



John Emmerson Batty
Primary School

Achieve • Believe • Challenge



Part of Galileo Multi Academy Trust

ANTI-BULLYING POLICY

2026 - 2027

Policy Information	Details
Policy Owner	Julie Craggs
Approving body	Local Governing Body
Date approved	
Effective from	September 2026
Review date	September 2027, or earlier following statutory change or significant incident
Applies to	All pupils, staff volunteers and activities under the authority of the school

1. Statement of Intent

John Emmerson Batty Primary School is committed to providing a safe, respectful, inclusive and supportive environment in which every child can learn, develop relationships and participate fully in school life. Bullying in any form is unacceptable.

We expect children to tell a trusted adult if they experience or witness bullying or other harmful behaviour. Adults will listen, act, record concerns appropriately and check that action taken has made a difference.

Our core message to children

Tell an adult. You will be listened to. Adults will act. If you still feel unsafe or worried, tell another trusted adult and keep telling until someone helps.

2. Relationship with Other School Policies

This policy should be read alongside the school's Behaviour Policy, Child Protection and Safeguarding Policy, Online Safety arrangements, SEND and Inclusion arrangements, Equality information and objectives, and Relationships, Sex and Health Education (RSHE) policy/curriculum.

The Behaviour Policy establishes the school's expectations and responses to unacceptable behaviour. This policy provides the additional framework for identifying, preventing, responding to and monitoring bullying.

Safeguarding takes precedence

Where behaviour may constitute a safeguarding concern or child-on-child abuse, safeguarding procedures take precedence. Staff must report the concern promptly to the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL).

3. Aims

- prevent bullying through a positive, inclusive culture, clear expectations and a planned preventative curriculum;
- ensure pupils understand what bullying is, what it is not, how to report it and how to help others;
- identify concerns early and respond promptly, proportionately and consistently;
- protect and support children who experience bullying or other harmful behaviour;
- support children displaying bullying behaviour to understand its impact, change their behaviour and repair harm where appropriate;
- recognise when behaviour may be child-on-child abuse, discrimination, harassment or another safeguarding concern;
- ensure incidents and patterns are recorded, monitored and reviewed;
- work constructively with parents and carers; and
- use pupil voice and monitoring information to improve prevention and practice.

4. What Do We Mean by Bullying?

Bullying is behaviour by an individual or group, usually repeated over time, which intentionally or knowingly hurts another individual or group and commonly involves a real or perceived imbalance of power.

The imbalance of power may relate to age, size, strength, confidence, popularity, communication, social status, access to information, SEND, vulnerability, group dynamics or another characteristic or circumstance.

STOP

The school may use the child-friendly mnemonic STOP - 'Several Times On Purpose' - to help younger pupils recognise a common pattern of bullying. It is a teaching aid, not a threshold that must be met before adults act.

Important

A behaviour does not have to meet the school's definition of bullying before adults act. A single serious incident may constitute harmful behaviour, discrimination, harassment, sexual harassment or a safeguarding concern and will be responded to accordingly.

5. What Bullying Can Look Like

Bullying may be face-to-face, indirect or online. It can include:

- physical behaviour - hitting, kicking, pushing, damaging or taking belongings, intimidation or threats;
- verbal behaviour - name-calling, insults, repeated teasing, threats, humiliation or spreading rumours;
- relational or emotional behaviour - deliberate exclusion, manipulation of friendships, coercion, intimidation, social isolation or threatening gestures;
- online bullying - harmful messages or posts, group-chat behaviour, deliberate exclusion from online groups, impersonation, anonymous accounts, image/video sharing, gaming-related abuse or sharing/manipulating content to humiliate or intimidate;
- prejudice-related or discriminatory bullying connected with an actual or perceived characteristic, identity, difference or circumstance;
- bullying related to SEND, disability, appearance, health needs, family circumstances, race, religion or belief, sex, sexual orientation or other relevant protected characteristic; and
- behaviour with a sexual element, where this meets the definition of bullying; however, sexual harassment, sexual violence and harmful sexual behaviour are also safeguarding matters and do not need to be repeated before action is taken.

Online and offline behaviour are not treated as separate worlds. The same expectations of respectful behaviour apply in both contexts. The school may respond to behaviour outside school where it affects pupils' safety, welfare, relationships or the orderly running of the school, in accordance with the Behaviour Policy and relevant guidance.

6. What Is Not Necessarily Bullying?

Children are developing social, emotional and communication skills. Friendship difficulties, disagreements, relational conflict or a one-off incident of unkind or unacceptable behaviour will not automatically be labelled as bullying.

This does not mean that the behaviour is acceptable or that adults will ignore it. Staff will respond through the Behaviour Policy and consider whether additional support is needed.

Where harmful behaviour becomes persistent, targeted, coercive, discriminatory or involves an imbalance of power, staff will consider whether it constitutes bullying and/or a safeguarding concern.

7. Bullying, Child-on-Child Abuse and Safeguarding

Bullying can itself be a safeguarding issue. Staff must maintain an attitude that harmful behaviour between children can happen here and must never dismiss concerning behaviour as 'banter', 'just joking', 'part of growing up' or something children should simply tolerate.

