Shield Row Primary School



Anti-bullying Policy
September 2026

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This policy should be read alongside the Behaviour & Regulation Policy, safeguarding and child protection procedures, Equality and Inclusion arrangements, and relevant online safety procedures.

Key Principles

At Shield Row Primary School, every child has the right to learn in a safe, calm, inclusive and nurturing environment where they feel valued, respected and supported to achieve their full potential. Positive relationships underpin everything we do.

We recognise that behaviour is a form of communication and that children learn best when they feel emotionally safe, understood and ready to engage with learning. At the same time, we maintain high expectations: all feelings are acceptable, but not all behaviours are acceptable.

Bullying is not accepted at Shield Row. Everyone in the school community has a responsibility to challenge bullying and to report concerns. Where bullying is suspected, children and adults must feel confident that they will be listened to, supported and that concerns will be acted upon promptly.

Our anti-bullying approach is consistent with the whole-school behaviour framework of Good to be Green, Zones of Regulation and PACE-informed practice. Safeguarding is at the heart of our response, and the dignity, safety and wellbeing of all involved remain a priority.

Aims and Objectives

- Provide timely and appropriate support for children and staff who are experiencing or are at risk of bullying.
- Challenge bullying behaviour and attitudes that allow bullying to continue.
- Promote an anti-bullying ethos based on respect, responsibility, kindness, resilience and positive relationships.
- Teach children how to recognise, report and respond safely to bullying.
- Ensure concerns are investigated fairly and thoroughly and that action is taken to stop bullying and reduce the likelihood of recurrence.
- Maintain appropriate records of bullying incidents and actions taken.
- Identify patterns and use information from incidents, pupil voice and staff observations to strengthen prevention and support.

What is Bullying?

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves.

Our pupil-friendly version is: "Doing something Several Times On Purpose to hurt or upset someone else."

Bullying can take many forms, including:

- name-calling
- violence or threatened violence
- isolation or deliberately excluding someone
- ridicule or humiliating behaviour
- emotional bullying
- indirect behaviour such as spreading unpleasant stories
- online or cyberbullying

Bullying may be prejudice-driven and may target someone because of characteristics or circumstances including:

- age
- race or nationality
- religion or culture
- SEN or disability
- health conditions or appearance
- sexual orientation
- gender
- gender identity
- beliefs
- home circumstances

At Shield Row, all forms of bullying will be investigated and challenged. Discriminatory behaviour, including racist, sexist, homophobic or disability-related abuse, is treated as serious behaviour under the Behaviour & Regulation Policy.

Bullying and Falling Out

Not every disagreement, friendship difficulty or unkind incident is bullying. Some incidents may be a one-off event, a misunderstanding, a disagreement between friends, or children who do not get along.

All such concerns are taken seriously and dealt with. Staff will consider the context, what happened, whether the behaviour was repeated and deliberately hurtful, and whether the person affected has found it difficult to defend themselves.

Where behaviour does not meet the definition of bullying, staff will still support the children involved, address the behaviour and use the school's behaviour and restorative approaches as appropriate.

Who Does the Policy Apply To?

This policy applies to bullying within the school environment and to concerns that affect the school community. It applies to all stakeholders, including:

- children bullying each other, including child-on-child abuse where relevant
- children bullying staff
- staff bullying children
- staff bullying each other
- parents or carers bullying staff

Where an allegation concerns an adult, safeguarding, employment or other relevant procedures will be followed alongside this policy as appropriate.

Preventing Bullying

Prevention is part of our whole-school behaviour and safeguarding approach. We build positive relationships and teach children the skills needed to interact safely and respectfully with others.

- Senior leaders organise assemblies and other events to reinforce the school's expectations, reporting procedures and celebration of difference.
- The school's behaviour expectations and anti-bullying messages are revisited regularly throughout the year.
- Staff remain vigilant for signs of bullying and take reports seriously.
- The curriculum is used to develop understanding of relationships, respect, equality, difference, emotional wellbeing and safe behaviour.

- Pupil voice meetings and questionnaires are used to identify concerns and inform prevention work.
- Children are taught how to seek help, how to report concerns and how to support others safely.
- Positive behaviour is recognised and reinforced through the school's Good to be Green system and positive relationships.

