



Anti-Bullying Policy

Portishead Primary School

Nov 2025

Ratification

This policy was ratified by the Local Governing Body 26th November 2025

Date for review: November 2027

Portishead Primary School Anti-Bullying Policy

Aim

At Portishead Primary School we are committed to working with children, staff, governors, and parents/carers to foster a robust culture of anti-bullying. Our goal is to ensure every member of our community is included, respected, and able to learn in a safe and happy environment. Bullying of any kind is unacceptable. We place the safety, welfare, equality, and wellbeing of pupils and staff at the heart of all we do. We will continually improve our prevention measures, respond effectively to incidents, and ensure accountability and restorative practices when harm is done.

Legal & Guidance Context (Recent UK Updates)

To ensure our policy reflects current best practice and legal requirements, we incorporate:

- The requirement under the **Behaviour in Schools Guidance (2024)** that behaviour policies must explicitly include measures to prevent *all forms* of bullying, including *prejudice-based and discriminatory bullying*. [Equality and Human Rights Commission](#)
- Findings from the **United Against Bullying (UAB) programme** (2021-2024), showing that whole-school audits, pupil voice, CPD (continuing professional development) for staff, and action plans reduce bullying, especially among vulnerable groups such as children with special educational needs and disabilities (SEND) and disadvantaged pupils. [anti-bullyingalliance.org.uk](#)
- Recent guidance emphasising the public sector equality duty under the Equality Act 2010: schools must proactively challenge racist bullying and promote respect for diversity via staff training and inclusive curriculum practice. [Equality and Human Rights Commission+1](#)

Policy Definitions

What is bullying

- Bullying is **repeated, intentional** behaviour which causes hurt, fear, distress, or harm to one or more individuals.
- It involves an imbalance of power (physical, psychological, social or through unequal access to online tools).
- Bullying may happen face-to-face, indirectly, or via digital / online channels.

PPS definition of bullying: **Bullying is repeated unkind behaviour that is intended to make others feel upset, uncomfortable or unsafe.**

What bullying is not

- Simple conflict, arguments or falling out.
- Teasing from a place of mutual affection or without intent to harm.

Beliefs & Principles

We believe:

- All forms of bullying are unacceptable, however they occur or are justified.
- Both victims and perpetrators need support. Accountability and reparation are essential.
- Inappropriate language, including casual derogatory language, perpetuates attitudes that underpin bullying and must always be challenged.
- Bystanders have a role: everyone in our school community has a responsibility to respond when they see bullying.
- We must listen to, involve, and empower children: pupil voice is key in defining, preventing, identifying, reporting, and resolving bullying.
- Prevention is just as important as response: proactive work, including through curriculum, training, and environmental design.

Who May Be Particularly Affected

Certain pupils may be more vulnerable to being bullied (or becoming perpetrators) and may face additional barriers to reporting. Vulnerability can be temporary, situational, or linked to personal circumstances. These groups include, but are not limited to:

- Pupils with special educational needs or disabilities (including neurodivergence such as autism)
- Pupils from minority ethnic groups
- Pupils from minority faiths or those experiencing prejudice related to religion or belief
- Refugees, asylum seekers, and pupils with migration or unsettled status
- LGBTQ+ pupils or those perceived to be so
- Pupils in care (Looked After Children) or previously looked-after children
- Young carers
- Pupils with English as an additional language
- Pupils experiencing bereavement, trauma, mental-health difficulties, or other adverse childhood experiences
- Pupils from lower socio-economic backgrounds
- Pupils who are socially isolated, new to the school, or experiencing friendship difficulties
- Pupils with visible differences, long-term medical needs, or disabilities that may attract unwanted attention

We recognise that pupils may belong to more than one of these groups, increasing vulnerability, and that additional barriers to reporting may include communication challenges, fear of not being believed, previous negative experiences, cultural stigma, or concerns about retaliation.

Types and Methods of Bullying

Methods (how bullying may happen):

- Physical aggression;
- Verbal harassment (name-calling, insults, threats, etc.);
- Indirect / relational bullying (ostracism, spreading rumours);
- Cyberbullying, misuse of social media / messaging / images etc.

Types (motivations / protected characteristics etc.):

- Racist;
- Faith-based;
- Homophobic / transphobic;
- Sexist or sexual;
- Disability, health (physical or mental), appearance or body image;
- English as additional language;
- Socio-economic;
- Caring responsibilities;
- Gender identity, gender expression;
- Other personal circumstances.

Derogatory and Prejudicial Language

- Any derogatory or offensive term (slur or put-down) is not acceptable, even if “not intended” to offend.
- Staff will challenge such language, record it, monitor patterns, and follow up appropriately.
- Language relating to protected characteristics (under the Equality Act) must be dealt with robustly.

Indicators of Bullying

Some possible signs that a pupil is experiencing bullying:

- Changes in behaviour or mood (withdrawn, anxious, depressed);
- Physical signs (unexplained bruises, mysteriously damaged belongings);
- Changes in attendance or participation;
- Changes in online behaviour;
- Reluctance to attend school or certain settings;
- Decline in academic performance;
- Emotional distress, self-harm thoughts or actions.

