:

- Education Act 2002
- Education and Inspections Act 2006
- Children Act 1989
- Children Act 2004
- Equality Act 2010
- Human Rights Act 1998
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Communications Act 2003
- Online Safety Act 2023

- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children (current edition)
- DfE *Preventing and Tackling Bullying*
- Searching, Screening and Confiscation (DfE)
- Behaviour in Schools (DfE)
- Suspension and Permanent Exclusion Guidance (DfE)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance.

The Federation also recognises the expertise of the Anti-Bullying Alliance, whose whole-school approach and nationally recognised definition of bullying inform this policy. The Anti-Bullying Alliance is funded by the Department for Education to support schools in developing effective anti-bullying practice and provides evidence-based resources, professional development and guidance which complement statutory requirements.

The Federation will review this policy annually, or sooner where legislative changes, safeguarding developments or local circumstances require.

5. Definition of Bullying

The Park Schools Federation adopts the definition of bullying promoted by the Anti-Bullying Alliance:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can happen face to face or online."

This definition highlights four essential features that distinguish bullying from other forms of conflict.

Firstly, the behaviour is intentional. The individual or group displaying the behaviour intends to cause physical, emotional, psychological or social harm.

Secondly, the behaviour is repeated or has the potential to be repeated over time. Whilst some incidents may appear isolated initially, schools recognise that repeated behaviours often develop from incidents that are not addressed promptly. A serious one-off incident may therefore require intervention and monitoring where there is evidence that repetition is likely or where the impact on the child is significant.

Thirdly, there is an imbalance of power between those involved. Power may arise through age, physical strength, popularity, friendship groups, social status, gender, race, disability, online anonymity, possession of personal information or any other factor that makes it difficult for the targeted child to defend themselves.

Finally, the behaviour causes harm. Bullying affects children's emotional wellbeing, confidence, relationships, attendance, participation and ability to learn. In some cases, bullying may also constitute a safeguarding concern and require referral through safeguarding procedures.

Bullying can affect any child regardless of age, background or ability. It can occur between pupils of the same age or different ages, between friendship groups, within classes or across year groups, and can occur both during and outside the school day, including online.

The Federation recognises that bullying may take many forms including physical, verbal, emotional, relational, sexual, discriminatory and online bullying. Whilst these categories may help describe behaviours, there is no hierarchy of bullying. All forms are taken seriously and responded to appropriately.

6. Relational Conflict and Bullying

Children naturally experience disagreements and friendship difficulties as they develop socially and emotionally. Learning how to resolve these situations respectfully forms an important part of growing up. Consequently, not every disagreement, argument or unkind act constitutes bullying.

Relational conflict generally occurs between children of relatively equal power and status. It is often accidental or isolated rather than deliberate or repeated. Following such incidents, children usually demonstrate genuine remorse, accept responsibility for their actions and show a willingness to repair relationships.

Examples of relational conflict may include disagreements during play, arguments over friendships, misunderstandings, occasional name-calling, accidental exclusion or disagreements arising from games or classroom activities. Whilst these behaviours may cause upset, they do not necessarily represent bullying.

The Federation nevertheless takes relational conflict seriously. Early intervention is essential to prevent unresolved conflict escalating into patterns of harmful behaviour. Staff will therefore support pupils to understand one another's perspectives, repair relationships and develop the emotional literacy, communication and conflict-resolution skills needed to maintain positive friendships.

Where concerns are reported, staff will consider the context carefully rather than relying solely on labels. They will evaluate the intention behind the behaviour, the frequency with which it has occurred, whether there is an imbalance of power and the impact upon those involved before determining the most appropriate response.

Our primary concern is not simply deciding whether an incident is bullying but ensuring that every child receives appropriate support and that harmful behaviour is addressed promptly, consistently and fairly.

7. Forms of Bullying

Bullying presents itself in many different ways, and several forms may occur simultaneously. Staff are trained to recognise that bullying often develops gradually and may become increasingly subtle over time.

