Policy and Guidance: Anti-Bullying

November 2025

Date agreed by governing body:	November 2025
Date to be reviewed:	November 2028

Statement of Belief:

We do not have a big problem with bullying at our school but in common with all schools, incidents do occasionally arise and we believe we have effective policy and practice that enables us to deal with issues quickly. We regularly reflect on what we do and seek to remove all barriers to learning for all children.

At William Davis Primary School we believe that all pupils have the right to be safe, to be valued and not physically or verbally abused. Bullying of any kind is unacceptable in our school and will not be tolerated. If bullying does occur pupils should be able to tell and feel assured that it will be dealt with promptly and effectively.

Aims

- To promote a safe and secure environment free from all kinds of bullying behaviour; both in person and online.
- To create a caring community where we all have a responsibility to respect ourselves and others.
- To make the members of our school community aware of what bullying is and isn't the kinds of behaviours that constitute bullying
- To make members of our school community aware of the strategies and procedures to follow if bullying does take place.

Allegations about bullying of pupils by staff will be dealt with under the school's Safeguarding Policy. This policy has links to the following policies and procedures:

- Behaviour and Relationships Policy
- Mental Health and Wellbeing Policy
- Acceptable use policy (internet safety)
- Safeguarding/child protection policy
- Complaints procedure
- Equality statement and objectives
- Health and Safety policy
- PSHE / RSE policy
- Data protection

Context

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents. All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

Definitions of Bullying (although there is no legal definition)
'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.

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 and Public Order Act 1986.

Homophobic bullying: Bullying another person because of their actual or perceived orientation.

Gender based bullying: Bullying based on attitudes expressed in a way to demean, intimidate or harm another person because of their gender.

Bullying may sometimes be characterised by inappropriate sexualised behaviours.

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

Ableist bullying: Bullying behaviour that focuses 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 consists 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.

Identifying Bullying

Pupils who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults.
There may be evidence of changes in work patterns, lacking concentration or truanting from school.
Adults should be aware of these possible signs (although not limited to these) and investigate further if a child:

- ☐ is frightened of walking to or from school
- ☐ begs to be driven to school
- ☐ changes their usual routine/route to school
- ☐ is frequently absent
- ☐ becomes withdrawn, anxious or lacking in confidence
- ☐ feels ill in the morning
- ☐ begins to underperform in school work
- ☐ has unexplained cuts or bruises
- ☐ becomes aggressive, disruptive or unreasonable
- ☐ starts swearing or using aggressive language for no apparent reason
- ☐ is bullying other children or siblings
- ☐ stops eating
- ☐ is frightened to say what's wrong
- ☐ changes their attitude to phone/internet use
- ☐ becomes secretive regarding phone/internet use
- ☐ gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible. (See: Safeguarding policy)

Online bullying:

Online bullying (also called cyberbullying) is the use of digital devices, websites, or apps to harass, hurt, or upset others. It can take many forms, including:

- Sending hurtful or threatening messages
- Posting mean or embarrassing pictures or videos
- Spreading lies or rumours about someone
- Excluding others from online groups or activities
- Impersonating someone online to harm their reputation

Prevention

Bullying will not be tolerated at William Davis Primary School and all known incidents will be investigated and dealt with by a member of staff. Incidents cannot be dealt with if they are not known, so ANYONE who knows that bullying is happening has a responsibility to tell the staff. We want to be a TELLING

school. Everyone at William Davis should know that they have a duty to help stop bullying. They are expected to talk about bullying behavior and understand that this is the way to keep everyone safe. If the child cannot tell for themselves, other pupils or parents should tell a teacher.

- We hold regular assemblies to promote our anti-bullying strategies and policies.
- We teach children what to do if they are worried or concerned.
- We teach children to develop self-confidence and strategies that will help them develop positive behaviours and friendships.
- Staff training on developing positive behaviours and anti-bullying is included in our Continuing Professional Development plan.
- Our curriculum is inclusive and supports children to know and understand what it means to be inclusive. There are many opportunities within the curriculum to celebrate difference.

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Staff at William Davis Primary will:

- Listen to what children and their families tell us
- Investigate incidents thoroughly
- Take action to prevent further incidents
- Use appropriate sanctions
- Encourage and support the bullied child to be assertive and express their feelings to the bully
- Reassure bullied children that it is not their fault
- Discuss with parents of both bullying and bullied children
- Monitor incidents of bullying
- Ensure there is appropriate support in place for anyone who is a ‘victim’ of bullying

Incidents that cannot be satisfactorily resolved or that recur should be referred to the Assistant Headteacher or Headteacher for further action. All incidents of bullying should be reported to the Headteacher for monitoring. In extreme cases, repeated incidents or lack of co-operation children may be suspended or excluded.

We believe that every child deserves a safe space to learn, grow, and thrive—both online and offline.

Monitoring and review

This policy is agreed by staff and governors and reviewed every three years and made available to parents.