



Anti-bullying Policy

Date:	November 2025
Review Date:	November 2028
Responsibility:	Headteacher
STATUTORY	No
Checked against Equality Policy	Yes

Agreed by Governors: Brendan Gibbs	Date: 20 th November 2025
Headteacher: Rebecca Mitchell	Date: 20 th November 2025

Enjoy

Persevere

Succeed

Policy Statement

This policy applies to all pupils, parents/carers, volunteers and staff members attending the school or whilst on school business, including off-site visits and trips. The school has a clear Relational Behaviour Policy, which helps to both reduce incidences of bullying and also identify clear strategies for issuing consequences to children who are responsible for bullying. The Relational Behaviour Policy should therefore be used in conjunction with this policy when addressing any issue relating to bullying.

Objectives of this policy

- All governors, staff, volunteers, pupils and parents/carers should have an understanding of what bullying is.
- All governors and staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take a zero-tolerance approach to bullying. Pupils and parents/carers should be assured that they will be supported when bullying is reported.
- That it will be understood that everyone needs to take responsibility for bullying.

What we believe about bullying

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. This means we have a zero-tolerance approach to bullying and bullying of any kind is not accepted at our school. If bullying does occur, all pupils should be able to tell adults and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell any member of staff. The children are told, if they are not sure who to tell, they should tell an adult wearing a multicoloured lanyard as they are part of the safeguarding team.

What Is bullying?

Bullying means the **intended, repeated** use (by one or more persons) of a written, verbal or electronic expression or a physical act or gesture or any combination thereof directed at a pupil or group of other pupils that:

- a. Causes physical or emotional harm to the pupil(s) or damage to their property;
- b. Places the pupil in reasonable fear of harm to himself/herself or of damage to his/her property;
- c. Creates an intimidating, threatening, hostile, or abusive educational environment for the pupil;
- d. Infringes on the rights of the pupil to participate in school activities; or
- e. Materially and substantially disrupts the education process or the orderly operation of a school.

It can be done secretly or openly.

To clarify; we understand that bullying can be:

- *Emotional*: - e.g., being deliberately unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures)
- *Physical*: - e.g., pushing, kicking, hitting, punching or any use of violence
- *Verbal*: - e.g., name-calling, sarcasm, spreading rumours, teasing
- *Cyber*: - This covers all areas of online activity, such as email and internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities

It can also be focused on a range of real (or perceived) differences, including, but not limited to:

- *Racist*: - e.g., taunts, graffiti or gestures because of, or focusing on, a person's race, ethnicity or culture
- *Sexual*: - e.g., taunts, graffiti or gestures because of, or focusing on, a person's gender
- *Homophobic*: - e.g., taunts, graffiti or gestures because of, or focusing on, the issue of sexuality
- *Disablist*: - e.g., taunts, graffiti or gestures because of, or focusing on, a person's disability

Why is it important to respond to bullying?

- Bullying hurts and can ruin lives
- Everybody has the right to be treated with respect
- So that people will know what to do and bullying can be dealt with
- The school will be a better place for learning and behaviour
- To make our school a safer place
- So that everyone is confident in and around school

The law

Some forms of bullying are illegal and should be [reported to the police](#). These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example: name calling, threats and abusive phone calls, emails or text messages
- hate crimes

Possible Signs and Symptoms

We think that children may indicate (by signs or behaviour) that he or she is being bullied. Adults should be aware of these signs and they should investigate the causes of the following behaviour, if a child:

- is frightened of walking to or from school
- does not want to come to school
- is alone all the time
- is not doing well in lessons
- does not want to talk to anyone
- is aggressive or shows unusual behaviour
- appears depressed
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- feels ill or feigns illness in the morning
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies often "lost"
- has unexplained cuts or bruises
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong

These signs and symptoms alone are not evidence of bullying as they can be caused by a whole range of issues. However, they may be an indication of bullying and so this should be considered.

What do we do at Emsworth Primary School to prevent bullying?

- We make our expectations clear to all stakeholders.
 - For adults, including parents and carers, this is through this policy and the Relational Behaviour Policy.
 - For children, this is through the use of an anti-bullying leaflet and regular assemblies
 - Expectations are reinforced through the school's consistent approach to dealing with allegations of bullying and its response to incidents of bullying.
- We have 'enjoy' as one of school values. We place an emphasis on children enjoying their school experience free from bullying.
- We provide the children with positive role models who demonstrate the expected behaviour and relationships at all times;
- Teachers, LSAs, ELSAs and mentors are there to talk to if a child has any concerns or worries.
- The children know that keeping them safe is everyone's job, but especially the job of those members of staff wearing the multicoloured lanyards and displayed around the school on our safeguarding posters.

- We teach children what bullying means, how we can make kinder choices and how we can stop bullying through our PSHE curriculum. This starts in Year R with learning about kind and unkind words and how they can make people feel and continues each year until Year 6 when the children will be able to explain what to do if they, or someone they know is being bullied.
- We have a group of older children who act as anti-bullying ambassadors. These children have attended training through the ***Diana Award Anti-Bullying Programme*** which is designed to empower young people to lead anti-bullying campaigns and educate each other within schools.
- We also support children to build better relationships and understand each other better through our focus on the **MyHappyMind** units 'relate' and 'character'.
- Each year, we hold an annual celebration of our differences (odd sock day) and have a whole-school focus on what anti-bullying means and why it is important during **Anti-Bullying Week** each November.
- We will also use 1:1, small group or whole class sessions (including circle time) to reinforce and build relationships within classes as needed.