Physical bullying involves deliberately causing physical harm or intimidating another person through actions such as hitting, kicking, pushing, tripping, spitting, damaging possessions or threatening physical violence.

Verbal bullying includes name-calling, insults, teasing, intimidation, threats, offensive language or persistent comments intended to undermine another person's confidence or self-esteem.

Emotional or psychological bullying often involves manipulation, humiliation, intimidation, coercion or deliberate attempts to undermine another child's confidence or sense of belonging. It may be less visible than physical bullying but can have equally significant consequences.

Social or relational bullying seeks to damage friendships or social standing. This may include deliberately excluding someone from activities, encouraging others to ignore them, spreading rumours, manipulating friendships, sharing secrets or creating situations intended to isolate an individual from their peers.

Bullying may also involve damage to property, extortion, coercion or repeated attempts to embarrass or humiliate another person.

The Federation recognises that bullying may occur face-to-face, online or through a combination of both. Increasingly, incidents move seamlessly between school and digital environments, reinforcing one another and increasing the impact upon those involved. Consequently, staff will always consider the wider context of any reported concerns.

8. Protected Characteristics and Prejudice-Related Bullying

The Park Schools Federation is committed to fostering an inclusive community in which diversity is celebrated and every member of the school community is treated with dignity and respect. We recognise that some children are disproportionately vulnerable to bullying because of actual or perceived differences. Such behaviour not only causes harm to individuals but also undermines our values and may constitute unlawful discrimination under the Equality Act 2010.

The Federation has a legal duty to eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not. We are therefore committed to challenging prejudice, discriminatory language and discriminatory behaviour whenever it occurs.

Prejudice-related bullying is any bullying behaviour that is motivated by prejudice or negative attitudes towards an individual's actual or perceived characteristics. It may

target a child because of their race, ethnicity, nationality, religion or belief, disability, special educational needs, sex, sexual orientation, gender reassignment or because of family circumstances such as being adopted, being a young carer, being looked after, having a parent in the Armed Forces or any other perceived difference.

The Federation also recognises that children may be targeted because they are seen as being different, even where that difference is not protected by legislation. Bullying based upon appearance, body image, poverty, speech and language difficulties, learning needs, medical conditions or family circumstances is equally unacceptable and will always be addressed.

All members of staff have a responsibility to challenge discriminatory language immediately. Staff will never dismiss racist, sexist, homophobic, biphobic, transphobic, disablist or other discriminatory comments as "banter," "just joking" or part of growing up. Such incidents will be investigated, recorded and addressed appropriately. Where necessary, incidents will also be recorded separately as prejudice-related incidents in accordance with local authority guidance.

The Federation promotes inclusion through its curriculum, assemblies, literature, displays, enrichment opportunities and everyday interactions. Pupils are encouraged to develop empathy, appreciate diversity and recognise that our differences strengthen our school community. Respect for others is explicitly taught through Relationships, Sex and Health Education (RSHE), Personal Development, Religious Education, Computing and the wider behaviour curriculum.

9. Online Bullying (Cyberbullying)

The Federation recognises that children's lives increasingly extend beyond the physical school environment. Digital technology provides significant educational and social opportunities but also presents risks where it is used to intimidate, threaten or humiliate others. Online bullying can be particularly harmful because it has the potential to reach a wide audience, remain accessible indefinitely and continue beyond the school day, making it difficult for children to feel safe or escape its effects.

Online bullying, sometimes referred to as cyberbullying, involves the use of digital technologies to deliberately and repeatedly cause harm to another individual. It may occur through social media platforms, messaging services, online gaming, live streaming, video sharing platforms, email, websites or emerging technologies. Whilst the behaviour takes place online, the emotional impact is often experienced both inside and outside school and can significantly affect a child's wellbeing, relationships, attendance and engagement with learning.

