



Anti-Bullying Policy

Based on the values and principles of the UN
Convention on the Rights of the Child

2025 - 2026



This policy should be read in line with:

- Positive Pupil Behaviour Policy
- Safeguarding & Child Protection Policy
- Equality Policy
- E-Safety Policy
- Escalation Policy
- Child on Child Abuse Policy
- Care & Control (Positive Handling) Policy and Guidance

Anti-Bullying Policy

This Policy was written with the input of pupils' voices at Adderley.

Agreed by:	Governing Body	
Review date:	September 2026	

Definition of bullying from DfE March 2014

'What is Bullying? 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 (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.'

Context

The Keeping Children Safe in Education 2025 has stated that bullying has a great impact on pupil's emotional and mental well-being.

Everyone at Adderley Primary School has the right to feel welcome, secure, safe, and happy in their school environment. As a Rights Respecting School, our Anti-Bullying Policy has been developed in line with the articles in the UNCRC.

Adderley Primary School has a designated Anti-Bullying Lead (Mr A Hussain). It is the School's aim to challenge attitudes about bullying behaviour, increase understanding for the victims of bullying as well as the reasons for the perpetrator's actions, this is to ensure that the School and Community help to create an Anti-bullying and Rights Respecting ethos in the school.

Our objectives for this Policy are:

- For all Governors, teaching, non-teaching staff, pupils, and parents to understand what the different forms of bullying are and how to deal with them.
- To eliminate discrimination in line with the principles of the Equality Act 2010.
- To prevent bullying in all forms wherever possible through the planned and effective teaching relating to the issues surrounding it. Staff must refer to KCSIE 2025 Low Level Concerns Para. 428 onwards of Part 4 of the document.
- To deal with incidents of bullying quickly and effectively so that they do not re-occur.
- To intervene where bullying is identified and to put disciplinary measures in place to ensure it stops.
- To ensure the emotional well-being of all pupils affected is supported, especially those who are vulnerable and to ensure that the appropriate support and intervention is put in place. It is also important for the perpetrators of bullying to understand their behaviour and its impact.
- To ensure that Parents/Carers understand what to do if they feel their child is being bullied or is bullying others.
- To ensure all pupils understand what to do and what help to expect if they feel they are being bullied and how to report it and to whom.
- To ensure that differences between people which can lead to bullying are regularly discussed in the curriculum as the Protected characteristics of the Equality Act, this includes religion, ethnicity, disability, race, gender, family/home background or sexuality.
- To use specific organisations and in school mentoring to support those affected by bullying.

- To create a positive, open climate where all children are free to express themselves in an environment which reflects and celebrates the diversity and tolerance of our Society and that of modern Britain.

Key Responsibilities

Prevention is better than cure, so at Adderley Primary School we are vigilant and proactive in identifying signs of bullying and always take reports of incidents seriously. As part of the school's PSHEC and RMSE curriculum, assemblies (in school and other external visitors) as well as mentoring programmes help reinforce the ethos of the school and help pupils to develop strategies to identify and combat bullying type behaviour.

All staff must never assume that incidents will not happen at their place of work. They must have an attitude and outlook that it can always happen here.

Young people have a right to expect that they will be listened to, have their concerns taken seriously and that appropriate steps will be taken to ensure that there is always a resolution to any concern or cases of bullying.

The school has the responsibility to ensure:

- Bullying incidents can be reported confidentially (including bullying that may have occurred outside school, e.g. Cyber bullying).
- All involved in the incident are listened to empathetically by professionals, Parents/Carers and peers.
- Victims of bullying are encouraged to report what has happened.
- Parents/Carers work in collaboration with Parents/Carers when appropriate.
- The school will fulfil its Duty of Care to ensure that its' pupils do not come to harm. This includes the reporting of all bullying incidents which have been identified as such, using the Policy definition. The reporting is made available to the Governing Body as and when required.
- Under the Children's Act 1989, a bullying incident should be addressed as a child protection concern, where there is 'reasonable cause to suspect that a child is suffering or is likely to suffer significant harm'. Where this is a cause for concern, the school will report, record and seek advice from Birmingham Children's Trust.
- Some forms of bullying are deemed as illegal and should be reported to the police. These include violence, assault, repeated harassment, or intimidation, for example, misogyny, name calling, threats, abusive phone calls, emails or text messages, hate crime, sexual harassment and violence on and off the school site. Please refer to **Bullying at School – Gov.uk document.**

Definitions of Bullying

The Government defines bullying as 'behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally' (DfE 2017 – Preventing and Tackling Bullying).

