EARLSMEAD PRIMARY SCHOOL

Anti-Bullying Policy

Written by	**N. Peshawaria**
LGB Approved	**October 2026**
BoT Ratified	**October 2026**
Date of Review	**October 2027**

MISSION STATEMENT

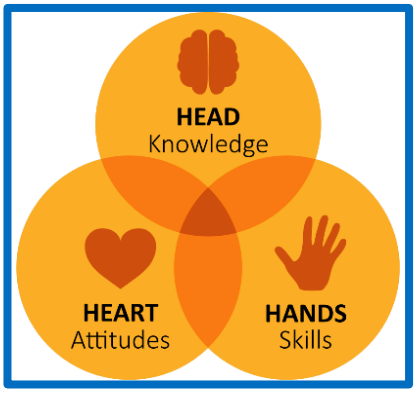
At Earlsmead Primary School, our mission is to empower every child through *Head, Heart, and Hands*. We cultivate curious minds (Head), nurture compassionate spirits (Heart), and develop the practical skills (Hands) needed to thrive in an ever-changing world.

VISION

Everyone achieving to their full potential.

OUR MOTTO

Head, Heart and Hands



OUR VALUES

Head:	**1. Curiosity**	**2. Achievement**
Heart:	**3. Integrity**	**4. Care**
Hands:	**5. Collaboration**	**6. Creativity**

What is bullying and how does it differ from relational conflict?

At Earlsmead Primary School we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress. Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as 'bystanders'.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

What does bullying behaviour look like?

At Earlsmead Primary we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to

- Name calling-using bad language
- Physical
- Destroying other people's property
- Persistent mental cruelty
- Racial remarks
- Spreading rumours
- Hurting feelings
- Cyber bullying
- Persistent teasing
- Sexual bullying
- Emotional intimidation
- Teasing about sexuality
- Discrimination
- They do it secretly
- Saying unkind things about your family
- Personal remarks

To clarify, we understand that bullying can be:

- **Emotional**: isolating others, tormenting, hiding books/belongings, threatening
- gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion.
- **Physical**: any assault on a person's body, including hitting, poking, biting, pinching
- kicking, tripping, or pushing. It can also extend to inappropriate hand gestures or stealing or breaking a victims' belongings.
- **Sexual**: unwanted physical contact, inappropriate touching, abusive comments,
- **Homophobic** abuse, exposure to inappropriate films etc.
- **Verbal**: name calling, sarcasm, spreading rumours, threats, teasing, belittling.

- **Racist**: racial taunts, graffiti, gestures.
- **Online/Cyber**: posting on social media, sharing photos, sending nasty text messages,
- social exclusion etc.
- **Indirect**: can include the exploitation of individuals such as ‘false friendships’,
- Criminal exploitation, sexual exploitation, and radicalisation
- **Prejudice-related**: derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

Why is it so important to respond to bullying?

- Bullying hurts
- Bullying ruins lives
- No one deserves to be a victim of bullying
- Everybody has the right to be treated with respect
- So that people know what to do and bullying can be dealt with
- The school will be a better place
- The school will be a safer place
- To stop people being bullied and help the bullies become better people
- So that everyone is confident about school

Where does bullying take place?

We understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying). We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

How to report bullying concerns

At Earlsmead Primary School we want pupils, parents/carers, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community.

We have clear reporting systems for our school community; the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

Pupils, including bystanders/witnesses

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Headteacher, a lunchtime supervisor, or a member of the office team.

The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on CPOMS (Child Protection Online Management System) under the person's file and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has "Bubble Time" in each classroom where the pupil can put their named peg on the bubble and this indicates to adults in the class that the pupil would like to share something but not in front of others. Bubble Time is introduced to the pupils at the start of the year and pupils are reminded of them regularly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns

Parents/carers

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying. We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff.

Initially we ask parents/carers to contact their child's class teacher (in person/via telephone call/via class dojo) to explain their concerns. The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the teacher will make a formal record of the bullying report on CPOMS and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavor to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

School staff

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead or directly to the Head teacher. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on CPOMS and other relevant staff members will be alerted. The member of staff must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Visitors

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.).

We ask that if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead/the Head teacher/a member of the Senior Leadership Team. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on CPOMS and other relevant staff members will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

How our school will respond to reports of bullying

At Earlsmead Primary School all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and effected.

- Our school keeps records of all reports of bullying, this information is stored on the pupil's profile in CPOMS. These records are used to identify trends and inform our school's preventative work. Information from these records is discussed regularly at staff meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns. Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by- case basis. Some of our school's responses may include, but may not be limited to:
- Talk to all pupils involved in the reported incident – this may include the target, the
- alleged perpetrator, and any bystanders/witnesses
- Talk to the parents (of the target and/or the alleged perpetrator)
- Implement appropriate sanctions in accordance with our school's behaviour policy. These
- sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable
- Discuss the report/incident/case with other agencies and organisations when appropriate
- and make referrals to those organisations when appropriate

- Liaise with the wider community if the bullying is taking place off the school premises
- (e.g., the Police, Council etc.)
- Keep in touch with the person who reported the incident/behaviour to inform them that
- action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.
- Implement a range of follow-up support/interventions appropriate to the situation (this
- may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns
- a DSL may then refer to the Harrow MASH.
- In serious cases of bullying suspension, or even exclusion will be considered by the Head Teacher.

Strategies for preventing bullying

- Class rules/Rights and Responsibilities
- School council discussions
- Achievement Assemblies to make children feel confident
- Playtime playmakers – peer mediation
- Behaviour Sanctions
- Circle Time
- Opportunities/spaces for children to talk and share any worries (Bubble Time), through surveys
- Reflections in PHSE /RSE lessons
- Dojo points, Certificates, and stickers for positive behaviours
- Restorative Justice approach used in school
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Inclusive displays throughout the school with diverse range of work, photographs etc

- Parent workshops
- All staff model expected behaviour
- Joined the United Against Bullying Programme (September 2023) and achieved Bronze Award in March 2024.

Links with other policies

You may find it helpful to read this Anti-Bullying policy alongside the other following school policies:

- Behaviour Policy
- Safeguarding Policy
- Online Safety / E-Safety / Acceptable Use Policies

Monitoring and Review

This policy is reviewed and evaluated throughout the academic year. It is updated annually.