Examples of online bullying include, but are not limited to, sending threatening or abusive messages, deliberately excluding individuals from online groups, sharing embarrassing or manipulated photographs, circulating rumours, creating fake accounts, impersonating another person, revealing personal information without

consent, encouraging others to target an individual online or repeatedly posting offensive comments.

The Federation also recognises the rapidly evolving nature of technology. Artificial intelligence has introduced new risks, including the creation of manipulated images, deepfakes, cloned voices and fabricated digital content intended to embarrass, intimidate or damage another person's reputation. Such behaviours will be treated with the same seriousness as any other form of bullying and, where appropriate, may also constitute safeguarding concerns or criminal offences.

Incidents involving online bullying frequently occur outside school hours; however, the Federation may still take action where the behaviour affects the safety, wellbeing or education of pupils or disrupts the orderly running of the school. This reflects the powers available to schools under the Education and Inspections Act 2006 and current Department for Education guidance.

Where online bullying is reported, staff will encourage pupils and families to preserve evidence by retaining screenshots, messages, URLs or other digital records wherever possible. Children will be advised not to respond to abusive messages and parents may be supported to report harmful content to online platforms, internet service providers or, where appropriate, the police.

The Federation will work collaboratively with parents and carers to promote safe online behaviour. Through the Computing curriculum, Relationships, Sex and Health Education, assemblies and wider safeguarding education, pupils are taught how to use technology responsibly, protect their personal information, recognise harmful online behaviour and seek help whenever they feel unsafe.

Children are encouraged to understand that respectful behaviour online should mirror respectful behaviour in face-to-face interactions. The perceived anonymity of the internet never excuses behaviour that causes harm to another person.

The Federation regularly promotes national online safety initiatives, including Safer Internet Day, and makes use of guidance and educational resources produced by the Anti-Bullying Alliance, Childnet, the UK Safer Internet Centre, CEOP and the NSPCC to ensure that pupils, staff and parents remain informed about emerging online risks.

10. Promoting a Positive School Culture

The most effective way to tackle bullying is to prevent it from occurring. The Park Schools Federation therefore adopts a proactive, whole-school approach that places positive relationships, inclusion and emotional wellbeing at the centre of school life.

Our schools are committed to creating environments in which every child feels welcomed, valued and respected. Expectations for respectful behaviour are consistently modelled by adults and explicitly taught through the curriculum, assemblies and everyday interactions. We believe that children are far less likely to

engage in bullying behaviours when they experience a strong sense of belonging, develop positive relationships with trusted adults and understand the impact their actions have on others.

Preventing bullying is not confined to a single lesson or annual awareness event. It is embedded throughout school life. Opportunities to explore kindness, empathy, diversity, equality, healthy relationships, emotional literacy and responsible citizenship are carefully planned within the curriculum and reinforced through wider school experiences. These themes are revisited throughout a child's time within the Federation to ensure that pupils develop increasingly sophisticated understanding as they mature.

The Federation actively promotes pupil voice and believes that children should play a meaningful role in shaping the culture of their school. Pupils are encouraged to express their views through school councils, pupil leadership opportunities, surveys and regular discussions with staff. Their experiences and feedback contribute directly to evaluating the effectiveness of our anti-bullying work and identifying areas for further development.

Staff recognise that bullying rarely develops in isolation. Concerns may arise from unmet emotional needs, adverse childhood experiences, peer dynamics, discrimination, online influences or wider safeguarding issues. Consequently, prevention relies upon adults knowing children well, identifying concerns early and responding promptly before patterns of harmful behaviour become established.

Throughout the academic year, the Federation participates in national initiatives including Anti-Bullying Week and Safer Internet Day. These events provide valuable opportunities to reinforce our expectations, celebrate diversity and engage pupils, families and the wider community in promoting respectful relationships. However, the Federation is clear that creating a safe and inclusive culture is an everyday responsibility rather than an annual campaign.

