



Pool Hayes Primary School ANTI BULLYING POLICY

Definition of Bullying

Bullying is the repeated, 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.

Glossary

The following terms are used throughout the policy and have been taken from the **Anti-Bullying Alliance**:

Target – the person at whom bullying is aimed

Ringleader – the person who initiates and leads the bullying

Assistant – the person who is actively involved in 'doing' the bullying but does not lead it

Reinforcer – the person who supports the bullying, might laugh or encourage what's going on but doesn't 'do' it

Defender – a person who stands up for someone being bullied. They know bullying is wrong and feels confident enough to defend. They may do this by telling an adult

Outsider – a person who ignores or doesn't see bullying and doesn't want to get involved by joining in or defending

The key roles involved in bullying

Key point to remember:

Roles are continuously shifting in school, especially in schools which have a problem with bullying. A person can be a 'ringleader' at a given time and then become an 'outsider' or 'target' very quickly as people come into and out of the group dynamic.



This policy has been approved by: FGB after consultation with children, staff, governors and families

Date of approval: October 2025

Date of review: October 2026

1. Introduction

At Pool Hayes Primary School we understand that bullying can take place in any school or setting. We recognise that preventing, raising awareness and consistently responding to incidents of bullying should be a priority to ensure the safety and wellbeing of our pupils.

We want every member of our school community to:

- feel safe and supported in our school;
- build friendships;
- enjoy school life;
- achieve to the best of their ability.

We will therefore do everything we can to prevent bullying happening and to stop it when it does. We will always take it very seriously.

Bullying can be stopped if the whole school community all work together: staff, pupils, families and governors. Together we can support targets and make ringleaders change.

Our aim:

- To deal with every case of bullying, bullying is not a one off incident;
- To find out why bullying is happening and take action to stop it;
- To help targets feel safe and become strong and confident;
- To help ringleaders and assistants look at their actions and change them.

Definition of Bullying

Bullying is the repeated, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can be verbal, physical or psychological. It can happen face to face or online.

- It is usually repeated over time;
- It is hard to defend against;
- It can be because of race, gender or sexuality; because of disability or the way someone looks - because of wealth or family conditions;
- It can include name calling, spreading rumours, gossip or threats;
- It can involve leaving someone out maliciously, ignoring them or taking their things;
- It can mean being forced to do things against their will, harassed sexually or sent nasty messages;
- It can involve being hit, kicked, pushed or touched in ways they do not like or consent to;
- It can involve mobile phones and the internet.

Forms of bullying

Cyber Bullying

This is a different form of bullying that can extend outside of school hours and into a child's private space. Easily accessible technology gives rise to a possible larger audience as content can be witnessed by or forwarded to more people.

Racist Bullying

This refers to a range of behaviour that can result in someone feeling marginalised, excluded, powerless or worthless as a result of their skin colour, religious community, cultural identity, national origin or status. This can take the form of physical, psychological behaviour or both.

Homophobic Bullying

This occurs when bullying is motivated by prejudice against lesbian, gay, bisexual or transsexual people.

Vulnerable Groups

We know some pupils are more vulnerable to bullying than others:

- Looked After Children
- Gypsy, Roma, Traveller Children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be lesbian, gay, bisexual, transsexual or gender questioning

Our policy relates to all forms of bullying. This includes racism, sexism or homophobia as well as bullying aimed at disability, all of which will be dealt with seriously and appropriately. We are also very concerned about the many forms of cyberbullying as well as children's vulnerability to harassment or manipulation via mobile phones or the internet.

We always take bullying very seriously indeed. To tackle it we need to know when, where and why it happens. We then need to take action that will make targets feel safe and supported and will help ringleaders to change their actions. We will be consistent in tackling bullying but the way in which we do this may be flexible dependent on the needs of each party involved.

Staff play a key role here. So do families. Perhaps the most important role is played by pupils themselves.