Bullying is often motivated by prejudice against groups/individuals, for example on grounds of race, religion, culture, gender, sexual orientation or because a child is adopted, looked after or may be a young carer. It might be motivated by actual differences between children or perceived differences.

Many believe bullying involves an imbalance of power between the perpetrator and victim. The imbalance of power can manifest itself in several ways: it may be physical, psychological, intellectual differences, socially isolated either physically or online abuse. Bullying is deliberate, hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend him or herself.

The school works hard to ensure that all pupils can clearly identify difference between bullying and everyday friendship issues and that regular or repeated friendship issues can be a sign of bullying.

Bullying and Discriminatory abuse can take many forms which include:

- Emotional (being unfriendly, threatening looks, gestures, tormenting such as hiding belongings).
- Physical (pushing, hitting, shoving or any form of physical violence).
- Verbal (name calling, sarcasm, spreading rumours).
- Sexual and sexist bullying (unwanted physical contact or sexually abusive comments or those of which are sexist relating to gender or sexuality).
- Ableism bullying (this includes discrimination and social prejudice of people with disabilities and those perceived to have a disability such as partial sight loss, autism, physical disability and of the belief that able bodied people are super).
- Homophobic, bio-phobic, or transphobic (behaviour or language which makes a person feel unwelcome or marginalised because of their sexual orientation or gender identity, whether actual or perceived of because of their association with people who are or perceived to be gay, bisexual, or transgender for example children of same sex couples).
- Racism (negative behaviour or language towards an individual's ethnicity, skin colour, country of birth, speaking a different language or different religious beliefs).
- Cyber (all forms of abuse involving the internet, social websites, chat rooms, mobile phones, emails, texts messages, photographs etc).
- Relational (excluding, isolating, and ostracising someone usually through verbal or emotional bullying).
- Interference with possessions (hiding, stealing, and destroying belongings).

Signs of Bullying

Bullying can cause serious psychological damage and even suicide. Although bullying is not a specific criminal offence there are criminal laws which apply to harassment, threatening and physical behaviours. A pupil who may be bullied may:

- Become frightened to attend school, specific lessons or entering specific areas of the school.
- Change their usual routine.
- Become more withdrawn or anxious than previously.
- Threaten to run away or run away.
- Threaten suicide.
- Begin to perform poorly in school.
- Frequently have damaged or missing belongings.
- Repeatedly ask for extra money or never having money.
- Have unexplained injuries or signs of self-harm.
- Become aggressive, disruptive, or unreasonable.
- Begin to bully others.
- Change their eating patterns by eating too much or too little or avoiding eating all together.
- Have missing dinner money.
- Be afraid to use the internet or a mobile phone.
- Become nervous when a cyber-message is received.
- Choose the company of adults over fellow pupils.
- Frequent absences from school/regularly late for school.

- Reluctant to discuss reasons for any of the above.
- Any other significant changes in behaviour.

Child on Child Abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use anti-bullying procedures and policies in place. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. School should refer to the School's Safeguarding and Child Protection Policy and act accordingly. Never assume that it will not happen at your place of work.

Vulnerable Pupils

Some pupils are particularly vulnerable to bullying and may be severely affected by it, such as those with special educational needs or disabilities. Others may be particularly vulnerable because they are going through a personal or family crisis or suffering from a health problem. Children in care may be frequently on the move and may be vulnerable because they are always the newcomer. Those with caring responsibilities may be vulnerable as they are socially isolated, as these children may turn to social media for consolation and friendships or may use the forum to cyber bully perpetrators of bullying.

Counselling and education as well as Online Safety and Cyber-bullying policies can be used to help these children.

The impact of bullying is severe as the nature and the extent of the bullying or that it may be combined with other factors such as those mentioned above, also affect the social, mental, and emotional wellbeing of the pupil.

Types of Bullying

Bullying can be **DIRECT OR INDIRECT (sometimes referred to as PHYSICAL OR PSYCHOLOGICAL)**.

Examples include, but are not limited to, the following things.