Every adult working within the Federation is expected to model the values of kindness, professionalism, fairness and respect. Children learn most effectively from the behaviour they observe, and staff therefore play a fundamental role in establishing the positive relationships upon which our school communities are built.

11. Roles and Responsibilities

Creating a culture in which bullying is prevented, identified and addressed is the responsibility of every member of The Park Schools Federation community. Effective anti-bullying practice depends upon strong leadership, consistent expectations, positive relationships and a shared commitment to safeguarding children.

Governing Board

The Governing Board has strategic responsibility for ensuring that the Federation fulfils its statutory duties relating to safeguarding, behaviour and equality. Governors

will ensure that appropriate policies are in place, that they are implemented consistently across the Federation and that sufficient resources are available to support effective prevention and intervention.

Governors will receive regular information regarding behaviour, safeguarding and bullying trends to enable them to monitor the effectiveness of this policy. They will provide appropriate challenge and support to senior leaders, ensuring that bullying is addressed promptly and that the culture across the Federation reflects its vision and values.

The named Governor with responsibility for Behaviour and Safeguarding will meet regularly with senior leaders to review the implementation of this policy and report to the Governing Board.

Senior Leaders

The Executive Headteacher and Heads of Schools have overall responsibility for promoting a culture where every child feels safe, respected and valued. This includes ensuring that anti-bullying practice is embedded within safeguarding, behaviour management, curriculum planning and staff development.

Senior leaders will ensure that all reports of bullying are taken seriously, investigated fairly and recorded appropriately. They will monitor patterns and trends, evaluate the effectiveness of interventions and ensure that appropriate support is available for all children involved.

Leaders will also ensure that staff receive regular training in recognising, preventing and responding to bullying, including prejudice-related bullying, online bullying, child-on-child abuse and emerging safeguarding risks.

Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding leads (DDSL), play a central role in ensuring that bullying is considered within the wider safeguarding context.

Where bullying raises safeguarding concerns, the DSL and DDSLs will ensure that appropriate safeguarding procedures are followed, including risk assessment, early help or referral to external agencies where necessary.

The DSL and DDSLs will work closely with pastoral staff, class teachers and senior leaders to ensure that children receive coordinated support and that any underlying vulnerabilities or contextual safeguarding concerns are appropriately addressed.

Staff

Every adult working within the Federation has a responsibility to contribute to a safe, respectful and inclusive learning environment.

Staff are expected to model positive relationships through their own behaviour, challenge inappropriate language or behaviour immediately and consistently, and take all concerns seriously regardless of how minor they may initially appear.

Staff should remain vigilant for indicators that a child may be experiencing bullying or displaying bullying behaviours. Changes in attendance, friendships, engagement, behaviour, presentation or emotional wellbeing may indicate that additional support is required.

Where concerns arise, staff must record them promptly using the Federation's safeguarding recording system and follow the procedures outlined within this policy. No member of staff should assume that another colleague has acted unless this has been confirmed.

Pupils

Pupils have an important role in maintaining a positive school community.

Children are encouraged to demonstrate kindness, respect and empathy towards others and to understand that their words and actions have consequences. Pupils are expected to report bullying whenever they experience it or witness it happening to others. The Federation actively promotes the importance of positive bystanders, recognising that children who safely seek help can play a significant role in preventing bullying from becoming established.

Children will never be criticised for reporting concerns in good faith. We encourage pupils to speak to any trusted adult if they are worried about themselves or someone else.

Parents and Carers

Parents and carers are essential partners in promoting children's wellbeing and preventing bullying.

The Federation encourages parents to share concerns at the earliest opportunity so that issues can be addressed before they escalate. Parents are expected to work collaboratively with the school, provide relevant information where appropriate and support agreed strategies to improve outcomes for their child.

Where incidents involve online behaviour occurring outside school, parents play an important role in monitoring children's online activity, preserving evidence where appropriate and supporting the school's investigation.

