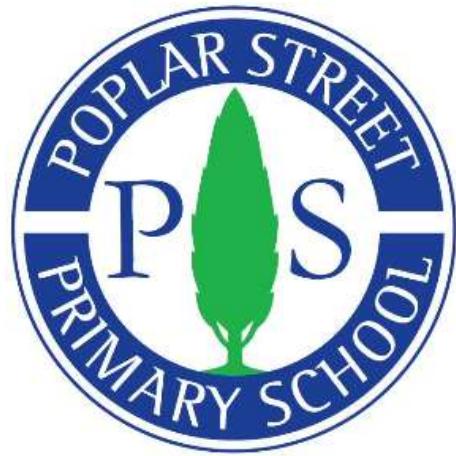


# Poplar Street Primary School



## Anti-Bullying Policy

## 1. Statement of Intent

Poplar Street Primary School is committed to providing a safe, caring and inclusive environment where all pupils can learn free from bullying. This policy outlines procedures to prevent, identify, and respond to bullying in line with the Education and Inspections Act 2006, Equality Act 2010, Human Rights Act 1998, and DfE guidance. The school promotes its core values—the Three RRRs: Ready, Respectful, Resilient—and fosters a culture where children feel safe to report concerns.

## 2. Definition of Bullying

Bullying is defined as repeated, intentional behaviour involving a real or perceived power imbalance. It may be physical, verbal, emotional, relational, prejudicial (including race, disability, religion, gender), or online. One-off incidents are not usually bullying but may still require action. Power imbalance may relate to size, age, popularity, confidence, SEN needs or social status.

## 3. Types of Bullying

- Physical: hitting, kicking, taking belongings.
- Verbal: name-calling, teasing, threats.
- Relational/emotional: excluding, spreading rumours.
- Prejudicial: linked to protected characteristics.
- Cyberbullying: messages, images, online harassment.
- Sexual harassment: comments, unwanted touching, inappropriate behaviour (managed per safeguarding policy).

## 4. How this links to our Behaviour Policy

This policy aligns with our Behaviour Policy, which emphasises relational practice, unconditional positive regard, emotional regulation (Colour Monsters/Zones), restorative approaches, and consistent expectations. Staff address behaviour using the Three RRRs and relational conversations before correction.

## 5. Roles and Responsibilities

Headteacher: ensures implementation, monitoring, staff training, and safe culture.

DSL: leads safeguarding responses, monitors patterns, ensures appropriate action.

Staff: model respectful relationships, intervene early, record incidents, support regulation, follow restorative processes.

Parents: report concerns, work in partnership, reinforce school values.

Pupils: report bullying, follow behaviour expectations, treat others respectfully.

## 6. Prevention Strategies

- Clear behaviour expectations taught and reinforced.

- Relationships and Health Education curriculum teaches empathy, respect, online safety and diversity.
- Zones of Regulation and Colour Monsters used to develop emotional literacy.
- Restorative culture encourages reflection and repair.
- Supervision in playgrounds, corridors, transitions.
- Staff track vulnerable pupils and provide additional support.
- Public celebration of kindness, resilience and respectful behaviour.

## 7. Procedures for Reporting and Responding

All concerns are taken seriously. Pupils may report to any trusted adult. Staff will:

1. Listen without judgment.
2. Reassure the pupil and ensure immediate safety.
3. Report to DSL or senior leader if bullying is suspected.
4. Investigate: speak to all parties separately, gather evidence, record facts.
5. Decide whether bullying has occurred.
6. Apply support and consequences.
7. Record all actions.

Parents are informed when bullying is confirmed.

## 8. Restorative and Behavioural Responses

Support for victims includes emotional support, check-ins, safe spaces, confidence building. Support for perpetrators includes restorative conversations, reflective tasks, relational support, emotion-regulation help.

Consequences align with the Behaviour Policy (Steps 1–5) and may include time away from class, restorative tasks, reflection logs, or SLT involvement. Exclusion is used only when necessary for safety.

## 9. Cyberbullying

Cyberbullying is treated seriously. Evidence is gathered where possible (screenshots/messages). Staff advise against retaliation. Filtering and monitoring systems support online safety teaching.

## 10. Safeguarding and Child-on-Child Abuse

Bullying may overlap with safeguarding concerns. The school follows KCSIE and safeguarding policy procedures. Staff understand that sexual harassment, harmful sexual behaviour, and hate incidents must be referred to the DSL immediately and may require external agency involvement.

## **11. Support and Follow-Up**

Both victim and perpetrator receive ongoing monitoring. DSL or class teacher provides follow-up check-ins. Additional support (MHST, external agencies, SEN support) is provided where needed. Patterns of behaviour trigger early intervention and pastoral support.

## **12. Record Keeping and Monitoring**

All incidents are recorded in the school's recording systems. DSL and SLT review patterns termly to improve school practice and identify vulnerable pupils. Governors receive anonymised data in termly Headteacher report.

## **13. Review**

This policy will be reviewed annually.