Pupil intervention (supported by staff) is at the heart of our policy. Nevertheless the final responsibility for dealing with in-school bullying rests with the school leadership.

1. Ways We Work to Prevent Bullying

- Teach pupils to build friendships, take responsibility for supporting each other and
- Address bullying issues;
- Support and encourage Kindness Champions – our pupil-led scheme which

provides peer support during social times;

- Intervention to resolve problems;
- Investigate and act on every case of bullying reported to us, seeking at all times to
- protect targets and engage ringleaders in strategies to change their behaviour;
- Look for negotiated and no-blame solutions but are ready to be punitive if necessary;
- Keep families informed and work alongside them;
- Record all bullying incidents on CPOMS;
- Regularly monitor the extent of bullying in the school and evaluate the success of the
- policy, changing it where necessary;
- School filtering and monitoring systems filter abusive content and monitor constantly for bullying behaviour online at school

2. Dealing with bullying

We can help prevent bullying by:

- Keeping track of what is happening in school;
- Looking for telltale signs such as poor attendance, solitariness at breaks and lunchtimes, irrational behaviour;
- Teaching children to support each other, build friendships, be assertive and prevent bullying;
- Using seating plans, group work and activities to encourage pupils into new working relationships that break down barriers;
- Creating space and opportunity for pupils to trust and confide in us;
- Taking claims of bullying seriously and investigating them thoroughly to look for causes and solutions;
- Taking firm and clear action to prevent and stop bullying;
- Enlisting wherever possible the help of pupils (Kindness Champions and others) in bullying prevention;
- Making regular public statements that bullying will not be tolerated at PHP;
- Working both with targets (to make them feel safe and strong) and ringleaders (to help them accept and change their behaviour);
- Working closely with families of pupils involved;
- Following up cases to ensure bullying does not recur;
- Recording bullying incidents;
- Ensuring that the school site remains as safe as possible;
- Regularly monitoring the extent and nature of bullying in school and the effectiveness of the policy;
- Revising and updating the policy regularly in consultation with pupils, families and staff.

3. Strategies to prevent bullying

Research looking at how schools deal with bullying suggests that an important factor in a school protecting children against bullying is if it is a place where children can build friendships easily. Bullying in school happens most frequently at break and lunchtimes, in corridors and playgrounds - these are the most difficult times and places for isolated children to build friendships. The following are the strategies to prevent bullying that can happen:

- School staff have a crucial role because we control the interaction between children in the classroom. - we can create the conditions for pupils to break down barriers;
- We can do this through the content of lessons – promoting values of mutual support, solidarity, mutual understanding, empathy and compassion; looking at power relations

and how to equalise them; teaching bullying prevention and conflict resolution; celebrating diversity and uniqueness;

- Grouping pupils –preventing permanent isolation of vulnerable pupils, undermining negative control by certain pupils;
- Activities we get pupils to do – promoting flexibility whereby pupils get the experience of relating outside their set friendship groups; encouraging collaborative searches for solutions;
Extra-curricular activities such as clubs and trips;
Dealing with bullying in PHSE sessions
Addressing the role played by bystanders/enablers when bullying or other forms of conflict are taking place;
- We shall consider bullying prevention in all our curriculum planning and audit our schemes of work to ensure that bullying prevention is explicitly addressed across the curriculum

4. What to do if you become aware bullying is happening

If you suspect bullying is taking place, please record incidents via CPOMS and promote the use of tootoot.co.uk within your class to give children an opportunity to report it. All children have a tootoot login.

