



King Edward Primary School & Nursery



Anti Bullying Policy September 2025

Introduction

At King Edward Primary School and Nursery we aim to provide a supportive, caring, and friendly environment which allows all our pupils to learn in an atmosphere which is focussed on improving their life chances and helping them to maximise their potential. Our 5Cs support us in this and we know these character virtues will support pupils and the community in reporting bullying incidents with confidence. We expect our pupils to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying and we are committed to preventing and tackling it. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these ‘relational conflicts’ and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our pupils, parents/carers and staff should feel confident in reporting it and know that that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our school.

At KEPS we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We adopt a contextual safeguarding, trauma informed and strength based approach to bullying and child on child abuse, and we are committed to working with families and outside agencies where appropriate.

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1st September 2025).

This policy is available:

- Online at the school website
- From the school office

This policy is reviewed and evaluated throughout the academic year. It is updated annually during Anti-Bullying Week as well as our Anti Bullying Safeguarding Leaflet.

Roles and Responsibilities

All staff at our school are aware that children may bully other children, and that this can happen here, both inside and outside of school, and online. All staff understand the school’s Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

The Head teacher, Emma Estell has overall responsibility for Anti Bullying at our school. She is responsible for liaising with the Governing body, parents/carers, the Trust, and outside agencies when appropriate.

Rachel Bullock is the Anti-Bullying Coordinator.

They are responsible for:

Policy development and review (ensuring that pupils, staff, governors, and parents/carers have opportunities to contribute)

- Implementing the policy and monitoring/assessing its effectiveness
- Managing the reporting and recording of bullying incidents
- Coordinating Anti Bullying training and support for staff and parents/carers where appropriate
- Monitoring the effectiveness of strategies for preventing bullying behaviour

The Designated Safeguarding Leads (DSL) and their Deputies in our school are: Emma Estell SDSL, Michael Vere DDSL, Amy Binks, Mikhaila Daniels, Pauline Callahan and Luke Braybrooke. Safeguarding is the responsibility of all, however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The nominated Governor with responsibility for Anti Bullying is Phee Smith.

What is bullying and how does it differ to relational conflict?

At KEPS we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face to face or online.”

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race & ethnicity, religion & belief, gender identity, sex, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils, which may not be deemed as ‘bullying’ but still require support or intervention from trusted adults. These incidents may be referred to as ‘relational conflicts’ or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as ‘bystanders’.

Regardless of whether an incident or situation is deemed as ‘relational conflict’ or ‘bullying’, our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

What does bullying behaviour look like?

At KEPS we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- **Emotional** – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, exposure to inappropriate films etc.
- **Online / Cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- **Indirect** – can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation, and radicalisation
- **Prejudice-related** – derogatory and discriminatory language and behaviour including that which is racist, sexist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their sex, religion or beliefs, race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

Our school understands that banter is an increasingly relevant part of discussions relating to bullying; however, it is important to acknowledge that banter is not inherently bullying, and it can be an important part of social bonding and friendships. At the same time, we know that some bullying in society is passed off as 'just banter', and we know that banter can quickly escalate to inappropriate or harmful exchanges and bullying.

Our school defines 'prosocial banter' as 'playful, typically funny, teasing between friends'. Prosocial banter can occur both online and offline and includes a range of behaviours that may be verbal, physical, or information/message sharing (online). Banter can include some of bullying behaviours set out in this policy document, so it is important to distinguish between shared positive social bonding and inappropriate banter and bullying. School staff will distinguish between banter and bullying by taking careful consideration of the *intention, content and topic* of reported incidents.

Where does bullying take place?

At KEPS we understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

How to report bullying concerns

At KEPS we want pupils, parents/carers, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community.

We have clear reporting systems for each group of our school community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

Pupils, including bystanders/witnesses

- We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, a lunchtime supervisor (Play Team) member, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.
- The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on the school's safeguarding recording system **My Concern** and other relevant members of staff will be alerted. The member of staff will directly alert the school's Senior Designated Safeguarding Lead, their Deputy, or another school DSL, if the report is deemed urgent or if a pupil is considered at risk.
- We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has a worry box in each classroom where the pupil can put their name/a brief note about their concerns/draw a picture of their concern – these worry boxes are introduced to the pupils at the start of the year and pupils are reminded of them regularly.
- All incidents and behaviours will be logged as 'bullying' and investigated.
- Following investigation, there may be two outcomes, the incident(s) may be logged as 'bullying' or 'relational conflict'.
- Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.
- If the behaviour / incident is deemed to be 'bullying', appropriate actions will be taken to support all pupils involved and help resolve concerns. The incident will be logged as 'bullying' and this will be shared with the Governing Body during behaviour report updates termly.