The Federation asks that concerns are raised directly with the school rather than discussed on social media or within the wider community, as this enables concerns to be investigated fairly and confidentially while protecting all children involved.

12. Reporting Concerns

The Park Schools Federation is committed to creating a culture in which every member of the school community feels confident to report concerns about bullying. Children are far more likely to seek help when they believe they will be listened to, taken seriously and supported. We therefore promote an open culture in which speaking up is viewed as a strength rather than a weakness.

Reports may be made by pupils, parents, carers, staff, governors, volunteers or visitors. Concerns may relate to incidents occurring within school, during educational visits, on transport, in the local community or online where they impact upon the safety or wellbeing of pupils or the orderly running of the school.

Pupils are encouraged to report concerns to any trusted adult. This may include their class teacher, teaching assistant, lunchtime supervisor, family support worker, pastoral member of staff, safeguarding team or a member of the senior leadership team. Staff regularly discuss trusted adults with pupils so that every child knows who they can approach for help.

The Federation also recognises that some children may find it difficult to report concerns verbally. Schools may therefore provide additional methods of communication, such as worry boxes, pastoral check-in systems, pupil surveys, trusted adult sessions or other age-appropriate reporting mechanisms, enabling children to seek support in ways that feel safe and accessible.

Parents and carers are encouraged to contact the school as soon as concerns arise. Initial concerns should normally be shared with the child's class teacher, who will ensure that appropriate information is gathered and passed to senior leaders or the Designated Safeguarding Lead where necessary. Where concerns involve safeguarding or require immediate intervention, parents should contact the school without delay.

Staff have a professional responsibility to act upon concerns immediately. Any member of staff who witnesses bullying, receives a disclosure or becomes concerned about a child's welfare must record the concern promptly using the Federation's safeguarding recording system and inform the appropriate senior member of staff in accordance with safeguarding procedures.

All reports, regardless of their source, will be treated seriously. Children will be listened to respectfully, reassured that they have done the right thing by speaking up and kept informed, wherever appropriate, about the progress of the investigation.

13. Responding to Bullying

Every report of bullying will be considered individually and investigated fairly, proportionately and without preconceptions. The Federation recognises that no two situations are identical and that responses should always take account of the age, needs, circumstances and vulnerabilities of the children involved.

The immediate priority will always be the safety and wellbeing of the child experiencing bullying. Where necessary, appropriate measures will be implemented immediately to reduce risk, provide reassurance and prevent any further harm while enquiries are undertaken.

Staff will seek to establish an accurate understanding of events by speaking separately with those involved, gathering information from witnesses where appropriate and considering any available evidence, including online material. Investigations will be conducted sensitively, recognising that children may have different perceptions of events and may require additional support in explaining what has happened.

Parents and carers will normally be informed at an appropriate stage of the investigation and involved in agreeing suitable next steps. Throughout the process, the Federation will balance openness with its legal responsibilities relating to confidentiality and data protection. Whilst parents will be kept informed about actions concerning their own child, information relating to other pupils cannot normally be shared.

Following investigation, leaders will determine the most appropriate response. Wherever appropriate, the Federation will adopt a restorative and educational approach which enables children to understand the impact of their behaviour, repair relationships and develop more positive ways of interacting with others. Restorative approaches are not intended to minimise the seriousness of bullying but to promote genuine accountability and sustainable behaviour change.

Where behaviour has been deliberate, persistent or caused significant harm, sanctions may also be applied in accordance with the Federation's Behaviour (Engagement and Mood Management) Policy. The nature of any sanction will always be proportionate, reasonable and take account of the individual circumstances of the child.

Where bullying is linked to wider safeguarding concerns, child-on-child abuse, exploitation, discrimination or criminal behaviour, the Federation will work closely with external agencies, including children's social care, the police, health professionals or other specialist services, to ensure that appropriate support and intervention are provided.