What happens at our school if a concern of bullying is raised?

- All allegations of bullying will be investigated using the school's recording paperwork.
- See the procedure for investigating bullying allegations on the next page.

Procedure for Investigating Alleged Bullying Incidents

Member of staff becomes aware of an allegation of bullying so reports it using a bullying form and CPOMS

SLT to delegate a member of staff to investigate (Investigator)

- The investigator will contact the parents/carers of the potential victim to let them know the allegation has been made and the school will investigate
- All staff working with the children will be informed and asked to be vigilant

Investigator speaks with the pupil who is the potential 'victim' and collects their statement.

- Re-assure pupil they are doing the right thing in telling you
- Identify pupil(s) doing the alleged bullying
- Identify pupil(s) who may have witnessed the alleged bullying
- Identify what, where and when this has happened
- Speak to staff and review previous electronic records for information on previous incidents (create chronology)
- Record all information on the bullying form

Investigator speaks with pupil who is 'accused' and collects statement.

- Contact parents/carers to let them know you are investigating and allegation of bullying.
- Share with the child the allegation made
- Record their statement (their understanding of the event/s)
- Ask them to identify any other pupils that may have witnessed the alleged event/s

Speak with any significant identified witnesses and collect statements.

- Share with them the allegation
- Record their statement (their understanding of the event/s)

Investigator reports back to Headteacher/SLT/DSL to agree definition of outcome to decide

No evidence to support the allegation of bullying

Unsubstantiated Incident
Explain there is no (or not enough) evidence but you will be monitoring the situation.
CONTACT PARENT/CARER AND EXPLAIN SITUATION AND ENSURE THEY ARE SATISFIED
Record onto CPOMS

Unacceptable Behaviour
The evidence points to unacceptable behaviour rather than bullying.
Follow the school's Relational behaviour policy.

Evidence supports the allegation

Follow the bullying Incident protocol.

Bullying Incident Protocol

How will we deal with incidents of proven bullying?

If there is evidence that bullying has taken place, the following actions will take place, where appropriate:

- Restorative conversation between victim and aggressor to agree a solution-focused outcome.
- Parents/carers informed and invited to a meeting with SLT and member of Inclusion Team.
- Appropriate consequence will be agreed within the school. Please be aware this will only be discussed with the parents of the child it relates to.
- Kindness agreement put in place and signed by all, detailing the expected behaviour and what will happen if further bullying occurs.
- Emotional support provided for all children and sign-posted for adults.

Governors will be informed as part of the regular safeguarding update.

Logical
consequences from
the Relational
Behaviour Policy

Record onto
CPOMS with scan
of bullying form.

Protective Consequences from
the Relational Behaviour
Policy e.g. fixed term
exclusion.

Consider involvement of the
police.

Record onto CPOMS with
scan of bullying form.

Permanent
exclusion.
Consider
involvement of
the police.
Record onto
CPOMS with
scan of bullying
form.

Continue to monitor in school.
For the first week daily check-ins with the victim and the aggressor
by the inclusion team.
Then weekly check-ins.
6 week check in with parents to review impact and any further
support needed.

Unreasonable Claims of Bullying

We encourage any individual who believes they are the victim of bullying, or have witnessed any form of bullying to inform an adult as soon as possible so we can help support them and stop any bullying. All allegations of bullying will be taken seriously and investigated.

If, despite an investigation, no evidence of bullying taking place can be found, we will continue to monitor any interactions between the children involved. If a repeat allegation of bullying is made, this will again be investigated and the previous investigation will be reviewed to ensure fidelity to this policy.

If, despite several investigations, there is no evidence of bullying and yet further allegations are made, the person may be asked to provide their own evidence. If this is not forthcoming, and the school has reason to believe the allegation made be either malicious or misplaced, the school reserves the right to refuse to investigate any further allegations but will offer other support for the person making the allegation depending on any identified need e.g. social skills work or ELSA. This would be agreed in consultation with the parents.

Complaints

If you think the school has not dealt with your concerns about bullying effectively, you can complain using the procedure set out in the school's complaint policy. This can be found on the school website:

<https://www.emsworthprimaryschool.co.uk/Policies/>

Guidance used to write this policy

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010 o The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

Other Policies

This policy links with a number of other school policies, practices and action plans including:

- Relational Behaviour Policy
- Child Protection Policy
- Safeguarding Policy
- Data Protection Policy
- SEND Policy

Monitoring this policy

All incidents of highly inappropriate behaviour are discussed and recorded weekly within school. Actions are put in place, and the impact of the actions monitored the following week. This includes incidents of withdrawal, suspension, welfare concerns, discriminatory or bullying behaviours. This data is then reported to Governors as part of the termly safeguarding report. This policy will be reviewed every 3 years.