If the target has come to you directly:

- Targets of bullying tend to feel weak and upset that they are not in control. It is important for them to have control and ownership of this process;
- Reassure them that they are not to blame, that they will have your support and help and that telling you is not putting them in danger;
- Don't tell the target what to do: help them to consider options and decide;
- Listen to them to find out what is happening, where and when, how and if possible why. Record the reported incident via CPOMS labelling it bullying and child to child. Staff without access to CPOMS can record it on an Anti-Bullying Monitoring sheet (in the staffroom). Racist incidents must also be clearly marked and dealt with in line with our relevant policy;
- Once you know what is happening, discuss possible options with them. These can include dealing with it themselves with your support, getting the help of pupils through Kindness Champions, or getting the school to take action;
- Make clear that an aggressive, combative or violent response by the target is not an acceptable option;
- At this stage you can preserve confidentiality unless you feel the pupil or someone else is at risk of violence, abuse or self harm, in which case you **must** inform the Designated Safeguarding Lead or another member of the safeguarding team;
- Make it clear to the pupil that you must inform their class teacher. They may need persuading that this is the right form of action and it is important to achieve their consent as far as possible so they feel in control of the situation. They should also be told that their families are likely to be informed. Again, seek their consent: however, if their reasons for being against this may be because they feel at risk of harm, you must inform the Designated Safeguarding Lead (DSL) or another member of the safeguarding team;
- If you hear about the bullying from another source, the target needs to be heard. They may talk to you, another adult they trust or a fellow pupil such as a Kindness Champion. Kindness Champions are trained and ready to take this role.
- If a responsible family member has contacted you, establish whether or not they

want their child to know that they have made contact. If not, when dealing with the child that confidentiality must be respected.

5. If you are dealing with the alleged ringleader and/or assistants

- Investigate before you take action;
- One-to-one is better than interviewing a group;
- Don't discuss or confront someone in public—talk with them privately;
- Don't assume someone is bullying just because they have been accused. Give them a chance to explain their side of things. A situation may be more complex than it at first appears;
- Remember they will need help too;
- Nevertheless be clear that bullying is not tolerated and may lead to a serious punishment such as suspension;
- Keep a written record of reports and actions.

6. Action

Many forms of action can be taken but all should aim to:

- Make the target feel safe and in control;
- Make the ringleader/assistant aware of what (s)he is doing and stop bullying;
- Ensure neither ringleader nor target find themselves in such a role again;
- At an age-appropriate level, ensure pupils understand the roles they all hold when it comes to bullying.

Action can be taken by children themselves, staff, senior staff and/or the headteacher.

In low-level cases the target can deal with it her/himself with the support of an adult or Kindness Champion. This can include:

- Ignoring the bullying and appearing confident and unaffected;
- Responding verbally in an assertive but non-confrontational way;
- Building friendships with other pupils;
- Avoiding places and situations where bullying might happen;
- Getting involved in activities with other pupils at break and lunchtimes.

In this case, the adult must monitor regularly to ensure the target is succeeding in feeling more confident and safe regarding bullying. The target must be aware that they cannot respond violently and that there is always the option of getting the school to take over and act.

The target may need the support of other pupils. This can be set up and managed by adults. This can include:

- A meeting with the ringleader to make them aware of what pain is being caused and give the opportunity for change;
- Support from Kindness Champions;
- Discussion and other group work involving ringleader and target;
- Building a support group of classmates who will protect the target;
- Working with the target to see what changes they can make to feel safer;
- Working with the ringleader to change their behaviour;

- Adopting a no-blame approach where those involved work through the problem together.

It needs always to be clear to those involved that if these measures do not work the school can take punitive action.

The target may need the school to take action. This can include adults in school making sure any of the above measures happen but if necessary could also involve punitive measures including:

- removal from lessons (internal suspension)
- removal of privileges
- banning from extracurricular activities
- detention
- fixed-term suspension
- permanent exclusion

Responsible family members must be kept informed and involved in the process although this will have to be handled carefully if:

- the target of bullying insists that they does not want families to know;
- there is a possibility that a target or a ringleader may themselves be at risk and in need of child protection.

Whatever the action, targets and ringleaders are likely to need ongoing support and the school will make available adult mentoring for all parties if felt necessary.

