

PYRFORD CHURCH OF ENGLAND PRIMARY SCHOOL

ANTI-BULLYING POLICY

Written	December 2025
Approved	December 2025
Reviewed	Annually
Leader responsible for policy and practice	Elaine Wilson
Next Review Date	Autumn 2026

At Pyrford Church of England Primary School, in line with 'Every Child Matters', we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils to feel safe in school and on school related journeys, including that they understand the issues relating to safety, such as bullying and that they feel confident to seek support from school should they feel unsafe.

Policy development

This policy was formulated in consultation with the whole school community.

Pupils contribute to the development of the policy through the school council, circle time discussions, etc.

There is a pupil friendly version of the policy which is displayed around the school.

Roles and responsibilities

The Head Teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti-bullying Coordinator in our school is Elaine Wilson

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying is: Chris Newell

All staff at this school have a responsibility to model respectful behaviours both towards pupils and towards other adults.

Definition of bullying

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+ or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

Types of Bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional

- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 (as amended) and Public Order Act 1986.

Homophobic and bi-phobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying – using the internet and social media platforms to send inappropriate messages or images to an individual or group or sharing incongruous information and comments about others
- producing offensive graffiti

- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Specific types of bullying include:

- physical bullying
- direct verbal bullying
- relational bullying
- cyber-bullying
- bullying related to special educational needs or disabilities
- Sexist / transgender / homophobic bullying
- bullying related to race, religion or culture
- bullying of young carers or looked after children or otherwise related to home circumstances

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Reporting and responding to bullying

Our school has clear systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders). Parents/carers should talk to any member of staff (face-to-face, by email or phone call).

All reported incidents will be taken seriously and investigated involving all parties.

On an incident of bullying being reported the school will take action and:

- interview all parties
- inform parents
- may decide to put in an appropriate intervention such as: restorative approach, buddy system, time to talk, circle of friends, individual work with victim, perpetrator or a referral to outside agencies
- refer to the behaviour policy and the school's sanctions
- follow up especially keeping in touch with the person who reported the situation, parents/carers
- give support for both the victim and the bully.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident on the electronic system.

The information collated will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated biennially. The policy review will be linked to the School Improvement Plan, working towards a more inclusive ethos across the school community.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at Pyrford Church of England Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Assembly themes which encourage development of social, moral, spiritual and cultural education
- PSHE/citizenship
- Specific curriculum input on areas of concern such as Cyberbullying and e-safety
- School Council
- Extended schools
- Sports Leaders
- Buddy system between KS1 and KS2 children
- Parent information events/information
- Staff training and development for all staff
- Counselling for specific pupils
- Links with the Behaviour Support Service and CAMHS

Links with other policies

Behaviour Policy

Child Protection & Safeguarding Policy

Acceptable Use Policy - Cyberbullying and internet safety

Equalities Policy - Race, Sexist, Sexual, Transphobic, Homophobia, SEN and Disability

PSHE Policy

Complaints Procedure