

Anti-Bullying Policy

Policy reviewed and agreed by Governing Body – February 2026

Date for next review – September 2026

Rationale

The Anti-Bullying Policy outlines the whole-school approach to responding to reports of bullying.

- Respect:** *As with our Behaviour Policy*, our school is underpinned by the principle of respect. No one deserves to be shouted at, or be subjected to personal remarks, profane language (swearing) and/or discriminatory comments.
- Community:** We work as a team to support each other, celebrating our diversity (of opinion, lifestyle, culture, religion, gender and any other factor that may be the basis for discrimination) and our mistakes as learning opportunities. Edward Wilson strives to be a place where pupils feel both emotionally and physically safe. Children learn not to be bystanders but rather to stand up for what they believe to be right.
- Honesty:** *As with our Behaviour Policy*, we all make mistakes, and honesty ensures that issues and investigations are resolved quickly. When children are honest, it always provides an opportunity to praise them for this core value, irrespective of what they have done and what further consequences may be put in place.
- Kindness:** We expect pupils to demonstrate kindness to every other pupil. In line with our anti-bullying approach (e.g. through assemblies), we encourage children to **THINK** before they speak. Is what they are about to say:
- **T**houghtful?
 - **H**elpful?
 - **I**nspiring?
 - **N**ecessary?
 - **K**ind?

Our anti-bullying approach is addressed through termly assembly focuses: Anti-Bullying Week, Kindness Week and the NSPCC's Speak out Stay Safe Week. It is also reinforced continually through assemblies, the behaviour and reward systems and PSHE lessons.

Principles Underlying this Policy

We believe:

- all pupils are entitled to learn in a caring, friendly and safe environment
- bullying of any kind is unacceptable at our school
- all pupils should report bullying
- all incidences of bullying should be dealt with promptly and fairly

All children are expected to report suspected bullying behaviours, and all adults are expected to deal with them and, if necessary, inform a member of the Senior Leadership Team (SLT) promptly.

Definitions of Terms in this Policy

Bullying

Bullying is defined as any behaviour that deliberately intends to hurt, threaten or exclude another person, which is repeated over a period of time. In the school's anti-bullying approach, it is defined to pupils as **STOP: Several Times On Purpose**.

One-off and/or Unintentional Incidents

Not all situations in which children are involved in conflict or relational difficulties can be understood as bullying. One-off incidents or those in which children or groups have similar levels of social power (see definition below) will be dealt with according to the school's Behaviour Policy.

Social Power

The Anti-Bullying Alliance define an imbalance of social power as a situation in which an individual or group feel that they have power over somebody else. This may be because they are in a larger group, are in the majority group (e.g. of gender, race or faith), have more stature due to size, age or physical strength, or because the victim has communication difficulties. This power is used in a way that impacts negatively on others.

Bullying can be:

- **Discriminatory:** gestures, taunts, graffiti or rumours based on race, gender, perceived status, family circumstances, sexual orientation, religion, disability or a family's particular ethnicity; any form of 'roasting' can be perceived as bullying, depending on the circumstances
- **Emotional:** excluding, ridiculing, persistent teasing, coercion, peer pressure, threat of violence, name-calling, sarcasm including tone of voice, spreading rumours, hiding/removing/interfering with personal possessions
- **Online or Cyber:** misuse of technology, including the Internet, phone or tablet, gaming and social media, to hurt or humiliate another person e.g. sharing photos without permission
- **Physical:** pushing, kicking, hitting, tripping, punching, pinching or any use of violence or any unwanted physical contact or lack of respect for boundaries

Restorative Practice

All staff are trained in restorative methods of conflict resolution and use these as appropriate to deal with any poor behaviour, including bullying. This may be an informal conversation or a longer discussion in Reflection. In the case of bullying, sanctions and communication with families will also be part of the response. Please refer to the Behaviour Policy for more information about our restorative practice approach.

Consequences

Please refer to the Behaviour Policy, specifically the information about our Reflection system, Consequence Flow-Chart and information about Suspensions and Permanent Exclusions.

We take an active approach to preventing and responding to potential bullying. The Headteacher (or member of SLT) investigates all claims of bullying (whether raised by the pupil, family or any other stakeholder). We take the potential victim's statements first, then speak separately to any children who witnessed incidents, and finally we speak to the child who may have engaged in bullying behaviour. See Appendix 1 for the Bullying Investigation Form.

Signs and Symptoms That a Child is Being Bullied

Professional development on safeguarding and child mental health prepares our staff members to spot behaviours, such as being unusually withdrawn, that may indicate a child is a victim of bullying. New members of staff receive this training soon after starting work at Edward Wilson, and this training is renewed every year.