7. Monitoring and evaluation

- All incidents with an element of bullying will be clearly identified as such
- The report will consider patterns of bullying (who, where, when and how it is dealt with), whether the policy is being implemented and what effect it is having
- The Headteacher will report regularly to Governors on bullying

LINKS

See and use the links in the sections for pupils and families is also useful guidance at:

www.anti-bullyingalliance.org.uk

www.gov.uk/bullying

Promoting Emotional Health and Wellbeing and

Stand up for us 2004 (guidance on tackling homophobic bullying) both at www.wiredforhealth.org

Appendix 1

GUIDE FOR PUPILS

Bullying will stop if pupils get together to support targets and help ringleaders/assistants change. You can make a difference by building a support group of peers you trust.

This group can work together to make everyone feel safer and happier.

Keep asking yourself

- Do I know about cases of bullying in school?
- Am I being bullied?
- Am I a bully?

If the answer is yes, do something about it.

If someone is being bullied

- They can feel scared, upset and lonely;
- They may feel it's their fault. They may be scared to go to school;
- They may find it hard to make friends or trust anyone;
- They may feel weak and out of control;
- They need help from the rest of us.

If someone is bullying

- They may be trying to be popular or look in control;
- They may be trying to belong to a group or gang;
- They may want to get attention or a reputation ;
- They may be jealous of the target or need to feel good about themselves;
- They may be being bullied by someone else – a family member or another person;
- They may not realise how much pain they are causing;
- They may want to change acting like a bully but not know how to;
- They need help too.

Look carefully at yourself. Ringleaders don't always realise that they are causing hurt. Do you play and tease in ways that could be painful? Are you behaving in a way that make others feel upset or afraid? Ringleaders may hide how they really feel.

Never blame somebody else for what you do. If you have upset someone, have the courage to put things right.

If you see bullying, don't be a bystander/enabler and don't join in even to 'have a laugh'. This supports a bully and helps them to feel more confident about their actions.

What to do if you are being bullied

- Don't fight back – you may end up getting hurt and/or emotionally upset and facing sanctions;
- Don't blame yourself;

- Try to look confident and in control.

If you know bullying is happening

- Speak out ;
- Don't join in;
- Tell a member of staff immediately.

Most important of all: **TELL SOMEONE**

There are lots of ways of doing this. Before you do, it can help to write down what is happening. This will help you and also can be used as evidence.

Who to tell?

1. Tell another pupil – a friend or a Kindness Champion

How to contact a Kindness Champion

- Tell a friend in school, sharing your feelings will help you to see you're not alone. Your friend can come with you when you tell an adult or Kindness Champion;
- Most Kindness Champions wear badges;
- The names of Kindness Champions are on notices around the school and on the school website.

Kindness Champions have been trained as peer mentors. They do not pass on information unless you agree or they think you are in danger. They will give you support and help you work out what to do. If you want they can intervene and try and stop the bullying happening.

2. Tell a parent, teacher or another adult you trust

This helps us at school can help deal with it in a way that makes you feel safe and the bullying stops. You can do this directly to an adult, in your class worry box or you can report it to a parent who will tell someone at school

Staff will complete an incident report on the school system marking it 'Bullying'. If it is a racist incident they must make this clear too. If the bullying is racist, sexist, homophobic or attacking disability those issues will need to be tackled. The staff member will discuss with you what action to take.

When the school deals with a bullying incident your parent(s)/carer would normally be informed. If you do not want this to happen (especially if it might put you at risk) you can discuss this with the adult.

3. Contact an organisation that will help you.

By phone:

Childline

NSPCC

EACH – Homophobic bullying

0800 1111

0808 800 5000

0808 100 0143

In writing:

Childline - Freepost NATN1111, London E1 6BR

You can also go to one of the websites listed in the LINKS section later.

What to do if you are bullying - or accused of being a bully - or in a gang that is bullying.

- Don't just rush to blame others;
- Think very carefully about your own actions. Are you causing pain and unhappiness? What do others really think of you?
- Are you unhappy about a situation in your own life which makes you want to act out your 'bad' feelings and pass them onto someone else?
- Do you feel trapped in the pattern of your behaviour? Would you like to change?
- If so, talk to someone - a friend, a Kindness Champion, an adult in school or an adult you trust outside of school. Ask them to help you change the way you are acting.

