



THE EDWARD RICHARDSON PRIMARY SCHOOL

ANTI-BULLYING POLICY

Date of last review	Spring 2026
Term next due for update	Spring 2027
Member of staff responsible for this update	Headteacher
Governor responsible for this update	Chair of Governors
Requirement	Statutory

1. Introduction

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (not an exhaustive list):

- Verbal – Characterised by name calling, teasing, making insulting remarks;
- Indirect – Spreading rumours about someone, excluding someone from social groups;
- Physical – Hitting, kicking, taking belongings;
- Emotional – name-calling, belittling, exclusion;
- Homophobic – Any form of bullying behaviour related to actual or perceived sexual orientation or gender identity.
- Cyber bullying – any form of bullying behaviour using technology.

Bullying can affect all pupils. We take the view that anyone can be a victim of bullying, and anyone can inflict bullying behaviours upon another person. All incidents are fully investigated and logged. We are particularly vigilant to pupils we deem to be particularly vulnerable, for example Children with SEND, those who are adopted, in care, or have caring responsibilities.

2. Challenging bullying

There are very important reasons for challenging bullying behaviour and ensuring that our school ethos views bullying as unacceptable and that pupils are taught to see it as such:

2.1 The safety and happiness of pupils

When pupils are bullied their lives are made miserable. They may suffer injury. They may be unhappy to come to school. They are likely to lose their self confidence and self esteem.

2.2 Educational achievement

Bullying has an impact on learning. The unhappiness of bullied pupils is likely to

affect their concentration.

2.3 Setting good standards of behaviour

Those pupils who are being bullied may interpret perceived inaction as condoning unacceptable behaviour. They will feel badly let down by adults in authority.

2.4 Parental trust and confidence

Parents will be reassured by a school which demonstrates both through policy and action that it will respond positively and effectively to bullying.

- 2.5 All concerned with the school, including teachers and parents, are responsible for maintaining acceptable standards of discipline and behaviour in schools and for regulating the conduct of the pupils. It is within the context of our whole school behaviour policy that we make a positive response to any incidents and that the eradication of bullying receives serious consideration and emphasis.

3. Working towards a non-bullying ethos

- 3.1 All staff will encourage cooperative behaviour by making use of the methods of praise and reward in order to develop a non-bullying ethos in line with the Equality Act (2010). We recognise that this approach contributes towards children being helpful, kind and caring to their peers or adults and therefore helping achieve the required ethos. Children who have a proven problem in this area will be offered support and rewarded for development. They will be enabled to understand the viewpoint of all concerned and why bullying behaviour is unacceptable.
- 3.2 As well as being constantly on the lookout for instances of challenging behaviour, staff are expected to be sensitive to good behaviour and adopt a 'catch them being good' philosophy. The school deploys a positive behaviour management strategy. When children behave in an exemplary manner, they should be rewarded. By responding to good as well as challenging behaviour the supervisor or teacher is perceived as someone who is fair-minded and not simply someone who is performing a negative policy role on the playground or in the classroom. Moreover, children who misbehave as a way of getting attention from an adult can be encouraged to be well behaved as an alternative and more attractive way of receiving this attention. Reference should be made to the separate policy on behaviour.
- 3.3 Publicising or raising awareness by promoting the non-bullying ethos of the school is important. In assemblies, we celebrate Anti-Bullying Week, discussing themes of diversity, and promoting respect through role-play scenarios.
- 3.4 All staff will work to ensure that communication within school keeps everyone informed about any incident of bullying so that collective action can be maintained.

- 3.5 All use of language which could be considered offensive or derogatory towards a particular group within society will not be tolerated. It may be that the language was not understood in a broader context or was not intended to be offensive but it is imperative that the use of offensive language is challenged so that it will not become 'normalised'. Language, for being used in a derogatory way with regard to gender, race, sexual orientation, appearance or any other perceived difference will not be tolerated and must be challenged. Staff should explain why the language is harmful, ensure the pupil understands its impact, and reinforce inclusive school values.

4. Responding to bullying incidents

- 4.1 It is important to try to establish the facts. Bullying should not be confused with disagreements which involve two parties and both staff and parents should note that children involved in this latter kind of disagreement may claim to be 'bullied' in order to gain sympathy and an emotive response. Children who claim to be bullied when they are not may, indeed, be considered to be bullying through their attempt to focus negative attention on other pupils. Whilst such disagreements may not be bullying, it should be noted that their impact may be similar and they should be addressed immediately and fairly in order to ensure that this is not the case.
- 4.2 It is important that all staff know how to respond to a bullying incident should it occur and a list of agreed strategies are outlined below. These approaches ensure that direct and collective action emphasises that bullying behaviour is unacceptable and will not be tolerated.
- 4.3 If a bullying incident is caught early, a restorative approach may be used. This places a focus on repairing relationships and ensuring the bullying does not recur.
- 4.4 Children involved in bullying others may feel quite justified in their actions, and may be reluctant to admit to them. It can be difficult for staff or parents to build an accurate picture of events or to be sure of who is telling the truth. Staff can often build on their special relationship with individual pupils to encourage honest and direct discussion. A follow up meeting, arranged by the class teacher with the pupils, can find out whether the solution has been effective. The aim should be to get pupils to reflect upon their actions, recognise that they are unacceptable but cannot be changed, and focus upon avoiding making similar mistakes in the future. Strategies should be suggested to support the pupil in achieving this outcome. Schools are an environment within which to learn and the acquisition of socially acceptable behaviours is a key part of this learning process.
- 4.5 Sanctions should be used where bullying behaviour is clearly proven. These sanctions will relate to the school's discipline policy. Suitable sanctions can be

useful in responding to one-off incidents of bullying which do not result in actual physical harm. A reprimand by the headteacher or other member of the Senior Leadership Team (SLT) may be sufficient to deter a pupil from name-calling or mild teasing. For bullying which results in damage to person or property, a more serious response should be considered.

- 4.6 Involvement of parents throughout each stage is essential. We ensure parents understand the school's approach and are provided with guidance to reinforce positive behaviour at home. It is also vital that accurate records of bullying incidents are kept, and that timelines detail individual events so that a bigger picture can be seen. These are logged on CPOMs and tracked. Ensure parents understand the school's approach and are provided with guidance to reinforce positive behaviour at home.
- 4.7 Support will be initiated for all parties involved. This will involve class teachers and may deploy the support of an Emotional Literacy Support Assistant (ELSA).
- 4.8 Exclusion should only be considered when other strategies are exhausted, accompanied by a plan for reintegration or alternative arrangements.