Following any intervention, staff will continue to monitor the situation to ensure that bullying has ceased, relationships are improving and all children involved feel safe, supported and able to participate fully in school life. Successful resolution is determined not simply by the completion of an investigation but by sustained improvements in children's wellbeing, relationships and sense of belonging within the school community.

14. Supporting Children

The Park Schools Federation recognises that effective responses to bullying extend beyond stopping the behaviour. Our responsibility is to ensure that every child involved receives appropriate support to promote their emotional wellbeing, restore positive relationships where appropriate and enable them to participate confidently in school life.

Children who experience bullying may respond in many different ways. Some may become withdrawn, anxious or reluctant to attend school, whilst others may display changes in behaviour, confidence, friendships or engagement with learning. Staff recognise that these responses may not always be immediately apparent and will continue to monitor children carefully following any reported incident.

Where bullying has occurred, an agreed support plan will be developed according to the needs of the individual child. This may include regular check-ins with a trusted adult, pastoral support, emotional literacy interventions, access to counselling or therapeutic services where appropriate, friendship support, social skills development, restorative conversations, increased supervision during less structured times of the day or reasonable adjustments to reduce anxiety whilst confidence is rebuilt.

The Federation recognises that children who display bullying behaviour also require support. Whilst they must be held accountable for their actions, bullying behaviour may indicate unmet emotional needs, previous trauma, difficulties with emotional regulation, peer influence, low self-esteem or wider safeguarding concerns. A solely punitive response is unlikely to achieve sustainable change.

Support for children displaying bullying behaviours will therefore focus upon helping them understand the impact of their actions, develop empathy, improve emotional regulation, strengthen social relationships and make more positive choices in the future. Appropriate interventions may include restorative work, individual mentoring, behaviour support, pastoral intervention, emotional literacy programmes, social skills development, work with families and referral to external agencies where necessary.

Where appropriate, support plans will be reviewed regularly to ensure that interventions remain effective. The Federation is committed to ensuring that every child, regardless of whether they have experienced bullying or displayed bullying behaviour, is given appropriate opportunities to learn, grow and successfully reintegrate into the school community.

15. Recording, Monitoring and Evaluation

Accurate recording and effective monitoring are essential in ensuring that bullying is addressed consistently across the Federation and that leaders can identify emerging patterns, evaluate the effectiveness of interventions and fulfil their safeguarding responsibilities.

All reported incidents of bullying, together with any associated safeguarding concerns, will be recorded promptly using CPOMS. Records will be factual, objective and sufficiently detailed to demonstrate the nature of the concern, actions taken, outcomes achieved and any ongoing support provided.

Senior leaders and the Designated Safeguarding Lead will review incidents regularly to identify patterns relating to individual pupils, year groups, locations within school, times of day, protected characteristics or emerging themes. This analysis enables the Federation to take preventative action, adapt supervision arrangements, review curriculum provision and provide targeted support where required.

The Federation recognises that effective monitoring involves more than simply counting incidents. Leaders will evaluate whether children feel safer, whether behaviour has improved, whether relationships have been restored and whether preventative strategies are having a positive impact upon the wider school culture.

Information gathered through behaviour records, safeguarding systems, attendance data, pupil voice, parent feedback and staff observations will contribute to ongoing evaluation of this policy. Findings will inform school improvement planning, staff training and future developments within the Federation's behaviour and safeguarding provision.

Governors will receive anonymised reports at regular intervals which enable them to fulfil their strategic oversight responsibilities while maintaining appropriate confidentiality.

16. Working in Partnership with Parents, Carers and External Agencies

The Park Schools Federation believes that strong partnerships between home and school are fundamental to preventing bullying and promoting children's wellbeing. Parents and carers know their children best and are often the first to notice changes in behaviour, confidence or emotional wellbeing. We therefore encourage families to share concerns promptly so that support can be provided before difficulties escalate.