Type of bullying	Examples
Emotional/Non-verbal/ Psychological	Being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures)
Physical	Pushing, kicking, hitting, punching or any use of violence
Racial	Racial taunts, graffiti, gestures, name calling
Sexist/Sexual violence sexual harassment	Unwanted physical contact or sexually abusive comments. Refer to SVSH (Sexual violence sexual harassment). Guidance and refer to KCSIE 2022.
Ableist	Prejudice against peers/adults with a disability or perceived to have a disability.
Homophobic	Due to or focusing on the issue of sexuality
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Online Safety/Cyber bullying	All areas of internet, such as emails & internet chat room misuse, texting, instant messaging apps, Instagram, Snapchat and WhatsApp. Appendix 3. Cyberbullying/Online Safety: Advice for Headteachers and school staff
'Friend' bullying	Where the bully acts as a friend to exploit the victim – sometimes without their knowledge (those with SEND can be particularly vulnerable to this form of bullying)

Child on Child Abuse	This is often overlooked as friendship issues within groups of pupils. It is important not to overlook re-occurring incidents and to investigate fully. Pupils making sexual comments or sexual references regarding for example, a peer's appearance, image, gender, body or sexuality. Never assume that it is banter.
-----------------------------	--

Preventing Bullying

Prevention is better than cure, so at Adderley Primary School we are vigilant and proactive in identifying signs of bullying and always take reports of incidents seriously. As part of the school's PSHEC and RMSE curriculum, assemblies (in school and other external visitors) and mentoring programmes help reinforce the ethos of the school and help pupils to develop strategies to identify and combat bullying- type behaviour. Regular behaviour analysis helps to identify trends and patterns in children's behaviour and to ensure that these are addressed, and children are supported appropriately. The analysis ensures that early signs of bullying is identified, and the earliest intervention and support is put in place before there is an escalation.

Adderley Primary School aim to provide children with a rich and diverse curriculum which demonstrates the diversity in society and the basic values of tolerance and understanding. We will endeavour to ensure children understand the protected characteristics of equality and diversity relevant to their age and understanding:

Protective characteristics of the Equality Act:

1. Age
2. Disability
3. Marriage and civil partnership
4. Race/Ethnicity
5. Religion and belief
6. Sex (gender)
7. Sexual orientation
8. Gender

We will ensure that the school environment represents these strands through displays and learning materials.

Processes and strategies:

The school is responsible for promoting a culture of openness, trust and support and for ensuring that all the pupils are aware of their rights and their responsibilities in respect to bullying.

All pupils are regularly told that they must report any incidents of bullying to an adult if it happens in School, if another pupil tells them that they are being bullied or if they witness bullying taking place - it is their responsibility to report it to a member of staff - these can include the class teacher, a member of the support staff, dinner supervisors the Head Teacher or Senior Leaders.

Pastoral Care staff are available all day and at breaktimes and lunchtimes in the Pastoral Room, where pupils have the opportunity to talk or share in confidence their worries with the Learning Mentors, as well as with any trusted adults around the school.

We ensure that there are always a staff on duty and that they are strategically positioned in all areas of the playground to avoid the possibility of blind spots or areas where bullying may occur unseen.

There is also a large network of CCTV cameras around school which children are aware of and help to remind them that they are monitored for their safety.

All concerns are raised and recorded on CPOMS by all staff. Staff can also communicate with Learning Mentors to highlight any concerns they may have regarding a pupil or pupils.

There are clear systems to ensure that pupils are in class at the appropriate times and not able to move freely around the building unsupervised. All classes have an Out of Class book which logs all traffic of pupils going in and out of the class.

There is a robust follow-up procedure in place when bullying has been identified – the incident is recorded; victims are consistently monitored, victim pupil voice is listened to ensure that the bullying has stopped. and There is a follow up to ensure that there have been no further incidents with both the victim and perpetrator.

The school liaises with external agencies and drawing on Anti-Bullying organisations or specialised expertise in addressing and dealing with different types of bullying. The school has effective safeguarding systems and procedures in place.

Reporting

All reported incidents of bullying will be investigated and taken seriously by all staff members. A record will be kept of incidents by the Class teacher, Senior Leaders, and Learning Mentors to ensure that there is effective monitoring of such occurrences and to facilitate a co-ordinated approach and action. All proven incidents of bullying should be reported to the Senior Leaders or Head Teacher.

