



WEST LONDON PRIMARY CLUSTER ANTI-BULLYING POLICY

Applies to: Langford, Wilberforce, Fulham, Queen's Manor and Sulivan Primary Schools

Reviewed: January 2026

Date of next review: January 2027

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1. Statement of intent

The West London Primary Cluster (Langford, Wilberforce, Fulham, Queen's Manor and Sulivan) is committed to providing a caring, friendly and safe environment for all pupils and adults. Bullying of any kind is unacceptable in our schools.

We are a reporting culture: anyone who knows that bullying is happening is expected to tell a member of staff. We recognise the detrimental impact bullying can have on learning, wellbeing and life outcomes and will act promptly, proportionately and consistently to prevent, identify and address bullying.

2. Objectives

This policy will:

- Set out how the cluster prevents and tackles all forms of bullying, including child-on-child abuse.
- Align with statutory safeguarding guidance and Ofsted expectations.
- Provide clear procedures for reporting, recording (including use of CPOMS), investigating and resolving incidents.
- Ensure support for children who have been bullied and those who have bullied to change behaviour.
- Promote a culture of respect, inclusion and equality across the cluster.

3. Scope and links to other policies

- Safeguarding and Child Protection Policy (including child-on-child abuse)
- Behaviour Policy and Behaviour Principles
- Online Safety / Acceptable Use Policies
- SEND and Inclusion Policy
- Relationships, Sex and Health Education (RSHE) and PSHE programmes
- Data Protection and Records Management

4. Legislative and guidance framework

This policy is informed by: Keeping Children Safe in Education (KCSIE); Working Together to Safeguard Children 2023; Behaviour in Schools (DfE) 2022/updated 2024; Preventing and Tackling Bullying (DfE) 2017; Equality Act 2010 and the Public Sector Equality Duty; Searching, Screening and Confiscation (DfE) 2022/2023; Teaching Online Safety in Schools (DfE) 2023; the Online Safety Act 2023 and Ofcom implementation; and the Education Inspection Framework (Ofsted) from November 2025.

5. Responsibilities

- Individual Heads of Schools will ensure this policy is implemented in their schools.

- Designated Safeguarding Lead (DSL) in each school: lead on safeguarding; oversee recording on CPOMS; liaise with external agencies.
- Governing Board: monitor, challenge and review policy impact across the cluster; receive regular reports on incidents and outcomes.
- All staff: uphold and implement this policy; model positive behaviour; record and report concerns promptly.
- Parents/carers: work in partnership with the school; raise concerns; support pupils.
- Pupils: abide by the policy; report concerns for themselves or others.

6. Definitions

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally. Many experts emphasise an imbalance of power between the perpetrator and the victim. Bullying may occur face-to-face or online.

Child-on-child abuse: abuse of a child by another child, which can include bullying (including cyberbullying), physical abuse, sexual violence and harassment, and other forms of harm.

7. Forms of bullying covered by this policy

- Bullying related to protected characteristics under the Equality Act 2010 (race, religion or belief, disability, sex, sexual orientation, gender reassignment, pregnancy/maternity)
- Bullying related to nationality, culture or language
- Bullying related to SEND or mental/physical health conditions
- Homophobic, biphobic or transphobic bullying
- Bullying of young carers, children looked after, previously looked after, or otherwise related to home circumstances
- Sexist or sexual bullying
- Appearance-related bullying
- Online/cyberbullying via messaging, social platforms, gaming, images or video

8. Cluster ethos and culture

- Create an inclusive environment promoting mutual respect and care for others.
- Recognise that some pupils and adults may be more vulnerable to bullying and its impact; provide targeted support.
- Challenge discriminatory language and prejudice-driven behaviour.
- Embed pupil voice through school councils, digital leaders and wellbeing ambassadors.
- Celebrate success and positive behaviour and promote a culture of integrity.