Where concerns arise, the Federation will work openly and respectfully with parents and carers to establish a shared understanding of the situation and agree appropriate next steps. We recognise that these conversations can sometimes be challenging and will always seek to maintain constructive, solution-focused relationships centred upon the best interests of the child.

Throughout any investigation, the Federation will keep parents informed about matters relating to their own child. However, our responsibilities under data protection legislation mean that we cannot disclose confidential information about other children or share details of sanctions or interventions that relate to another pupil.

Where additional expertise is required, the Federation will work collaboratively with external agencies to ensure that children receive appropriate support. Depending

upon individual circumstances, this may include Children's Social Care, Early Help Services, Educational Psychology, Child and Adolescent Mental Health Services (CAMHS), school nursing services, police, youth services, voluntary organisations or specialist safeguarding professionals.

The Federation also recognises the valuable contribution made by organisations including the Anti-Bullying Alliance, Childnet, the UK Safer Internet Centre, CEOP and the NSPCC in promoting safe, respectful relationships and supporting schools, children and families.

17. Complaints

The Federation is committed to resolving concerns about bullying promptly, fairly and transparently. We recognise that parents and carers may occasionally remain dissatisfied with the way in which concerns have been managed despite the school's efforts to work collaboratively towards a positive resolution.

Where this occurs, parents are encouraged to discuss their concerns with the Executive Headteacher in the first instance. If concerns remain unresolved, they may be pursued through the Federation's Complaints Policy.

The Governing Board will consider complaints in accordance with the published Complaints Policy and associated procedures. Throughout this process, the welfare of all children involved will remain the Federation's overriding priority.

18. Monitoring and Review

This policy will be reviewed annually by the Governing Board or sooner where changes in legislation, statutory guidance or local circumstances require.

The effectiveness of the policy will be evaluated throughout the academic year through analysis of bullying records, safeguarding information, attendance data, pupil voice, parent feedback, staff feedback, behaviour monitoring and governor scrutiny.

The Federation is committed to continuous improvement and recognises that creating a culture in which bullying is prevented requires ongoing reflection, professional learning and partnership with the whole school community. Findings from monitoring activities will be used to inform staff training, curriculum development, policy review and school improvement planning.

Success will not be measured solely by the number of reported incidents, but by the extent to which pupils report feeling safe, respected, listened to and able to flourish within an inclusive school environment where positive relationships are valued and sustained.

19. Further Information and Sources of Support

The Federation encourages pupils, families and staff to access high-quality information and support from recognised organisations. The following organisations provide advice, guidance and practical resources relating to bullying prevention, safeguarding, online safety and children's wellbeing:

- **Anti-Bullying Alliance** – National guidance, whole-school resources, Anti-Bullying Week materials, training and advice for schools, families and young people.
- **Department for Education** – Statutory guidance including *Preventing and Tackling Bullying*, *Behaviour in Schools* and *Keeping Children Safe in Education*.
- **UK Safer Internet Centre** – Advice on online safety, reporting harmful online content and supporting children in the digital world.
- **Childnet** – Age-appropriate resources promoting positive and responsible online behaviour.
- **CEOP Education** – Advice on online exploitation, reporting concerns and internet safety education.
- **NSPCC** – Guidance for children, parents and professionals on bullying, safeguarding and emotional wellbeing.
- **Childline** – Confidential support for children and young people.

Conclusion

At The Park Schools Federation we believe that every child deserves to attend school free from fear, intimidation and discrimination. Preventing bullying is fundamental to safeguarding, promoting positive behaviour and enabling every pupil to achieve their full potential.

By working together as pupils, parents, staff, governors and the wider community, we will continue to develop schools in which kindness, respect, inclusion and compassion are evident in every relationship. Through consistent expectations, effective education, early intervention and a culture of belonging, we will ensure that every child is championed, supported and empowered to thrive.