Staff should consider whether reported behaviour may involve child-on-child abuse, including physical abuse, sexual violence, sexual harassment, harmful sexual behaviour, coercive or controlling behaviour, serious online abuse, discriminatory abuse or another form of harm.

Sexual harassment, sexual violence and harmful sexual behaviour do not have to happen repeatedly to require action. A single incident may be a safeguarding concern.

Where there is any safeguarding concern, staff must follow the Child Protection and Safeguarding Policy and report promptly to the DSL/DDSL. The DSL will determine safeguarding actions, including risk assessment, safety planning, parental involvement and liaison with external agencies where appropriate.

8. Prejudice-Related and Discriminatory Bullying

The school is committed to an inclusive and anti-discriminatory culture. Prejudice-related language and behaviour will be challenged whether or not it meets the definition of bullying.

Staff will consider whether behaviour relates to an actual or perceived protected characteristic or other aspect of difference or vulnerability. Patterns will be monitored so that leaders can identify where further education, supervision, support or action is required.

9. SEND and Additional Vulnerability

Children with SEND and other additional needs may face increased vulnerability to bullying and abuse. Staff must be alert to:

- communication barriers that make reporting difficult;
- greater risk of isolation or dependence on peers;
- difficulty recognising harmful behaviour or understanding social situations;
- changes in behaviour, mood or presentation being wrongly attributed to a child's SEND;
- children experiencing harm without outwardly showing signs; and
- the need for reasonable adjustments to reporting, investigation, support and restorative work.

Responses will be adapted to the child's communication, developmental and individual needs. Staff will avoid assumptions and seek to understand the child's lived experience.

10. Prevention: A Whole-School Approach

Preventing bullying is part of the school's everyday culture and curriculum, not an activity limited to Anti-Bullying Week.

Through Relationships Education/RSHE, the behaviour curriculum, assemblies, online safety education, safeguarding education, class discussion and wider personal development, pupils will be taught age-appropriately about:

- respectful relationships, kindness, boundaries and permission-seeking;
- different types of bullying, including cyberbullying, and their impact;
- the responsibility of bystanders, particularly reporting concerns to an adult;
- how and where to seek help and the importance of continuing to seek help until they are heard;
- stereotypes and how they can be unfair, negative or destructive;
- safe and respectful behaviour online and the relationship between online and offline conduct;
- appropriate and inappropriate contact and personal boundaries;
- recognising and reporting abuse or unsafe behaviour; and
- valuing difference and challenging prejudice and discrimination.

Leaders will also use supervision, environmental arrangements, pupil voice and patterns in recorded incidents to identify locations, times, groups or contexts in which additional preventative action may be required.

11. What Pupils Should Do

If you experience bullying or harmful behaviour

- Tell a trusted adult as soon as you can.
- Explain what happened and, if you can, when, where and who was involved.
- If it happened online, keep the message, image or other evidence where it is safe to do so and show it to a trusted adult.
- If you do not feel heard or still feel unsafe, tell another trusted adult and keep telling until someone helps.
- Do not feel that you have to deal with bullying alone.

If you witness bullying or harmful behaviour

- Do not join in, encourage it, share harmful content or treat it as entertainment.
- Get help from an adult.
- Show kindness and support to the child affected where it is safe to do so.
- Report online behaviour rather than forwarding or sharing it.

If you have caused harm

- Stop the behaviour.
- Be honest with an adult about what has happened.
- Listen to how your behaviour has affected others.
- Accept appropriate consequences and support.
- Work with adults to change the behaviour and, where appropriate and safe, repair harm.

Restorative work, including an apology, will only be used when appropriate. A child who has experienced harm will not be required to take part in a face-to-face restorative meeting or accept an apology.

12. Staff Response Procedure

All staff, teaching and non-teaching, have a responsibility to respond to suspected, reported or observed bullying.

1. Recognise - consider what has happened. Is this relational conflict, unacceptable behaviour, bullying, prejudicial/discriminatory behaviour or potentially a safeguarding concern?
2. Respond - stop the behaviour where safe to do so, ensure immediate safety, listen calmly, avoid leading questions, reassure the child and do not promise confidentiality.
3. Report and record - record the concern promptly on CPOMS in line with school procedures. Safeguarding concerns must be reported immediately to the DSL/DDSL.
4. Investigate - an appropriate member of staff will establish the context, pattern, impact, power dynamics and relevant previous incidents. Children should normally be spoken to separately.
5. Act - provide support to the child harmed; apply appropriate consequences and/or support for the child causing harm; contact parents/carers where appropriate; and initiate safeguarding action where required.
6. Review - check after an agreed period that the behaviour has stopped, the child feels safe and the actions taken have been effective. Further action must be taken where concerns remain.

Key principle

Closing an incident is not the same as establishing that the bullying has stopped. Follow-up and review are essential.

13. Recording and Monitoring

Bullying concerns and confirmed incidents will be recorded on CPOMS in accordance with school procedures. Records should be factual, clear and sufficiently detailed to support safeguarding, behaviour management and pattern analysis.