Preventing Bullying

We will implement a **whole-school approach** including:

1. Policy & Leadership

- A named Anti-Bullying Lead (Mrs Sargent- Headteacher)
- Governors oversight, regular review of the policy and its effectiveness
- Annual audit of anti-bullying practice

2. Curriculum & Learning

- PSHE / RSE / Health & Wellbeing curriculum that explicitly includes diversity, equality, respect, online safety, and bullying prevention
- Opportunities for pupils to learn about identity, difference, empathy, consent, and respectful relationships

3. Staff Training & Awareness

- Regular (at least annual) training for all staff including non-teaching staff on identifying, preventing, and responding to bullying (including prejudice-related, online, SEND-related)
- Training in restorative practices; trauma-informed approaches; mental health awareness

4. Pupil Voice and Involvement

- Anti-bullying ambassadors
- Involving pupils in designing anti-bullying measures; regular pupil surveys/questionnaires on bullying and wellbeing (especially to capture experiences of those at risk)
- Bystander education: what pupils can do safely if they witness bullying

5. Parental Involvement

- Make policy available to parents; ensure they know how bullying is addressed and how to report concerns
- Provide information / workshops to help parents support children and reinforce anti-bullying values at home

6. Environment & Systems

- Safe spaces and positive social areas; supervision in vulnerable spots (playgrounds, online zones)
- Reporting systems that are accessible, confidential, and trusted by pupils
- Record-keeping of incidents with detail: motivation, method, response, outcome; monitor trends especially for protected characteristic groups

7. Whole-School Campaigns / Awareness

- Anti-Bullying Week and similar themed events; Odd Socks Day etc.
- Assemblies, displays, wellness / kindness initiatives, peer-led work

Dealing with Incidents

Reporting Bullying

Everyone in our school community is encouraged to speak up about bullying. Pupils can report concerns in several ways: by speaking directly to any trusted adult, talking to one of our Anti-Bullying Ambassadors, or using the classroom or corridor *Worry Box* if they prefer to share a worry privately. Adults, including parents and carers, should report any concerns directly to a member of staff or the Headteacher. All reports will be taken seriously, handled sensitively, and followed up promptly.

When bullying is reported:

1. **Investigation**
 - Staff will investigate promptly, fairly, and thoroughly
 - Gather accounts from all involved (victim, perpetrator(s), bystanders)
 - Record the details (who, what, when, why, how, any evidence) on CPOMS
2. **Support for the Victim**
 - Reassure them that the bullying is taken seriously and is not their fault
 - Put in place a safety / action plan; consider a restorative meeting if appropriate
 - Monitor their wellbeing over time
3. **Responding to the Perpetrator(s)**
 - Hold them accountable: explain why the behaviour is unacceptable
 - Provide support to understand and change behaviour (e.g. mentoring, reflection, counselling)
 - If appropriate, involve restorative justice / mediation
4. **Sanctions**
 - Should be proportionate to the severity & frequency of bullying, consistent with behaviour policy
 - Range from warnings and loss of privileges, through fixed-term exclusions to permanent exclusion where necessary
5. **Parental / Carer Contact**
 - Inform parents/ carers of both victim and perpetrator, as appropriate
 - Involve parents in action plans
6. **External Agencies**
 - Use safeguarding procedures where child protection issues arise
 - Consider notifying or working with outside agencies such as the police, social care, local authority, especially when bullying occurs off-site or online with serious implications

Bullying Outside School & Online Bullying

- The school accepts responsibility to act when bullying is reported even if it occurs off school premises (on way to/from school; during out-of-school hours; online) if it affects school life. (Reflects current guidance.)

- Cyberbullying: pupils will be taught about online safety, digital citizenship, and how to safely report online harm. School will have acceptable use policies, monitoring, and appropriate sanctions.

Recording, Monitoring & Evaluation

- Maintain detailed records of all bullying incidents: date, type, motivation, method, persons involved, action taken, outcome.
- Disaggregate data by protected characteristic (SEND, race, gender, etc.) and by vulnerable groups to identify patterns or inequalities.
- Use pupil surveys / questionnaires to assess pupils' perceptions of safety, confidence in reporting, and experiences of bullying (including less visible types).
- Regular review by Senior Leadership Team & Governors; report termly on bullying statistics, patterns, and effectiveness of interventions.
- Commit to regular policy review (at least every 2 years) or sooner if required by changes in law, incidents, or feedback.

Sanctions

Sanctions must be appropriate, fair, consistent, and understood by pupils. Possible sanctions may include:

- Apology (verbal / written)
- Supervised reflection time
- Restorative meeting or circle
- Loss of privileges, playtimes, extra-curricular activities
- Internal exclusion / withdrawal from certain settings
- Fixed-term exclusion
- Permanent exclusion (for very serious or repeated bullying)

Monitoring & Review

We will monitor how the policy is working through:

- Pupil voice (surveys, focus groups, class discussion)
- Observation of relationships and school climate (playtimes, corridors, online spaces)
- Feedback from parents/carers and staff
- Feedback from Governors, LSP and outside agencies such as the LA or Ofsted
- Analysis of incident data to check for reductions, especially among vulnerable groups

This policy will be formally reviewed every **2 years** or more frequently if needed due to legal changes or as a result of incident patterns.

Links to other Policies

This policy links to:

- Equalities & Diversity Policy / Equality Objectives
- Behaviour Policy
- PSHE / Relationships, Sex & Health Education (RSE / RSHE) Policy
- Safeguarding & Child Protection Policy
- Online Safety / Acceptable Use Policy