Parents/carers

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

- We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's class teacher in person, via telephone call 01623 472215 or via email, office7@kingedward.notts.sch.uk, to explain their concerns.
- The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail.
- Following the report and/or the meeting, the teacher will make a formal record of the bullying report on the school's recording system, My Concern and other relevant members of staff will be alerted.
- The member of staff will directly alert the school's Designated Safeguarding Lead for that phase (or the DDSL or SDSL if they are not available) if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR (General Data Protection Regulations). This may mean, at times, that we are not able to provide or share information or updates.

School staff

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

- We ask that staff report their concerns on My Concern.
- Designated Safeguarding Leads are alerted to the report and can take action if the report is deemed urgent or if a pupil is considered at risk.

Visitors

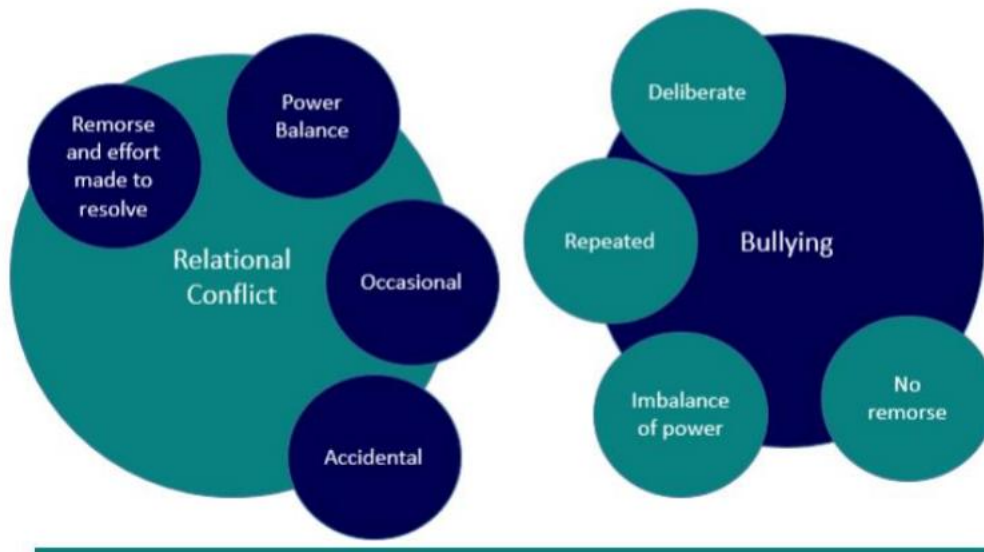
We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.).

- We ask that if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to one of the school's Designated Safeguarding Leads.
- We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns.
- The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's recording system My Concern and alert relevant staff members. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

How our school will respond to reports of bullying

At KEPS all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or 'relational conflict', our school remains committed to supporting all pupils who have been involved and effected. The following procedure is in place:

- We use MY CONCERN to record any incidents or reports of bullying behaviours.
- The DSL's are alerted to the incident.
- We talk to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses
- We talk to the parent/carer (of the target and/or the alleged perpetrator)
- The member of staff investigating will work within the definition of bullying and relational conflict to determine if the incident/s meet the criteria for bullying.
- After investigation, the incident will then be either categorised as confirmed bullying or relational conflict on the MY CONCERN system (see graphic image below for more details).
- Parents / carers of each party will be contacted and reasons for determining whether the incident of bullying will be categorised as such will be discussed.
- Even if the incident is categorised as relational conflict, we still work with all parties via a range of follow up activities (see below for examples).
- Implement appropriate sanctions / reparation in accordance with our school's relational behaviour policy. These sanctions will send out a message that bullying is unacceptable.
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate.
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.
- Implement a range of follow up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate
- The Designated Safeguarding Leads discuss any recorded incidents weekly. If there are any safeguarding issues or concerns that meet threshold, we DSL may then refer to the Nottinghamshire MASH team.
- Refer to the Nottinghamshire County Council 'Pathways to Provision' document and complete an EHAF if appropriate.
- The graphic below explains the criteria we use to categorise the incident.



If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

Our school keeps records of all reports of bullying, this information is stored on our school's recording system My Concern. These records are used to identify trends and inform our school's preventative work. Information from these records are discussed regularly at staff briefings and governor meetings.

