



# MARKET FIELD SCHOOL

Part of Hope Learning Community

## Anti-Bullying Policy 2026 (draft)

<b>Approved by:</b>		<b>Date:</b>
<b>Last reviewed on:</b>	June 2026	
<b>Next review due by:</b>	March 2027	

## Anti-Bullying Policy 2026

### 1. Introduction

At Market Field School, we are committed to fostering a culture of Respect, Excellence and Friendship, where all members of the school community feel safe, valued and able to thrive.

We take a zero-tolerance approach to bullying, recognising it as:

- A safeguarding concern
- A form of child-on-child abuse, as outlined in *Keeping Children Safe in Education 2025*

This policy outlines how we:

- Prevent bullying through a proactive whole-school approach
- Identify concerns early through strong relationships and monitoring
- Respond swiftly, proportionately and in line with safeguarding procedures

**This policy is informed by:**

- *Keeping Children Safe in Education 2025* (statutory guidance)
- Emerging updates from *Keeping Children Safe in Education 2026* (for awareness and continuous improvement)
- DfE guidance on preventing and tackling bullying

### 2. Definition of Bullying

Bullying is defined as:

*Behaviour by an individual or group, repeated over time, that intentionally hurts another individual either physically or emotionally.*

Within our specialist SEND context:

- We recognise that intent may not always be present
- However, the impact of the behaviour remains paramount
- All harmful behaviour will be addressed appropriately

### **3. Types of Bullying**

This policy encompasses all forms of bullying, including:

- Physical bullying
- Emotional and relational bullying
- Verbal abuse (e.g. name-calling, taunting)
- Cyberbullying (including messaging, gaming and social media platforms)
- Prejudicial bullying related to:
  - Race, religion or culture
  - Disability or SEND
  - Gender identity
  - Sexual orientation
  - Health or appearance
  - Family circumstances

## **4. Intent, Implementation and Impact**

### **a) Intent**

We aim to:

- Provide a **safe, inclusive and supportive environment**
- Enable pupils to understand bullying and how to seek help
- Promote positive relationships through **Respect, Excellence and Friendship**
- Prevent bullying through curriculum, culture and consistent practice

### **b) Implementation**

We deliver this through:

#### **Prevention**

- A curriculum that explicitly teaches:
  - Relationships and emotional regulation
  - Online safety, including emerging risks such as misinformation and inappropriate digital conduct
- Strong, trusting relationships between pupils and staff
- Individualised Positive Behaviour Support plans
- Effective supervision and safeguarding systems
- Communication strategies tailored to pupils' needs

#### **Identification**

Staff will:

- Remain vigilant to changes in behaviour
- Use professional knowledge of pupils to identify early signs
- Record all concerns on CPOMS
- Analyse patterns to identify potential bullying

#### **Response**

When bullying is suspected or reported:

- Incidents are acted upon immediately

- A clear record is made on CPOMS
- SLT oversight ensures consistency and safeguarding rigour

The school will:

- Gather information from all parties
- Assess the nature and context of the behaviour
- Apply a proportionate, needs-led response

Where appropriate:

- Parents/carers will be informed
- External agencies will be involved
- Safeguarding procedures will be followed in line with KCSIE

### **Support**

Pupils affected by bullying will receive:

- Immediate reassurance and protection
- Support to rebuild confidence and emotional wellbeing
- Access to restorative approaches where appropriate

Pupils displaying bullying behaviours will be supported through:

- Education and reflection
- Adaptations to behaviour support strategies
- Collaboration with families and external professionals

### **c) Impact**

We evaluate effectiveness through:

- Monitoring CPOMS data and trends
- Pupil voice (adapted for SEND needs)
- Staff feedback and safeguarding reviews
- Reduction in repeat incidents
- Improved wellbeing, safety and engagement

## **5. Roles and Responsibilities**

### **Headteacher**

- Ensures effective policy implementation
- Maintains oversight of safeguarding and behaviour
- Reports trends to governors

### **Board of Trustees and Local Advisory Committee**

- Monitors the effectiveness of safeguarding systems
- Holds leaders to account

### **Staff**

- Challenge and report all concerns
- Promote a safe, respectful culture
- Follow safeguarding and behaviour procedures

### **Parents/Carers**

- Work in partnership with the school
- Share concerns promptly

### **Pupils**

- Are supported to understand and report bullying
- Are given appropriate communication tools to express concerns

## **6. Safeguarding and Recording**

- All incidents must be recorded on CPOMS
- Bullying is treated as a safeguarding concern where appropriate
- The school follows KCSIE thresholds when determining responses
- Referrals will be made where:
  - There is risk of significant harm
  - A criminal offence may have occurred

## **7. SEND Context**

At Market Field School:

- Pupils may experience differences in:
  - Communication
  - Social understanding
  - Emotional regulation

Therefore:

- Behaviour is considered within the context of individual need
- Interventions are personalised and therapeutic where appropriate
- The school balances understanding with accountability

## **8. Monitoring, Evaluation and Review**

The policy is reviewed annually and informed by:

- Safeguarding data and trends
- Feedback from stakeholders
- Updates to statutory guidance, including annual KCSIE revisions

Staff receive:

- Regular safeguarding training
- Updates in response to national developments

## **9. Promoting an Anti-Bullying Culture**

We actively promote:

- Celebration of diversity
- Respectful relationships
- Safe and accessible reporting systems
- A culture where bullying is consistently challenged