Evidence of an incident of bullying will be discussed with the pupil and the appropriate and relevant conversation is held regarding the pupil's age and understanding. Primarily, a problem-solving approach is taken in allowing the pupil to express his/her concerns. Parents/Carers will be informed about the action taken and support given to the pupil. Parents/Carers will be involved, and their suggestions and opinions will also be taken into consideration. The victim of bullying is monitored and followed up with both the victim and perpetrator to ensure that the bullying has not re-occurred. Pupil voice is also taken into consideration to ensure that the pupil feels that the appropriate action and support was actioned. This is also to ensure that the victim has the confidence and self-esteem in reporting bullying as this also helps to build resilience.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as through the PSHEC curriculum. This can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice, misogyny and acceptable behaviour. It can also be used just within the affected group to confront bullying that may already exist. Peer mediation also takes place between the victim and perpetrator to ensure that the perpetrator understands the impact of his/her bullying on the victim and to create empathy.

Risk Assessment

Pupil Welfare Risk Assessment must be completed to ensure further prevention of incidents.

Bullying Outside school premises

Staff have the power to discipline pupils for misbehaving outside the school premises 'to such an extent that is reasonable.' This can relate to any bullying incidents occurring

anywhere off the school premises, such as on school, public transport, outside the local area, shops or in town.

When bullying outside school is reported to staff, it should be investigated and acted on. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should be informed and CASS advice must be sought. The school must work closely with Parents/Carers and ensure that they are informed and updated at every stage.

Parental/Carer Involvement

The Parents/Carers of both the victims and perpetrators of bullying will be informed of the incident and the action that has taken place. Parents/Carers will be required to support strategies proposed to tackle the problem. The perpetrator of bullying will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents which will be clearly explained to him/her. Persistent bullies may be excluded from School; however, the incidents will be monitored to ensure that there is no re-occurrence.

Parents/Carers are reminded through newsletters to ensure that their children must report bullying if it happens to them. Keeping information from the school or from their Parents/Carers does not help solve the problem – it only prolongs the suffering of the victim. Where necessary, we will call on external agencies. This Policy is seen as an integral part of our Positive Pupil Behaviour Policy. All Parents/Carers are encouraged to be proactive in their child's emotional and mental well-being and to engage and support the school in tackling bullying when it affects their child.

DFE advice for Parents/Carers appendix 4.

All staff should:

- Report incidents of bullying to Senior Leaders and deal with them in line with the Anti-bullying Policy and the Positive Pupil Behaviour Policy.
- Familiarise themselves with the Anti-Bullying Policy and have an awareness of how their work contributes to its implementation.
- Read "Preventing and Tackling Bullying" Appendix 2. from DfE and reference further sources of information at the back of that document.
- Work to promote the principles and ethos of the Anti-Bullying Policy through their own work with and around children.
- Recognise Anti-Bullying as a shared responsibility.
- Support the implementation and monitoring of the Anti-Bullying Policy.
- Promote inclusion and diversity through the curriculum and school environment including the learning resources they utilise.
- All staff involved must record all incidents on CPOMS and ensure that there is a thorough follow-up and resolution to the concerns.
- Mediation to take place for the victim and the perpetrator of bullying to ensure that the perpetrator understands the impact of his/her actions and to enable the victim to have closure regarding the bullying.

Appendix 1: Bullying Incident Form to be used for all types of bullying such as Sexist, SVSH, Child on Child Abuse
Saved on 'P'drive-Staff/policies/2025-2026 /Positive Pupil Behaviour Policy



BULLYING INCIDENT FORM – Page 1 of 3

Name:	Date:
Class:	Place:

Description of Incident and TYPE of bullying:

Signed _____ Date _____

Incident Reported to:

BULLYING INCIDENT FORM - Page 2 of 3

Actions taken and by whom:

Signed _____ Date _____

Follow-up (all incidents should be followed within 5 days). Has the matter been resolved? Has there or is there likely to be any re-occurrence?

Signed _____ Date _____



BULLYING INCIDENT FORM – Page 3 of 3

Pupil's (victim) response to actions taken by school. Has the problem got better or do you think the problem might happen again and why?

How do you feel now?

Do you think the adults at school helped to sort out the problem?

What did the adults do that helped you most?

What else can we do to help you?

Pupil's Name:

Date

Seen by:

Signed:

Date



Department
for Education

Preventing and tackling bullying

Advice for headteachers, staff and
governing bodies

July 2017



Department
for Education

Cyberbullying: Advice for headteachers and school staff

Who is this advice for?

This is non-statutory advice from the Department for Education for headteachers and all school staff on how to protect themselves from cyberbullying and how to tackle it if it happens.



Advice for parents and carers on cyberbullying

Who is this advice for?

This advice is for parents and carers about cyberbullying. It provides advice and information about how they can protect their child from cyberbullying and how to tackle it if it happens.