Strategies for preventing bullying

At KEPS, we are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The strategies we use include, but are not limited to:

- Teaching children specifically STOP 1 and STOP 2. STOP 1 - Start Telling Other People and STOP 2 - Several Times on Purpose - as child friendly ways to identify and deal with bullying
- Teaching what upstanders and bystanders are and what we want at this school
- Ensuring that the school actively promotes the celebration of difference and diversity as part of our 5C core values
- A behaviour policy based on relationships and restoration
- Active Change Team (School Council) with representatives from each year group
- Smile Team and OPAL play guardians, who support children at playtimes and lunchtimes.
- Taking part in Anti Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust PSHE, RSE and AREP curriculum for all year groups
- Specific curriculum inputs for online safety and cyberbullying
- Opportunities for pupils to share their voice and opinions, through surveys etc.
- Anti-racism lessons (AREP)– teaching and modelling how to be upstanders and not bystanders
- Inclusive books throughout the school raising awareness of and celebrating differences

- Positive Play / ELSA support / nurture support for identified students
- Specific initiatives for identified individuals or groups
- Family events
- Specific initiatives for identified groups such as young people whose first language is not English, Young Interpreters, SEND/disabled students, children who have been bullied or are displaying bullying behaviour
- Children are taught about friendships/relationships in regular PSHE/RSE lessons. These lessons will be carefully planned and delivered, considering the age and stage of development for the pupils
- Collective worship/assembly cycle
- Class dojo
- School website information
- Regular staff training and development for all staff
- All staff model expected behaviour
- Working closely with the Mental Health Team – enabling workshops and information for parents
- OPAL programme to ensure children are occupied and using playtimes effectively
- Using all areas of the school grounds to allow children space
- Sports Leaders/Play Guardians are used to model and play games with children
- Smile Team to offer support to children
- Worry boxes in classes so children can self report and refer any concerns

Breaches / Complaints

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

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Date to be reviewed: September 2026

APPENDIX 1

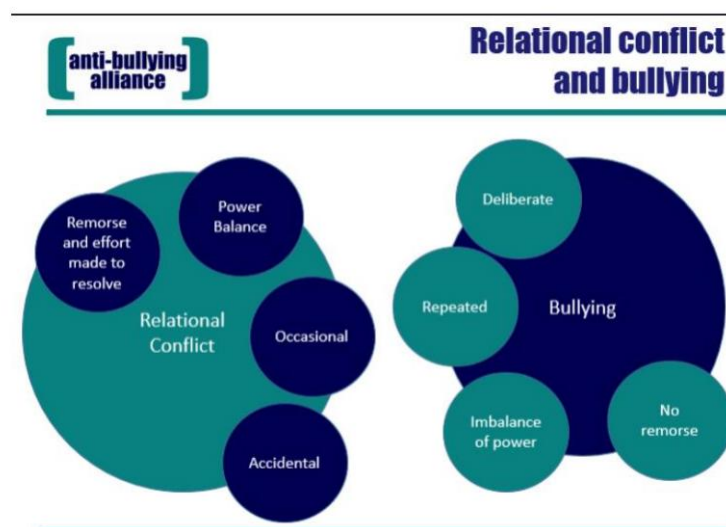
Initial record of report

Who is reporting:

Is this one event or a series of incidents:

Is the term bullying used – may be good to clarify bullying and relational conflict:

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face to face or online.”



Has this been reported before?

Name of target:

Name of alleged perpetrator(s)

When did the incident(s) take place – where, when,

Any witnesses?

What happened at the time – was an adult informed?

Any injuries?

Clarify next steps with complainant:

- Information will all be recorded down on CPOMs/MyConcern as 'bullying', ensure complainant is aware of this
- All members of staff will be alerted to incidents and investigation
- Member of staff will investigate
- We will talk to all adults involved
- Will talk to children involved
- Will review any reports – ie CPOMs/MyConcern / medical tracker
- All parents will be contacted about the complaint
- Following investigation – will categorise – continue to be logged as bullying or categorised as relational conflict
- Complainant will be contacted back following investigation and given an update
- Sanctions / reparation will be taken – appropriate to actions of child(ren)
- Follow up monitoring, support, interventions may be put in place – personal, group, class, school
- If complainant is unhappy with investigation and / or actions – alert them to the Complaints Policy for further action or consideration

THIS FORM CAN SUPPORT PROCEDURES AND SYSTEMS IN PLACE FOR REPORTING AND INVESTIGATING ALLEGATIONS OF BULLYING.

STAFF CAN USE THIS FORM TO HELP SUPPORT WITH ENSURING ALL RELEVANT INFORMATION IS COLLECTED AND THAT COMPLAINANTS ARE CLEAR OF PROCEDURES AND SYSTEMS IN PLACE TO INVESTIGATE AND TAKE APPROPRIATE ACTION.

It should help scaffold discussions that are then recorded on CPOMs/MyConcern