9. Reporting and responding to bullying

- If a parent/carer has a concern that their child is being bullied, they should immediate notify their child's class teacher. This can be done via the school office or directly to the class teacher.
- Immediate action by the staff member who witnesses or receives a report.
- Assess risk and ensure the targeted child is safe; involve them in decisions as appropriate.
- Inform DSL; consider safeguarding thresholds and early help.
- Investigate: interview all parties in an age-appropriate manner; review evidence; consider contextual factors. Endeavour to make any necessary reasonable adjustments for those with SEND so they can participate fully. The investigation form in Appendix 1 can be used to support the investigation.
- Inform parents/carers as appropriate (this might be before or after the investigation, depending on context).
- Apply proportionate sanctions in line with Behaviour Policy; educate and support behaviour change.
- Record the incident, actions and outcomes on CPOMS; monitor patterns and repeat concerns. The main focus of any recording is that it is recorded clearly and concerns identified and appropriate actions put in place.
- Where criminal offences may have occurred or a child is at risk of significant harm, consult police and/or children's social care.

10. Preventing bullying

Environment

- High expectations for behaviour; clear routines and social norms.
- Proactive staff presence around the school site.
- Positive use of technology; promote digital citizenship.

Policy and Support

- Multiple reporting routes including face-to-face, online forms and anonymised options (e.g. post boxes).
- Reasonable adjustments for pupils with SEND and vulnerabilities.
- Early help plans and pastoral support; e.g. ELSA trained staff members.

Education

- PSHE/RSHE and Computing curriculum address bullying, respectful relationships, online safety and bystander behaviour.
- Assemblies, workshops and pupil leadership programmes reinforce messages.

- Use evidence-informed approaches (ELSA support, nurture groups, 1:1 teaching and supportive conversations with those involved).

11. Online safety and cyberbullying

- Teach online safety across the curriculum.
- Encourage reporting; advise pupils not to retaliate and to preserve evidence (e.g. screenshots).
- Use appropriate filtering and monitoring; review effectiveness at least annually; avoid overblocking.
- Work with online service providers to remove harmful content; inform police where criminal offences may have been committed (this is managed by Cluster IT team who will notify DSL).
- Reference current platforms and risks (social media, messaging, gaming, image/video sharing).

12. Monitoring, data and governance

- Each school maintains a bullying log via CPOMS and analyses trends.
- As part of head's report to Local Governing Boards – incidents are reported with actions.
- Pupil, staff and parent surveys used to evaluate culture and effectiveness.
- Outcomes and learning feed into behaviour, safeguarding and curriculum improvement plans.

13. Training and awareness

- Annual safeguarding training for all staff covering bullying, child-on-child abuse and online safety; induction for new staff and volunteers.
- DSL and pastoral staff receive advanced training; IT staff trained on filtering/monitoring responsibilities.
- Regular refreshers and briefings aligned to KCSIE updates and Ofsted expectations.

14. Communicating with parents/carers

- Publish policy on each school website and share annually.
- Provide clear routes to raise concerns and receive timely updates.
- Offer workshops/resources on bullying and online safety; signpost to trusted organisations.

15. Review and approval

This policy is reviewed annually by the Executive Headteacher, Head of School, DSLs and Governors. It is approved by the Governing Board and applies uniformly across the cluster, with school-specific procedures appended where necessary.

16. Useful links and supporting organisations

- Anti-Bullying Alliance – www.anti-bullyingalliance.org.uk
- Childline – www.childline.org.uk
- NSPCC – www.nspcc.org.uk
- UK Safer Internet Centre – www.saferinternet.org.uk
- Thinkuknow (NCA CEOP) – www.thinkuknow.co.uk
- Internet Watch Foundation – www.iwf.org.uk
- Educate Against Hate – www.educateagainsthate.com

Investigation Template



This template is designed for investigating allegations of bullying. It ensures the voice of all parties is captured and includes guidance for adaptations for SEND, EYFS, KS1, and KS2.

Adaptations if needed:

- SEND: Use visual aids, social stories, involve SENCO, allow extra time.
- EYFS: Use play-based discussion, pictorial prompts, involve key person.
- KS1: Simplify language, short sessions, parental involvement.
- KS2: Encourage written reflections, peer support, ensure privacy.

Incident Details

Date:

Time:

Location:

Reported by:

Allegation Summary

Brief description of the allegation:

Voice of the Pupil Alleging Bullying

What happened? How did it make you feel?

Voice of the Pupil Accused

What happened from your perspective?

Voice of Witnesses

Names and statements:

Staff Observations**Immediate Actions Taken****Investigation Steps and Findings****Outcome and Sanctions/Support****Sign-off**

Investigating Staff: _____

Date: _____