

Anti- Bullying Policy

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| Responsibility for this policy lies with (Headteacher, Full Governing Body, Curriculum or Finance & Resources Committee) | Finance & Resources Committee |
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Rationale and Definitions

We strive to create a culture based on our core values of Respect and Kindness. Pupils must feel safe and respected if they are to learn effectively. Since we are a school which sets high standards for our pupils it is important that we create an atmosphere in which bullying cannot thrive and in which no student has to suffer from harassment of any kind.

Bullying happens in all societies, at all levels, it is important that we make our pupils knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form.

As bullying is in the news and is a form of real anxiety for parents, it is important that we inform parents fully about our approach to dealing with bullying, so that parents are able to distinguish between what is bullying and what is not.

A definition of bullying

There is no legal definition of bullying, however our school definition of bullying is: **Repetitive intentional** hurting of one person or a group by another person or group, where the relationship involves an **imbalance of power**. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Bullying can take many forms (for instance, cyber-bullying via text messages or on social media and is often motivated by prejudice against particular groups, for example on grounds of race, religion, sex, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

The following are protected characteristics and our role in school is to ensure that students are protected from discrimination in relation to these both in-person and online. The protected characteristics are:

- age
- disability
- gender reassignment (transphobia)
- pregnancy and maternity
- race
- religion or belief
- sex
- maternity or civil partnership

Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical. (See ref: Preventing Bullying 2017, DFE).

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Bullying can be (but is not limited to):

- physical (hitting, kicking, theft)
- teasing
- making threats
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

We appreciate that cases of bullying can be very complex with a range of roles involved, the terminology used can be seen in the appendix alongside a brief description of these roles.

At Edward Pauling Primary School we understand that sometimes there is relational conflict between pupils. This is not defined as bullying where there is a balance of power. However, where there is unkindness between students the pastoral lead will endeavour to support pupils and re-emphasise our core values.

How we set the right ethos of being a 'telling' school

A 'telling' school is one where pupils do inform staff when bullying is taking place.

If pupils who feel they are being bullied are to tell us about bullying we must work together to create an atmosphere of trust. Pupils who are classed as targets must know that their concerns will be taken seriously and recognise that investigations take time. We must also make it as easy as possible to report bullying, in each teaching space pupils have the opportunity to share a concern using a 'worry monster' and as part of our monthly hands up survey.

Pupils must understand that these may result in a number of different outcomes and be familiar with the content of the flow chart on page 4. We will educate pupils through assemblies, safe and sound class assemblies and the PSHE curriculum so that they understand bullying related to child-on-child abuse, and gender and sexual harassment linked to KCSIE safeguarding responsibilities

Everyone on the site has a responsibility to ensure that we live by our core values and that we all set a good atmosphere round school. We want to make it clear that this responsibility includes:

- Promoting an open and honest ethos that ensures that all members of the school community know and agree with our stance on bullying.
- Ensuring that all staff exhibit positive behaviours, demonstrate our Core Values and become positive role models to students.
- Treating other people with respect at all times;
- doing nothing that could be construed as bullying;
- doing nothing that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight;
- reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying.
- Engaging students in reviewing and developing our anti-bullying practices.
- Analyse available data to ascertain how the school environment and the journeys to and from school can be improved.

Teaching

The PSHE and RSE programme also aim to educate students on a range of matters around bullying behaviours. The full details can be found in the curriculum intent for these subjects. Bullying is also covered in the assembly programme and as part of our programme of 'Safe and Sound' assemblies.

How to deal with bullying and who to tell

Each year in the Autumn Term we will remind all our students to take the following action if they feel they are being bullied. These messages will also be reinforced throughout the year;

- if you feel able to, then let the perpetrator know that they do not like what is happening to them and ask them to stop;
- if the bullying doesn't stop, tell someone in school who will initiate action to sort out the problem. This will often be their class teacher or any member of staff.
- report an incident of bullying to the DSL, either for yourself or an incident you have witnessed, to report your concerns discreetly.

If bullying behaviour is witnessed by our students, as part of taking on the role as defender, we ask that they too report their concerns using the above protocols. However, we emphasise that pupils must not use physicality or verbal abuse to try and resolve a matter.

If parents or carers have concerns regarding bullying behaviour, we ask that this is reported to their child's class teacher or to a member of the school's leadership team. This will be logged, and the matter will be investigated.