3. Cyber bullying

We take Cyber bullying very seriously at Pool Hayes Primary. If you are being bullied online or via your mobile phone, tell a trusted adult or an adult in school it's happening. Don't delete the posts/texts, print them off or ask an adult to send them via a message on Class Dojo so we can see the evidence and help.

Below is some advice on staying safe online.

Text/video messaging

- Give your number only to people you trust;
- Don't reply – go to your service provider's website for the number to ring to report;
- Save the messages and bring into school for evidence;
- Find a way to block numbers;
- If it's a private/unknown number don't take the call.

Social Media

- Do not give out personal information;
- Give yourself an alias that doesn't show your age, gender or location – but be very aware that others are doing the same so you never know who you are in contact with;
- Don't respond to abuse – ignore or log off. You may write something you regret which makes it worse;
- Think about what you write and how you write it – people can get the wrong idea;
- If there are abusive posts either report them via <https://tootoot.co.uk/> or print them off and bring them into to school, we take this form of bullying seriously.

Online

- Set your accounts to private so only people you know can contact you;

- If possible, don't respond;
- Use the report and block buttons if there are any;
- Get trusted adults to contact the school or the sender's service provider;
- Don't reply to spam;
- You can delete messages, but if serious and persistent screenshot or print the messages so you have evidence.

Website

- Tell trusted adults or teachers;
- Find out who hosts the website;
- There is usually a report abuse/help tab, report it on the website or app;
- Lots of good advice at Bullying Online www.bullying.co.uk.

LINKS

Online:

www.bbclic.com - a fun website with lots of activities by BeatBullying
www.bullyfreezone.co.uk
www.bullying.co.uk
www.antibullying.org.uk
www.bbc.co.uk/schools/bullying
www.kidscape.org.uk
www.anti-bullyingalliance.org
www.gov.uk/bullying

Other help and advice:

www.childline.org.uk

APPENDIX 2

GUIDE FOR FAMILIES

Surveys show that about a quarter of school pupils get bullied, although our surveys and data show a much lower incidence. It still means there is a good chance your child may bully or be bullied while at school.

- Look for signs: changes in mood or behaviour, unwillingness to go to school, aggressive behaviour to other family members, retreats into silence, depression;
- Find out about your child's friendships. Difficulty making friends or being on the edge of a gang or group may lead to being a target or a bully;
- Spend time regularly with your child, building trust and giving space to talk;
- Be realistic and not defensive: if your child is bullying or being bullied it can be worked through and changed;
- Don't feel bad if your child won't talk to you – often young people find it hardest of all to admit bullying to those they are closest to;
- Don't assume that your child's behaviour at school or with other children will be the same as it is at home.

If you know or suspect your child is being bullied or is bullying there are various things you can do.

- Listen to your child and talk it through, helping her/him to consider ways of dealing with the situation. To move forward, targets need to learn how to feel strong and confident. Get a full picture of when and where it happens, who is involved and if possible why it goes on;
- Contact the school yourself by Class Dojo, on the school gate or by phone. You can contact your child's class teacher or any adult you or your child know and trust. At the same time we shall keep you informed of any concerns we have about children in relation to bullying;
- We will, however, where necessary, respect confidentiality. If you do not wish your child to know you have contacted the school, please make this clear.