Pupil Responsibilities (written with pupils in Year 6: Lujane, Dan, Mustafa, Shelan & one other pupil)

What can you do if you feel you are being bullied?

- Tell an adult at school
- Do not take it into your own hands because it will escalate
- Write it down and put it in the class Message Box
- Don't keep it to yourself

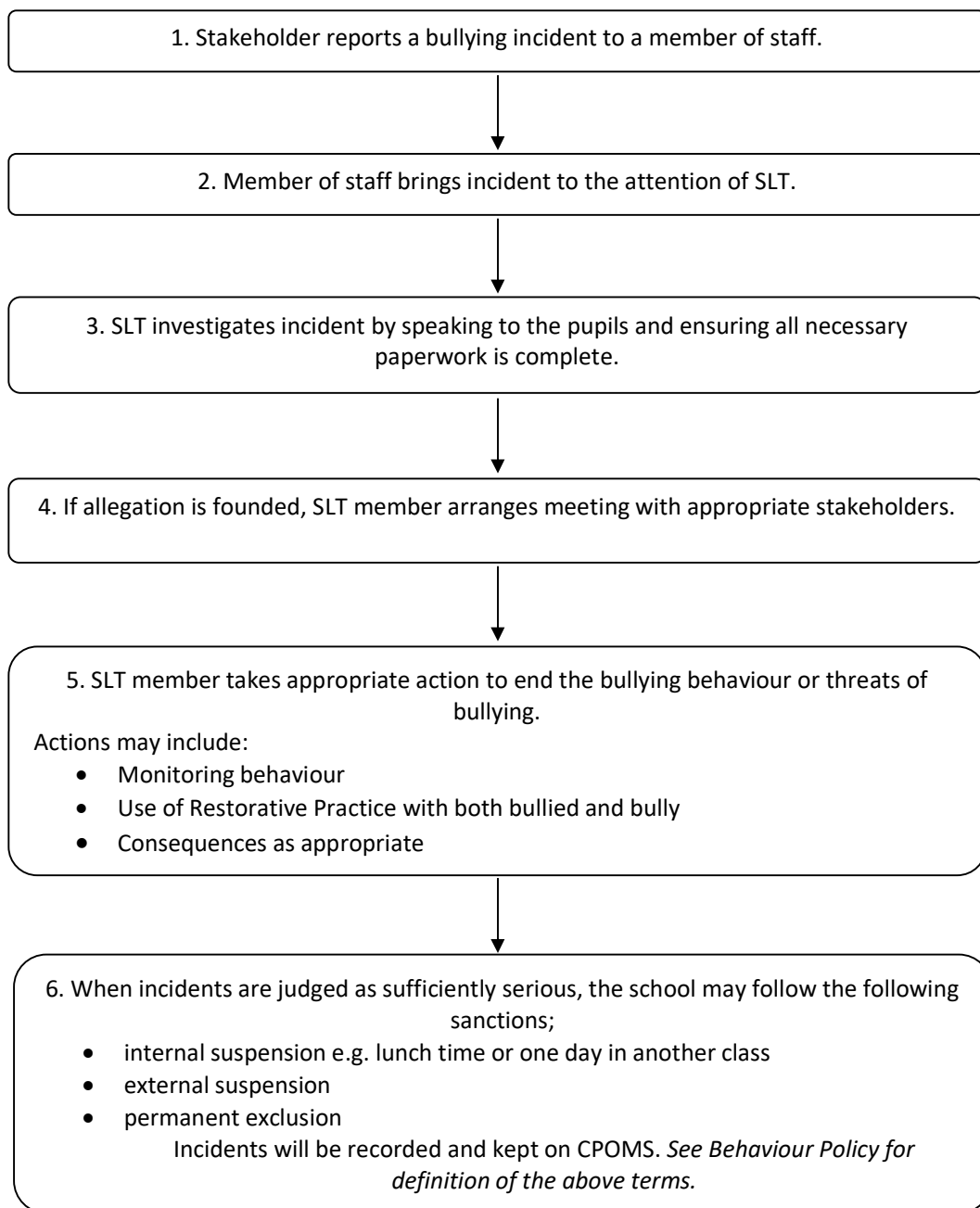
What should you do if you know someone is being bullied?

- If you see it, don't be a bystander, be a witness and explain the true story to the adult
- Be friendly to the victim e.g. include them in your group, so they are far away from the child who is bullying them
- Don't join in with any bullying

We expect our pupils to:

- Never bully anyone!
- Treat others like you would like to be treated
- Not judge a book by its cover

Procedures for Dealing with Observed or Reported Bullying



Appendix 1: Bullying Investigation Form

Bullying Investigation Form

Name of potential victim:

Class:

Potential victim's account	Response of other child/ren	Any other witness accounts
School conclusion:		
School actions:		