

2025-2026



PEEL HALL PRIMARY SCHOOL

ANTI BULLYING POLICY

Anti-Bullying Policy

Peel Hall Community Primary School

Head Teacher: S. Lawler-Smith

Named personnel with designated responsibility

Designated SLT	Deputy designated SLT	Nominated Governor	Chair of Governors
S. Lawler-Smith	J. Allen	H. Aaron	H. Aaron

Next Review Date	October 2026
Committee Responsible	Governing Board
Document locations	Shared Drive

Change History

Version	Date	Change Description	Stored
1	Oct 2023	Creation of Document	Staff Drive
2	May 2024	<ul style="list-style-type: none"> Date changes Inclusion of filtering and monitoring systems 	Staff Drive
3	October 2025	<ul style="list-style-type: none"> Review, no update required 	Staff Drive

This policy should always be read in conjunction with the school's Safeguarding and Child Protection Policy and the most recent version of Keeping Children Safe in Education.

Definition of Bullying

DFE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to). It is a government requirement for all schools to have an anti-bullying policy.

Bullying is deliberate and persistent acts of victimisation either verbal or physical indirectly or directly.



Bullying is not one-off disputes, quarrels or fights between children. One off or single incidents will be dealt with via the behaviour policy as appropriate



Children are taught that bullying is when these incidents have happened:

Several **T**imes **O**n **P**urpose

We teach children to:

Start **T**elling **O**ther **P**eople

We take bullying extremely seriously and recognise that bullying can be a form of peer-on-peer abuse. Some forms of bullying may lead to the school following our safeguarding policy (e.g., if a child is refusing to attend school, if a child has been physically or sexually assaulted or has assaulted another child, if a child has been subject to threats of harm, if a child's mental or physical health has been impacted).

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989 (Department for Education, England).

Peel Hall's commitment to prevent bullying

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. Our curriculum intent states we aim to 'develop our sense of belonging' and 'to develop our actions and attitudes' and, through this, eradicate any form of bullying. Peel Hall adopts a zero tolerance attitude to bullying of any kind.

Through our carefully crafted PSHRE curriculum and assemblies, children are taught how to develop healthy relationships and how to stay safe (including online). They are explicitly taught about similarities/differences and the protective characteristics, and how discrimination of any kind is not acceptable. They use drama, role-play, stories, circle time etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour.

Our anti-bullying policy includes children in school, in extra-curricular activities linked to school, on school trips and incidents online.



Reporting

Through assemblies, PSHRE lessons and classroom discussions children are encouraged to

Start Telling Other People

If they feel they, or someone they know, are being bullied. Children are encouraged to tell any trusted adult or, if they are unable to do so, any friend.

If parents have any concerns that their child may be being bullied, they are asked to speak to their child's class teacher in the first instance. Any reports of suspected bullying both in and out of class will be logged onto CPOMS by the adult who has received the report. We also record reported incidents that occur near the school, or on the children's way between school and home.

Responding

We all have a role to play in responding to a bullying situation. Children are taught how to respond if they are the victim of a bullying incident or if they are bystander. They are taught to use the phrase and accompanying hand gesture for 'stop'. Children are taught how, if they are a bystander, they can take positive action by leading the person experiencing bullying to a safe place and showing they are not in support of bullying behaviour. Children are also taught how to stay safe online and how to report any incidents of cyber bullying. Filtering and monitoring systems are also in place to ensure that inappropriate online content cannot be accessed in school.

If a child/parent shares their concern regarding bullying, staff will ensure there is a safe, confidential space for them to talk. Teachers and adults will deal with the issue immediately and do all they can to support the child who is being bullied. Staff will listen and ask what help is needed to make the bullying stop. If a child shares concerns, staff will explain how and when they will inform parents and carers (after consultation with the head). Staff will ask children if they would like support talking to their parents themselves or if they would like the staff member to share concerns on their behalf.

Staff will thoroughly investigate any incidents of bullying and will speak to any witnesses regarding incidents. Once staff have gathered the relevant information from all parties, a plan will be put into place. This may lead to restorative meetings or disciplinary action. Time is spent talking to the child who has bullied: explaining why his/her actions were wrong, and that child is encouraged to change his/her behaviour in future.

Staff will consider the involvement of the wider peer group and any additional work which may be needed to do to reinforce our position on bullying or to explore different aspects of bullying with the peer group (e.g., if there has been an incident of homophobic bullying, is this indicative of a wider culture of homophobic abuse that needs to be addressed). Staff will also consider whether additional support for the children involved is needed (e.g., counselling, behaviour management support, referral to CAMHS).

All reports of bullying (both inside and outside of school) and subsequent actions will be logged on CPOMS.

Responsibilities

Role of Governors

- To support the Head Teacher in all attempts to eliminate bullying from our school. The Governing Board will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.
- Monitor incidents of bullying that do occur (through Head Teacher reports) and review the effectiveness of this policy regularly. The Governors require the Head Teacher to keep records of all incidents of bullying, and to report to the Governors on request about the effectiveness of school anti-bullying strategies
- To respond within ten days to any request from a parent to investigate incidents of bullying. In all cases the Governing Board notifies the Head Teacher and asks him/her to investigate the case, and to report back to a representative of the Governing Board.
- Upon request, the Chair of Governors will investigate any matter where a parent is dissatisfied with the way the school has dealt with a bullying incident.

Role of the Head Teacher

- To implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying.
- To report to the Governing Board about the effectiveness of the anti-bullying policy on request.
- To ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use an assembly as the forum in which to discuss anti-bullying.
- Ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- Sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Role of Staff

- Take all forms of bullying seriously and seek to prevent it from taking place.
- Use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour.
- To follow PSHRE curriculum overviews to discuss topics such as bullying, developing healthy relationships and discrimination.
- Follow procedures for responding to and reporting on bullying (as set out above) including investigating, supporting the child who has been bullied, leading restorative meetings, reporting incidents on CPOMS.
- Attend in house training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- To create a positive and safe learning environment where children are confident to share ideas and discuss any worries which they may have.

Role of Pupils

- To engage in lessons and assemblies designed to prevent bullying.
- To use the 'stop' sign and phrase if they, or anyone they know, is being bullied.
- To tell anybody they trust if they, or someone they know, are being bullied.
- To continue to tell people if the bullying continues.
- To tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire or through the pupil governors.

Role of Parents and Carers

- To support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- To look out for any signs of bullying and to respond accordingly – see appendix 1 – parent poster
- To know the distinction between bullying and children's general disputes or fall outs and to recognise the phrase 'STOP- Several Times On Purpose, Start Telling Other People'
- To ensure adequate measures are put in place to reduce online incidents at home (parental controls, monitoring devices, ensuring age restrictions for apps are followed)
- To let their child's teacher, know if they are concerned that their child might be being bullied, or suspect that their child may be the perpetrator of bullying
- Contact the Deputy Head Teacher of the relevant phase in the first instance, and then the Head Teacher if they are not happy with the class teacher's response to bullying.
- If they remain dissatisfied with the school's response, they should follow the school's complaints procedure, as detailed in the school Prospectus and on the school website.

Monitoring and Review

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to Governors on request about the effectiveness of the Anti-Bullying Policy

This anti-bullying policy is the Governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying records, where incidents of bullying are recorded, and by discussion with the Head Teacher at Governors' meetings. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.