Where relevant, records should include:

- date, time and location;
- children involved and any witnesses;
- the child's account and impact;
- nature of the behaviour, including whether it was online, prejudicial or discriminatory;
- whether a safeguarding concern was identified and DSL/DDSL involvement;
- actions, consequences and support provided;
- parent/carer communication where appropriate; and
- the planned review/follow-up and outcome.

Leaders will review records for patterns, repeat concerns, vulnerable groups, locations and times. Information will inform supervision, curriculum, staff development and school improvement.

Governors will receive appropriate anonymised information about bullying, trends and the effectiveness of the school's response as part of their oversight of behaviour, safeguarding and pupil welfare.

14. Support for Children

Children who experience bullying

Support will be proportionate to need and may include a trusted adult, increased supervision, check-ins, pastoral support, reasonable adjustments, safety planning, support with friendships, SEND support and external agency involvement where appropriate.

Children displaying bullying behaviour

Consequences will be applied in accordance with the Behaviour Policy. The school will also seek to understand why the behaviour occurred and what is needed to reduce the likelihood of recurrence. Support does not remove accountability.

Wider peer group

Where appropriate, staff may work with peers, classes or groups to address bystander behaviour, group dynamics, prejudice, online behaviour or other contextual factors without identifying or stigmatising individual children.

15. Working with Parents and Carers

Parents and carers are encouraged to contact the child's class teacher in the first instance unless the concern is urgent, serious or safeguarding-related. Concerns may be escalated to an appropriate senior leader and/or the DSL as required.

The school will listen to concerns, gather information, explain the action it can appropriately share, and review whether action has been effective. Confidential information about another child cannot normally be shared.

Parents should encourage children to report concerns, avoid advising children to retaliate, preserve relevant online evidence, and work with the school to support a safe resolution.

16. Roles and Responsibilities

All staff

- model respectful and inclusive behaviour;
- challenge harmful, prejudicial and discriminatory behaviour;
- respond to concerns rather than dismissing them;
- follow the Recognise - Respond - Report - Investigate - Act - Review process;
- record concerns appropriately; and
- refer safeguarding concerns to the DSL/DDSL.

DSL/DDSL and safeguarding team

- provide safeguarding oversight where bullying may constitute child-on-child abuse or another safeguarding concern;
- ensure risk assessment and safety planning where required;
- consider contextual and online factors;
- liaise with parents, agencies and other settings where appropriate; and
- ensure safeguarding actions are recorded and reviewed.

Senior leaders

- ensure consistent implementation of this policy and the Behaviour Policy;
- support staff with complex incidents;
- monitor patterns and evaluate the effectiveness of action;
- ensure preventative curriculum and staff development are effective; and
- report appropriately to governors.

Governors

- provide strategic oversight of the school's approach to preventing bullying;
- consider anonymised trends and the effectiveness of leaders' response;
- ensure relevant statutory duties and guidance are reflected in school policy; and
- hold leaders to account for a safe, inclusive and respectful culture.

17. Training and Staff Development

Staff will receive appropriate induction and ongoing professional development so that they understand the school's definition of bullying, the distinction between bullying and other harmful behaviour, child-on-child abuse, prejudicial and discriminatory behaviour, online bullying, SEND vulnerabilities, recording expectations and safeguarding escalation routes.

18. Monitoring, Evaluation and Review

The policy will be reviewed at least annually and earlier where there are changes to legislation or statutory guidance, safeguarding learning, school procedures or identified patterns of concern.

Evaluation will draw on CPOMS information, pupil voice, parent/carers feedback where appropriate, staff feedback, safeguarding and behaviour monitoring, and governor oversight. The purpose is not simply to count incidents but to establish whether children feel safe, know how to report concerns and experience an effective response.

19. Key Guidance and Legal Framework

This policy has been developed with regard to the legal and statutory framework applying to schools in England, including:

- Education and Inspections Act 2006 and the school's statutory behaviour responsibilities;
- Equality Act 2010;
- Keeping Children Safe in Education 2026 (in force from 1 September 2026);
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance for introduction from 1 September 2026;
- Working Together to Safeguard Children 2026;
- Behaviour in Schools guidance and Department for Education guidance on preventing bullying; and
- relevant school safeguarding, online safety and SEND duties.

Appendix 1: Staff Quick Reference - Responding to Bullying Concerns

Stage	Staff action	Key question
1. Recognise	Listen and establish the nature of the concern.	Could this be safeguarding, child-on-child abuse, discriminatory behaviour or bullying?
2. Respond	Stop harm, ensure safety, reassure and listen.	Is anyone at immediate risk?
3. Report	Record promptly on CPOMS; report safeguarding concerns to DSL/DDSL immediately.	Who needs to know now?
4. Investigate	Gather accounts separately; consider context, pattern, impact and power.	What has happened and what is the impact?
5. Act	Support, consequences, parent contact and safeguarding action as appropriate.	What will make the child safer and reduce recurrence?
6. Review	Follow up and check effectiveness.	Has the behaviour stopped and does the child feel safe?

Remember

Do not wait for behaviour to happen 'several times' before acting. A single serious incident may require immediate behaviour and/or safeguarding action.