What any adult – teacher, support staff, parent – who has been told about bullying should do

Go to, phone or email the pupils class teacher of the student concerned. If a parent does not know who the appropriate teacher is they should contact school and the Receptionist will advise them.

Who should investigate

In the first instance we would expect the pupil's class teacher to discuss any issues with their pupils and suggest possible solutions. If this is ineffective or the class teacher believes he/she needs help in resolving an issue he/she will seek support of the pastoral lead. An investigation into a complaint of bullying will be carried out in most cases by the Pastoral Lead or senior member of the leadership team.

If we are to deal with incidents fairly, we must gather as much evidence as possible in order to establish what really happened.

Where incidents that happen outside school are clearly having a detrimental effect on the life of the pupil(s) in school we will investigate these and, in conjunction with the parents and the local police, take appropriate action.

What sanctions we use

At our school, sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed.

We expect all students to be proactive and seek help from members of staff if they witness another student being hurt or they are concerned about others.

The following is the normal hierarchy of sanctions. A serious case of bullying, however, might result in immediate suspension:

- At all times cases will be reordered on CPOMS and restorative conversation to educate the perpetrator on the impact of their actions.
- As all teaching staff have received *Team Teach* training the member of staff leading the investigation will lead a restorative conversation between all pupils involved and an apology from the perpetrators, when consented to by the target. At all times staff are able to seek additional support from the pastoral lead or a member of the school's leadership team.
- A phone call/email to discuss the matter with the perpetrator's parent/guardian, further removal of free time, seating plan changes within class, further education on the matter.
- Reflection time plus perpetrators' parents invited in for a formal face-to-face meeting.
- Timetable change for the perpetrator, plus a meeting with the Headteacher.
- Suspension
- Permanent Exclusion

The Pastoral Lead will try to check at regular intervals on the welfare of a pupil who has been bullied, but we do rely on pupils reporting any repetition. Whilst the sanctions outlined above will be used as appropriate, both pupils and parents must understand that we cannot take action if we are not made aware.

Engaging with parents and carers

We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the pupil being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved. Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially

provide support ourselves or signpost the parents to appropriate channels of help.

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.
- Ensure that all parents/carers know who to contact if they are worried about bullying, by freely sharing this policy on our website.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying, refer to Supporting Organisations and Guidance section in this policy.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

Particularly during a lengthy investigation, or when there is a repetition of bullying, a target's parents may feel very anxious. It is very important that the investigator and the parents keep in contact but parents must understand that class teachers and Senior Staff do have other demands on their time. We will always endeavour to ring parents on the same day that the incident occurred; however, phone calls may not always be able to be made as soon or as frequently as the parent would ideally like.

Supporting Organisations and Guidance

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Beat Bullying: www.beatbullying.org

Childline: www.childline.org.uk

DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

DfE: "No health without mental health": <https://www.gov.uk/government/publications/nohealth-without-mental-health-a-cross-government-outcomes-strategy>

