



Parklands
Community Primary
School

Anti-Bullying Policy

Date of Approval: 17th November 2025
Review Date: Autumn 2027
Reviewed by: Teaching and Learning Committee

Contents

1. Introduction 3

2. Our Ethos and Expectations..... 3

 Parklands 3 Expectations..... 3

 FRIEND Values 3

3. What is Bullying? 4

4. Principles..... 4

5. Types of Bullying 4

6. Vulnerable Groups 5

7. Signs of Bullying 5

8. Prevention 5

9. Responding to Bullying 6

 Reporting 6

 Investigation 6

 Restorative Approach 6

 Consequences and Support..... 6

10. Listening to Children 6

11. Celebrating Diversity 6

12. Monitoring and Review 7

1. Introduction

At Parklands Community Primary School, we are committed to creating a safe, inclusive, and respectful environment where all children can thrive. We understand that bullying can happen in any school, and we take a proactive approach to prevent it and respond effectively when it occurs.

Our school motto, “Being the best we can be”, underpins everything we do. It reflects our belief that every child deserves the opportunity to grow in confidence, kindness, and resilience—free from fear or harm.

This policy supports our Behaviour and Relationships Policy – A Therapeutic Approach and reflects our commitment to:

- Promoting equality and respect for all
- Safeguarding every child’s well-being
- Listening to and supporting pupils and families

Our approach is guided by the Equality Act 2010, the Children Act 1989, and our school’s Vision, Aims and Values.

2. Our Ethos and Expectations

We are proud of our caring and inclusive school community. Our behaviour expectations and values underpin everything we do:

Parklands 3 Expectations

- Be Ready to Learn
- Be Kind and Respectful
- Be Safe

FRIEND Values

- Focus
- Respect
- Integrity
- Excellence

- Nurturing
- Determined

These guide how we treat one another and help create a culture where bullying is not accepted.

3. What is Bullying?

Bullying is the repeated, intentional hurting of one person or group by another, where there is an imbalance of power. It can be:

- Deliberately hurtful
- Repeated over time
- Difficult for the victim to defend against

4. Principles

We believe every child is unique and capable of growth. Our approach is based on the Early Years Foundation Stage principles:

- Every child is a unique individual
- Children learn through positive relationships
- Children thrive in enabling environments
- Children develop at different rates and in different ways

5. Types of Bullying

Type	Examples
Emotional	Excluding, tormenting
Physical	Hitting, kicking, taking belongings
Verbal	Name-calling, teasing, spreading rumours
Cyber	Online abuse, messages, images, AI-generated content
Sexual	Inappropriate comments, gestures, or images

Prejudice-based

Targeting race, religion, gender,
disability, sexuality, or identity

6. Vulnerable Groups

Some pupils may be more at risk of bullying, including:

- Looked After Children
- Young carers
- Gypsy, Roma and Traveller children
- Children with SEND
- Children from ethnic minorities
- Children entitled to Free School Meals
- EAL learners
- LGBT+ pupils or those perceived to be
- Pupils with physical or mental health needs

We provide additional support and monitoring to ensure these pupils feel safe and included.

7. Signs of Bullying

Staff are trained to look out for:

- Reluctance to attend school
- Unexplained injuries or damaged belongings
- Withdrawal, anxiety, or aggression
- Changes in academic performance
- Fear of using digital devices

8. Prevention

We prevent bullying by:

- Promoting a listening and caring ethos
- Teaching respect and inclusion through PSHE, computing, and assemblies
- Using worry boxes, peer mentors, and learning mentors
- Celebrating Anti-Bullying Week
- Engaging parents in online safety
- Monitoring concerns through CPOMS

9. Responding to Bullying

Reporting

- All concerns should be reported to the Headteacher, Deputy Headteacher, or senior staff.
- Staff log incidents on CPOMS.

Investigation

- Staff speak with all involved to understand what happened.
- Parents/carers are informed where appropriate.

Restorative Approach

- A restorative conversation helps the perpetrator understand the impact of their actions.
- Expectations are clarified and support is offered to all involved.

Consequences and Support

- Educational or protective consequences may be used to support behaviour change.
- If bullying continues, further support, monitoring, and external agency involvement may be required.

10. Listening to Children

We ensure children feel heard and supported:

- Listen without judgement
- Take them seriously
- Show empathy
- Reassure them it's not their fault
- Avoid stereotypes
- Follow reporting procedures

We remain alert to signs of bullying and take all prejudice-based bullying seriously.

11. Celebrating Diversity

We promote:

- Respect for all identities and families
- Inclusive curriculum content
- Opportunities to learn about different cultures and relationships

12. Monitoring and Review

This policy is reviewed annually with input from staff, pupils, and parents. It is available on our website and shared with all stakeholders.