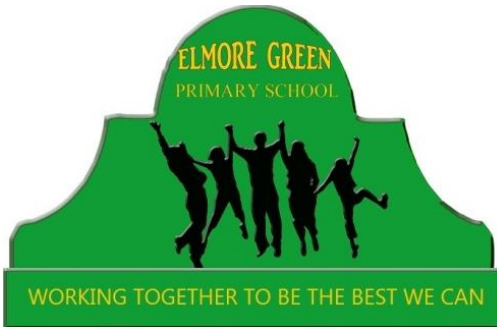




1. Introduction

Elmore Green Primary School is committed to creating a safe, respectful and inclusive environment where bullying in any form is not tolerated. This policy sets out how the school prevents, identifies and responds to bullying, in line with:

- *DfE Preventing and Tackling Bullying (2017)*
- *Keeping Children Safe in Education (2024)*
- *Sexual Violence and Sexual Harassment in Schools Guidance*
- *The Equality Act 2010*
- *Childnet Cyberbullying Guidance*

2. Links with Other Policies

This policy should be read alongside:

- Behaviour and Discipline Policy
- Safeguarding Policy
- Complaints Policy
- Relationships Education/RSHE Policy
- Online Safety Policy
- Physical Intervention and Restraint Policy
- Searching and Confiscation Guidance

3. Definition of Bullying

Bullying is **repeated, intentional** behaviour, carried out by an individual or group, that causes **physical or emotional harm** to another person. It often involves an imbalance of power.

Bullying may include:

- physical actions (hitting, pushing, taking belongings)
- verbal abuse (name-calling, threats, offensive comments)
- social manipulation (gossiping, excluding, spreading rumours)
- online or cyberbullying (messages, images, posts intended to cause distress)

Bullying is a form of child-on-child abuse. It is never dismissed as "banter", "messaging around" or "part of growing up".

What is not bullying ?

Not all conflict is bullying. One-off disagreements, accidental harm or fall-outs may still be serious, but they require a different response. Staff assess intent, power balance and frequency to determine if behaviour meets the definition of bullying.

4. Types of Bullying

Bullying can affect anyone. It may relate to:

- appearance
- SEND or SEMH needs
- physical or mental health
- home or care circumstances
- race, religion or culture
- disability
- gender or gender identity
- sexual orientation
- age or ability
- online activity (cyberbullying)
- pregnancy or maternity

5. Our Ethos

Elmore Green aims to develop a culture where:

- positive, respectful relationships are the norm
- unacceptable behaviours are challenged early
- all pupils feel safe to report concerns
- staff intervene promptly and consistently
- SEND and vulnerable pupils receive tailored support
- bullying incidents are recorded, analysed and used to improve practice

6. Roles and Responsibilities

Headteacher

- Ensures policy communication and implementation
- Monitors consistency of responses and disciplinary measures
- Oversees reporting and trend analysis

Anti-Bullying Lead

- Mrs R Wilcox
- Coordinates whole-school approach and reviews incident patterns

Wider Leadership

- Takes overall responsibility for investigations and recording (via CPOMS)
- Ensures staff are confident in identifying and addressing bullying

Inclusion & Pastoral Leads

- Identify pupils vulnerable to bullying
- Lead intervention and support
- Ensure accessibility of reporting mechanisms for pupils with SEND

All Staff

- Model respectful behaviour
- Challenge inappropriate language or "banter"
- Record concerns immediately
- Follow the reporting flowchart

Parents and Carers

- Work in partnership with the school
- Encourage respectful behaviour online and offline
- Raise concerns promptly using the correct channels

Governors

- Receive termly reports on incidents and actions taken
- Monitor the policy's impact

7. Identification and Reporting

Pupils can report concerns to:

- any trusted adult
- pastoral staff
- Anti-Bullying Lead
- through worry boxes/monsters or other child-friendly routes

Staff record all concerns on CPOMS. Reporting routes for adults include the Headteacher, a Deputy DSL or HR procedures.

8. Responding to Bullying Concerns

8.1 Immediate actions (same day where possible)

- Staff ensure the pupil is safe and listened to
- Staff record concerns on CPOMS
- Senior leaders begin an initial assessment
- Parents/carers of involved pupils are informed unless doing so puts a child at risk

8.2 Investigation (within 1-2 school days)

The investigating leader will:

- gather evidence and statements
- review previous records
- assess whether behaviour meets the definition of bullying
- decide actions and support required

8.3 Outcomes and actions

Actions may include:

- restorative work
- targeted pastoral support
- behaviour interventions
- sanctions in line with the Behaviour Policy
- online content removal requests
- referrals to external agencies (e.g. Early Help, CAMHS, Police)

8.4 Follow-up and monitoring

- Staff check in regularly with all pupils involved
- The situation is reviewed and further action taken if needed
- Repeated or serious incidents are escalated

9. Cyberbullying

When dealing with online concerns, the school will:

- act swiftly to protect the child
- encourage preservation of evidence
- request removal of harmful content where possible
- apply sanctions for online behaviour that impacts school life
- support safe and responsible use of technology
- use searching, screening and confiscation powers when necessary

10. Support for Pupils

For pupils who have been bullied

- immediate reassurance and pastoral support
- guided discussions on how to stay safe
- confidence-building or resilience work
- ongoing monitoring
- referrals to external support if needed

For pupils who have bullied others

- opportunities to reflect on behaviour
- education on impact
- targeted support for underlying issues
- clear expectations for behaviour change
- sanctions where appropriate

Support for pupils with SEND

- communication aids
- personalised reporting routes
- support from the Inclusion Team

11. Bullying of Adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is also unacceptable

Bullying of staff or parents is not tolerated.

Any concerns must be reported to the Headteacher or a designated safeguarding leader (DSL). All cases are investigated using Walsall Council Human Resources (HR) procedures and safeguarding protocols. Adults are supported through school leadership, HR and the VIVUP counselling service.

12. Preventing Bullying

We promote positive relationships through:

- Relationships and Health Education (RSHE)
- assemblies
- circle time and PSHE
- digital citizenship teaching
- regular class discussions
- peer support systems
- open dialogue about difference and respect
- clear expectations for behaviour online and offline

We create safe spaces for vulnerable pupils through pastoral provision and planned interventions.

Everyone at Elmore Green will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of our school, including adults and children (child on child abuse).
- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

13. Staff Education and Training

All staff receive training in:

- recognising types of bullying
- responding appropriately and consistently
- using CPOMS effectively
- supporting pupils with SEND
- promoting respectful relationships

Additional training is provided where patterns indicate a need.

14. Pupil Involvement

Pupils contribute by:

- shaping policy and practice through the School Council
- participating in surveys
- supporting respectful behaviour across the school

15. Parent and Carer Involvement

We work with parents by:

- sharing clear information about bullying and how to report concerns
- offering guidance on staff roles and expected timelines
- involving parents in solutions
- signposting external support

16. Monitoring and Evaluation

Every term, leaders analyse:

- the number and nature of incidents
- patterns by year group, SEND, gender or vulnerable groups
- pupil survey responses
- staff confidence and training needs

Governors receive a termly report summarising trends and actions taken.

Success indicators include:

- fewer repeated incidents
- increased pupil confidence in reporting
- timely and consistent responses from staff
- clear improvements in behaviour patterns

This policy will be reviewed **September 2026**.