If you think your child is being bullied:

- Assure your child that it is not his/her fault and that you will support and help;
- Don't encourage him/her to take the law into their own hands;
- Emphasise that it is not wrong to tell;
- Assure him/her that you will take up matters with the school;
- Believe but don't assume – there may be other sides to the story and the bully may not realise what (s)he is doing;
- Contact school to discuss the matter via Class Dojo or at the school gate – a further appointment can then be made;
- Be ready with as much information as possible – where, when, what, who;
- Find out what the school has done or will do and how you can resolve this together;
- Find out what strategies the school is teaching to children to deal with bullying and how you can help your child learn these skills;
- Contact one of the agencies listed below for further advice and support;

- Remember that one reason many children do not tell adults – especially relatives – about bullying is that they are scared the adults' actions may make things worse. You may also feel you are letting your child down if you don't act immediately. Be very careful and don't rush in – find out what is really going on and work together with the school and your child, thinking through the best course of action to make your child safe and the bullying end.

If you think your child is bullying others:

- Assure your child that whilst you disapprove of their behaviour you still love and value them as a person;
- Seek support to help your child overcome these difficulties, either through school or the agencies listed below;
- Find out as much information as possible from school or those involved;
- Try and find out why (s)he is bullying. Ask yourself:
- Does my child have low self-esteem or insecurity? Is (s)he trying to compensate for other difficulties?
- Is (s)he a follower or a leader?
- Is (s)he trying to be accepted by a group or gang?
- Is it a way of controlling or exerting power?
- Is there some deeper problem at school, in the local area or at home that (s)he is taking out on others?
- Does (s)he have good friendships or is it hard to make real friends?
- Does (s)he realise that (s)he is bullying and causing hurt?

Some of the most hurtful bullying is cyber-bullying – through mobiles, social media, online games. Be aware of what sites your child visits and make sure (s)he does not give out personal information online. Make sure your child follows the advice in the pupil section of this policy.

HELPFUL LINKS FOR FAMILIES

Help and advice for families

If you want to access the Anti-Bullying Alliance training for families follow the link:

<https://learning.anti-bullyingalliance.org.uk/course/147/information-tool-parents-and-carers>

Kidscape www.kidscape.org.uk 08451 205 204 or 020 7730 3300 They also run ZAP – a free confidence building course for children who have suffered bullying

Parentline Plus www.parentlineplus.org.uk 0808 800 2222

Careline 020 8514 1177 or 020 8514 5444

Children's Legal Centre www.childrenslegalcentre.com/ 0808 802 0008

www.fflag.org.uk advice for parents and families of lesbian, gay and bisexual young

people Racist bullying: Runnymede Trust 020 7377 9222 Target Support 020 8551 5500

Advisory Centre for Education 020 7354 8321

Advice to children being bullied

www.bbclic.com - this site is a lot of fun

www.bullyfreezone.co.uk

www.anti-bullyingalliance.org.uk

www.bullying.co.uk

www.antibullying.org.uk

Resources

Bullying: Don't Suffer in Silence www.gov.uk/bullying

www.bbc.co.uk/schools/bullying

Other National Support:

www.childline.org.uk www.nspcc.org.uk

APPENDIX 3 GUIDE

FOR STAFF

This policy is in line with the following legal framework:

- UN Convention on the Rights of the Child 1991
- School Standards and Framework Act 1998
- Human Rights Act 1998
- Local Government Act 2003
- Race Relations (Amendment) Act 2000
- Education Act 2002/2011
- Children Act 2004
- Many aspects of criminal law

This policy meets DfE requirements contained in *Working Together to Safeguard Children* and *Preventing and Tackling Bullying*

This policy needs to be used in conjunction with other school policies, especially

- Child Protection and Safeguarding
 - Teaching and Learning
 - Behaviour Policy
 - Attendance and Punctuality
 - Pupil Wellbeing and Mental Health
-
- Although we are as a school legally responsible only for bullying on school premises we are concerned about pupil conduct and welfare outside school and so, where possible, will address issues that come to light from other sources.
 - This policy deals with child on child bullying. However, if a member of staff is a target of bullying in the workplace by another adult or pupil, they should do as we advise pupils: tell someone. As well as the normal school channels for reporting bullying, it is appropriate for a staff member to seek the support of their union or professional association.
 - If a member of staff bullies a pupil, it will be dealt with according to the Staff Disciplinary Policy.