



# East Sheen Primary School

## Anti-bullying Policy

### 1 Introduction

- 1.1 Bullying is unwanted, intentional behaviour that involves a real or perceived power imbalance. The behaviour is repeated or has the potential to be repeated over time. Bullying includes actions such as making threats, spreading rumours, sending unwanted messages via text or e-mail, physical or verbal abuse and excluding someone from a group on purpose.

### 2 Aims and objectives

- 2.1 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.

Bullying should not be confused with one-off or occasional disputes between children which may occur as a reaction to a specific situation or event. These incidents are dealt with according to our behaviour and discipline policy.

- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- 2.3 This policy aims to produce a consistent school response to any bullying behaviour that may occur.
- 2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the school's zero tolerance policy of bullying in our school.

### 3 The role of governors

- 3.1 The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- 3.2 The governing body monitors any reports of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of confirmed serious bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- 3.3 The governing body responds within ten days to any request from a parent to investigate reports of bullying. In all cases, the governing body notifies the

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headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

### **4 The role of the headteacher**

- 4.1** It is the responsibility of the headteacher 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 deal with bullying behaviour. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2** The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being disciplined. The curriculum also ensures that children learn about celebrating difference and behaving kindly, for example through relationships education and Personal, Social, Health Education (PSHE).

Anti-bullying week is promoted within school through assemblies and class activities.

- 4.3** The headteacher ensures that all staff receive sufficient training to be equipped to deal with all bullying.
- 4.4** The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. Our vision statement promotes that we are, 'happy, curious, resilient and kind'. 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.

### **5 The role of the teacher**

- 5.1** Teachers in our school take all forms of bullying seriously, and intervene to prevent this from taking place. They maintain records of all serious incidents that happen in their class and that they are aware of in the school.
- 5.2** If teachers witness or become aware of bullying behaviour, they do all they can to support the child who is being bullied and in consultation with the headteacher, the child's parents will be informed.
- 5.3** If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions and support (refer to [Behaviour and Discipline Policy](#)) for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the actions of the child were unexpected, and we endeavour to help the child change their behaviour in future. We use an attachment aware approach, using emotional coaching where appropriate. We inform the Headship Team, then invite the children's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as social services or the emotional wellbeing service.

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- 5.4** Bullying behaviours are recorded via CPOMS (Child Protection Online Monitoring System) where we record all confirmed incidents of bullying that occur in or outside of lesson time, either near the school or on the children's way home or to school. If any adult in school witnesses bullying behaviour, they should report the incident to the Headship Team. In line with DfE '[Behaviour in Schools – 2022](#)', the school will consider all forms of bullying, including those that occur online and outside of school: *'Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Schools should have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.'*
- 5.5** Teachers receive training, which enables them to become equipped to deal with bullying and behaviour management.
- 5.6** Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent bullying.

## **6 The role of parents**

- 6.1** Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- 6.2** Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

## **7 Monitoring and review**

- 7.1** This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request and through the bullying statistics provided termly in the headteacher's dashboard.
- 7.2** This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by reviewing termly statistics, and during discussions in the annual safeguarding review with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.
- 7.3** The school submits termly reports to the local authority with details of any racist incidents.

**Reviewed by Governors: Spring 2026**  
**Next review date: Spring 2027**

Linked policies:

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- [Behaviour and Discipline](#)
- [Child Protection and Safeguarding](#)
- [Relationship, Sex Education \(RSE\)](#)