



Anti Bullying Policy

2025 – 2026

Audience:	Parents REAch2 Staff Local Governing Bodies Cluster Boards Trustees
Ratified:	REAch2 Education Committee December 2026
Other related policies:	
Policy owner:	Richard Balding (Headteacher)
Review:	Annually

Veritas Primary Academy Anti-Bullying Policy

(A REAch2 Academy)

Reviewed: October 2025

Next Review: October 2026

1. Policy Statement

At Veritas Primary Academy, we are committed to providing a safe, inclusive, and nurturing environment where all pupils feel valued, respected, and free from bullying. Our school values promote this ethos as they drive us to create a Safe environment for all, where pupils take ownership and have high aspirations of their own behaviour and ultimately feel respected within our school. Bullying of any kind is unacceptable and will not be tolerated. We aim to prevent bullying through education, awareness, and a whole-school approach rooted in the REAch2 Touchstones.



2. Definition of Bullying

Bullying is defined as:

“Repeated behaviour by an individual or group with the intent to hurt, intimidate, or humiliate another person, physically or emotionally.”

Bullying can take many forms:

- **Physical:** hitting, kicking, pushing, or damaging property.
- **Verbal:** name-calling, threats, teasing, or offensive remarks.
- **Social/Relational:** exclusion, spreading rumours, or public humiliation.
- **Cyberbullying:** using digital platforms to harass, threaten, or demean.
- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Racist:** racial taunts, graffiti, gestures
- **Sexual:** unwanted physical contact or sexually abusive comments
- **Mobile:** threats by text messaging & calls Misuse of associate

technology , i.e. camera & video facilities

- **Related to the protected characteristics:** Bullying related to Race, religion, culture, SEN, disabilities, appearance or health conditions, neurodiversity, sexual orientation or bullying of young carers or looked after children.

3. Aims of the Policy

- To prevent bullying through a proactive and inclusive school culture.
- To ensure all incidents of bullying are reported, investigated, and resolved promptly.
- To support both victims and perpetrators with appropriate interventions.
- To educate pupils, staff, and parents about bullying and its impact.

4. Signs and Symptoms

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

5. Roles and Responsibilities

The role of governors

- The governing body supports the head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The governing body monitors the effectiveness of the school's policy regularly. The governors require the school to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the school's anti-bullying strategies.
- The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the head teacher

- It is the responsibility of the head teacher to implement the school's anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school's policy and know how to deal with incidents of bullying.
- To ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- To ensure that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- To set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher

- Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep records of all incidents updated on the school's MIS system that happen in their class and that they are aware of in the school.
- If teachers witness an act of bullying, they do all they can to support the child who is being bullied.
- All incidents of bullying are logged electronically and Phase Leaders and the Headship team are involved when necessary.
- If teachers become aware of any bullying taking place between members of a class, this is dealt with immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. We spend time talking to the child who has bullied using the emotion coaching approach: we explain why the action of the child was wrong, and we help the child to change their behaviour in future and help them to understand where the behaviour came from to begin with. Following an act of bullying, a restorative conversation is had between the perpetrator and the victim when appropriate. We will invite both child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies.
- Teachers receive training and support, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- Teachers will always look to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- Teachers are supported by their Phase leaders to deal with instances of bullying. If needed, this can be escalated to the assistant headteacher, deputy headteacher and finally the headteacher.

The role of parents

- Parents who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If parents feel that their concern has not been dealt with, they should make an appointment in the first instance to see the Phase leader the assistant head teacher, deputy head teacher and finally to see the head teacher. Should the concern remain, a parent should contact the chair of governors.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

6. Prevention Strategies

- Regular PSHE lessons and assemblies focused on empathy, respect, and inclusion.
- Implementation of School Behaviour Policy.
- Use of REAch2's "11 Before 11" experiences to support PSHE.
- All staff trained in Emotion Coaching.
- Staff training on recognising and responding to bullying.
- Values embedded across the school with regular "behaviour curriculum" lessons.

7. Reporting and Responding

- Pupils can report incidents to any trusted adult or via the class worry box or talking to an adult in school.
- Staff must log all incidents on the school's safeguarding system – pastoral on Arbor or My Concern.
- Follow up will be led by class teacher, SLT or DSL.
- Parents will be informed and involved.
- Support will be offered to all involved.

8. Monitoring and Review

- Bullying incidents are monitored termly by the DSL and Senior Leadership Team.
- School Parliament will be involved to gain feedback from their peers.
- The policy is reviewed annually and updated in line with REAch2 guidance and statutory requirements.

9. Links to Other Policies

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Equality and Diversity Policy