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

Cyberbullying

Childnet International: www.childnet.com

Digizen: www.digizen.org

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

EACH: www.eachaction.org.uk

Pace: www.pacehealth.org.uk

Schools Out: www.schools-out.org.uk

SEND

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-ofpractice-o-to-25>

Racism and Hate

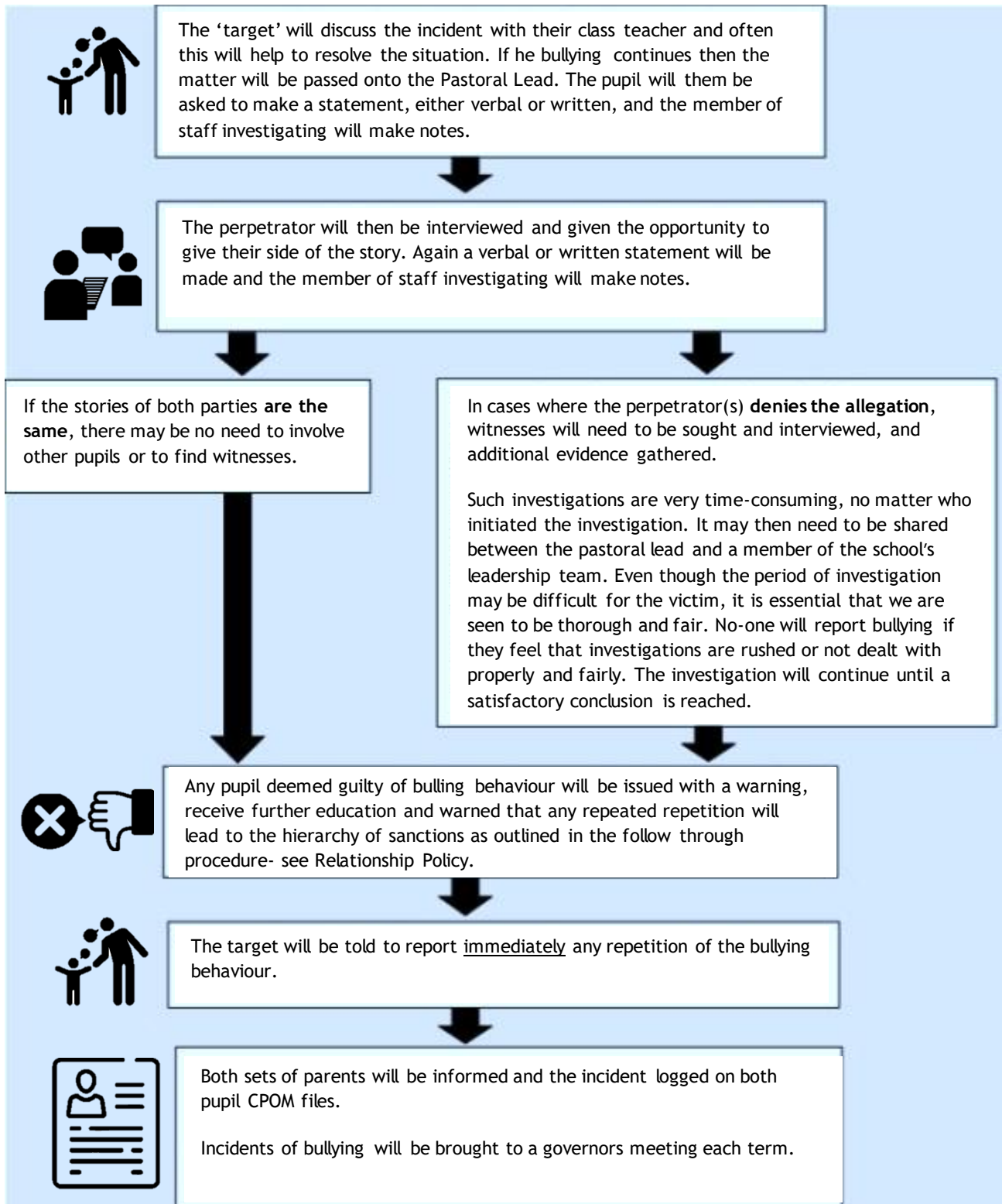
Anne Frank Trust: www.annefrank.org.uk

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk

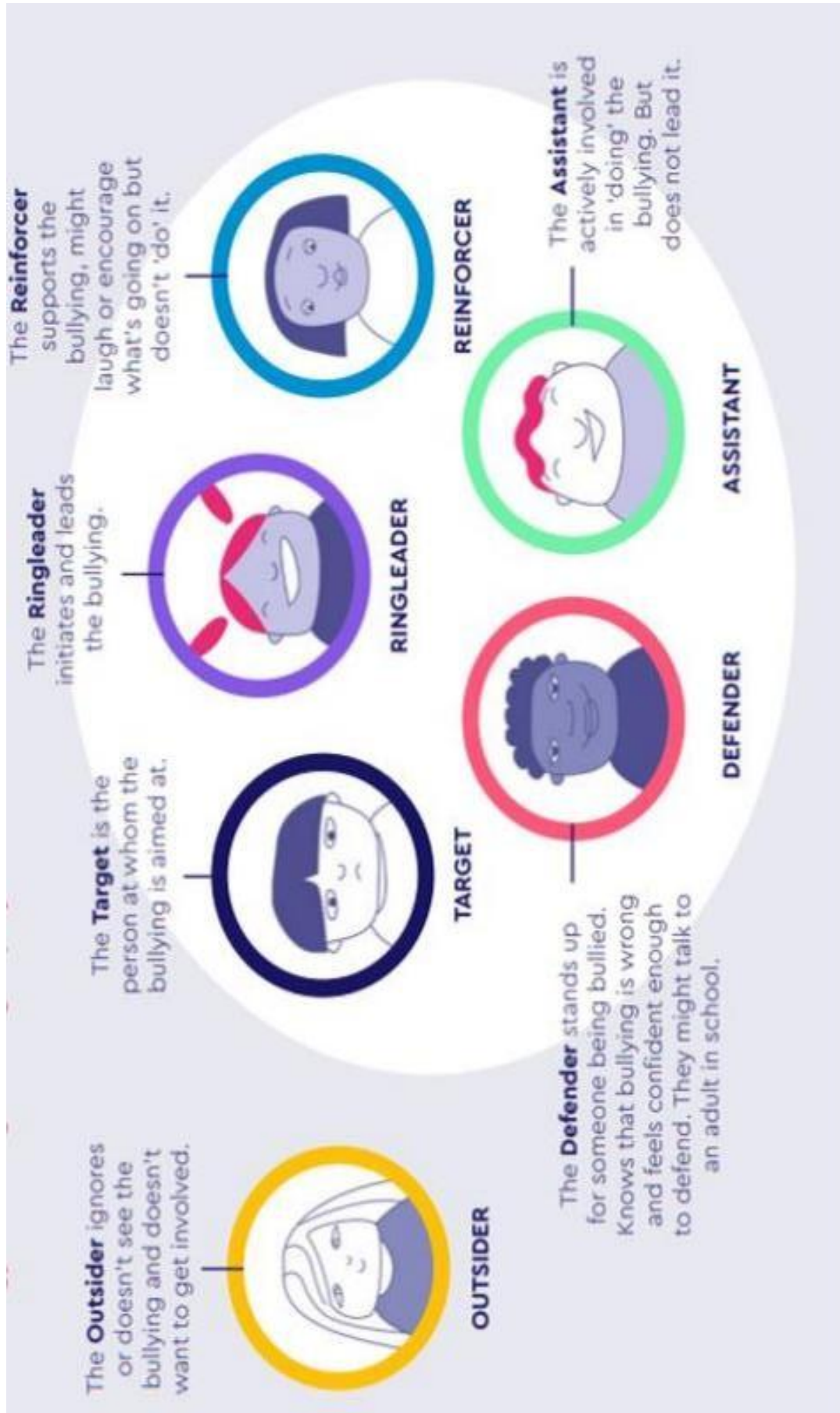
Stop Hate: www.stophateuk.org

Show Racism the Red Card: www.srtrc.org/educational



Support: During an investigation, it is likely that the alleged target will feel vulnerable, particularly at breaks, lunchtimes and the end of school. They will be offered protection at such times, in the form of a room/office in school to which they might go with or without friends, and alternative arrangements for buying and eating lunch. They will also be offered regular slots with their pastoral lead to check in on their well-being.

Appendix 2- Roles of involved bullying incidents



Setting Up a Restorative Conversation



What is a restorative conversation?

After an incident, it is important to engage in a structured process of restoration.

An effective restorative conversation allows individuals to:

- share their perspectives
- listen to others' viewpoints
- acknowledge their role in what happened
- understand the impact of their actions
- repair damaged relationships
- work together to find positive ways forward

Restorative conversations are part of a wider positive culture of reflection and repair, and should not be used to apportion blame or pass judgement.

These conversations are often carried out on a 1:1 basis. In some settings, it may be appropriate to hold a group session, depending on a number of factors:

- the nature of the incident
- the needs of the individuals involved
- the context of the setting

This guide focuses on 1:1 restorative conversations.



Before a restorative conversation

Before setting up and conducting a restorative conversation, there are some key points to consider:

Timing:

It can often take a long time to calm down and recover after an incident, so it's vital not to initiate the restoration process too soon. If a person is not emotionally regulated, they can loop back into crisis and the impact of the conversation will be lost.

Environment:

Give due consideration to the environment in which the restorative conversation will take place. It should be quiet, private and comfortable, so that they feel safe and secure. Ensure any preferred communication devices or tools are available.

Staff:

Think carefully about which staff member or members would be best to lead the session. This might be someone who was directly involved, but may also be a colleague or a third party. Use your professional judgement and the nature of the incident to inform your decision.

Ensuring accessibility

For a restorative conversation to be successful, it's important to consider the various accessibility needs.

These might include, but are not limited to:

- Visual needs
- Audio needs
- Cognitive needs
- Motor needs
- Emotional needs
- Personal preferences
- Cultural understanding
- Communication preferences

Use your knowledge of the individual to make sure you have considered their accessibility needs so that they can participate fully in the process.

Restorative conversations do not have to be a verbal process.



Restorative Conversation Do's and Don'ts

Do:



- Ensure everyone feels regulated and ready before starting
- Choose a quiet, private space, and make sure you are not disturbed
- Be prepared for individual to become heightened during the process
- Share your expectations and address any concerns about the process beforehand
- Meet accessibility and communication needs
- Maintain a calm, composed demeanour, thinking about verbal and non-verbal communication
- Make sure they feel safe, comfortable and relaxed
- Ensure they are given the opportunity to share their views
- Model active listening and respectful dialogue
- Ask questions to gain clarification
- Be flexible in your approach, to meet the needs of the individual
- Agree next steps and further actions
- Check in at regular intervals afterwards and ensure follow up actions are completed

Don't:



- Start the process too soon after an incident
- Choose a public space where you might be disturbed
- Use the process as a punishment, or as a way to apportion blame
- Ignore their physical and emotional needs e.g. are they hungry? Thirsty? Tired? Overwhelmed?
- Interrupt or 'take sides'
- Stick rigidly to a pre-planned script
- Forget to agree next steps or follow up on agreed actions

Suggested questions

While it is not helpful to stick rigidly to a pre-planned script, or ask a long list of questions, the suggested questions below can be used to frame a restorative conversation.

Please note: these questions are intended as a guide and should be adapted and modified to suit the needs of the individual involved.

- Can you tell me what happened?
- What did you hope would happen when you...?
- How **could** that affect someone else?
- How **did** that affect...?
- How do you feel now, looking back at what happened?
- Were there opportunities to do things differently?
- What would you do if something similar happened again?
- How can we move forward in a positive way?
- Do you need any help or support?
- What have we learned from this?
- Is there anything else you would like to add?

End the conversation on a positive note by thanking them for their participation and agreeing next steps.

Be clear about what will happen next and when any agreed actions will be completed by.



Quick recognition Checklist (sings this may be prejudice- motivated)

- Use of slurs, targeted name-calling or derogatory jokes that reference identity.
- Repeated targeting or exclusion of a child because of who they are or who they are perceived to be.
- Symbols, graffiti or online posts referencing protected characteristics.
- Comments implying a child “can’t” do something because of their identity.
- Group dynamics that consistently exclude a child from activities linked to identity

Under the Equality Act, these are nine protected characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Race - including colour, nationality, ethnic or national origin
5. Religion or belief
6. Marriage or civil partnership
7. Sex
8. Sexual orientation
9. Pregnancy and maternity

**NEXT
STEPS**



Immediate actions (first 15 minutes)

1. Ensure safety: separate the children calmly; reassure the child who was targeted.
2. Preserve evidence: screenshots, photos, CCTV, remove offending material from view.
3. Notify DSL/Deputy DSL immediately.
4. Make a factual record (verbatim where possible) on CPOMS (or the standard incident form) before the end of the day.

Recording - What to capture on CPOMS

- Date/time and location.
- Nature of incident (verbal/physical/online/social/exclusion).
- Protected characteristic(s) suspected
- Exact language used (quote verbatim).
- Witnesses and actions taken.
- Immediate safeguarding steps and who informed (DSL, parents).
- Investigation outcome and follow-up actions (date and owner).

Support & Safety for the child affected

- Immediate pastoral check and safety plan.
- Offer emotional support and regular welfare check-ins (Pastoral Lead).
- Do not force restorative meeting; only if safe and agreed by victim/parent.

Practical Scripts for Staff

- To stop biased language: **“We don’t use that word here – it hurts people. Tell me what you meant.”**
- To a child who reports harm: **“Thank you for telling me. I’m sorry that happened. I will keep you safe and we will look into it.”**

Prevention (What you can do every day)

Prevention (what you can do every day)

- Model respectful language; challenge biased comments calmly and consistently.
- Teach and reinforce our values in lessons and assemblies.
- Use PSHE and story time to address stereotypes and build empathy.

Report and log even “minor” incidents – patterns matter.