Using the Behaviour & Regulation Framework

Bullying is a behaviour concern and, where serious, may require an immediate response. The Behaviour & Regulation Policy identifies bullying, including cyberbullying where it impacts the school community, as an example of serious behaviour that may result in immediate removal from the situation, involvement of a member of the Senior Leadership Team and a Red Card without progressing through the usual stages.

The response remains calm, proportionate and relational. Staff will prioritise safety, investigate fairly and thoroughly, and support children to regulate before they are expected to reflect.

The school's shared behaviour response is:

Notice → Name → Validate → Expect → Regulate → Consequence if required → Reflect → Repair

This does not mean that bullying is excused because a child is dysregulated. Behaviour choices remain the responsibility of the child. Regulation support is used to help children become ready to reflect and make safer choices.

Zones of Regulation and PACE

Zones of Regulation provides a shared language for recognising and regulating emotions. Children are not sanctioned for experiencing emotions; feelings themselves are not right or wrong. Adults support children to regulate before restorative conversations or reflection.

PACE-informed practice guides adult responses through Playfulness, Acceptance, Curiosity and Empathy. Adults seek to understand what happened without making assumptions, acknowledge feelings, maintain clear expectations and boundaries, and support children to repair relationships.

When a child involved in a bullying incident is emotionally overwhelmed, adults will use appropriate co-regulation and regulation strategies before expecting meaningful reflection. A Regulation Station is a supportive resource, not a punishment or exclusion.

Identifying Bullying

Bullying can be subtle, covert and difficult for adults to witness. Staff will remain alert to changes in behaviour, relationships, attendance and wellbeing. Possible indicators may include:

- torn clothing or damaged books
- loss of belongings
- sudden mood changes or temper flare-ups
- flinching or physical marks
- school refusal or reluctance to attend
- underachievement or changes in engagement
- avoidance of particular days, places or people
- requests to be accompanied to or from school
- physical or emotional signs of distress

These signs do not, by themselves, prove that bullying is occurring. They should prompt sensitive exploration and appropriate support.

Reporting Bullying

Children are regularly reminded through assemblies, staff reminders, PSHCE and other curriculum work that they should report bullying concerns to an adult in school. Children should also report concerns when another pupil tells them they are being bullied or when they see bullying taking place.

Adults should listen carefully and take concerns seriously. Parents and carers are encouraged to raise concerns with the school and can access this policy through the school's usual communication arrangements.

A child who reports bullying will be supported to identify a trusted adult and a safe way of reporting any further incidents quickly.

Responding to a Report

All reported concerns will be investigated and recorded using the school's Bullying Incident Form and in line with school recording procedures. Information should be gathered from the child reporting the concern, the child or children alleged to have bullied, and relevant witnesses or other sources of information.

The investigation will be fair, thorough and age-appropriate. Staff will use calm, respectful and curious communication and will avoid accusatory or interrogational questioning.

If the investigation does not establish bullying, the incident will still be dealt with. Staff will explain, in an age-appropriate way, why the behaviour does not meet the definition of bullying and will address any behaviour, relationship difficulty or misunderstanding that remains.

Where bullying is identified, the school will take action to stop it and support those affected. Depending on the circumstances, this may include:

- ensuring the child experiencing bullying has a trusted adult and a clear way to report concerns quickly
- putting appropriate arrangements in place to reduce opportunities for further bullying and to keep children safe
- informing relevant staff so that concerns can be monitored consistently
- informing parents or carers as appropriate
- working with the SENDCo where additional needs or reasonable adjustments may be relevant
- involving Early Help or other external agencies where appropriate
- involving the police or other services where safeguarding or criminal concerns require this

Safeguarding

Safeguarding is the first priority in responding to serious behaviour. Bullying concerns will be considered alongside the school's safeguarding procedures. Where a concern indicates that a child may be at risk of harm, staff will follow safeguarding procedures and refer the matter to the appropriate safeguarding lead.

The school will consider the safety and wellbeing of the child experiencing bullying, the child or children alleged to have bullied, witnesses and the wider school community.

Serious Bullying and Immediate Response

Bullying may constitute serious behaviour. In such circumstances, staff may need to act immediately to protect safety and wellbeing. The usual Good to be Green stages do not have to be followed where the seriousness of the behaviour requires an immediate response.

When a serious bullying incident occurs, staff will, as appropriate:

- prioritise the safety and wellbeing of all pupils and adults
- use calm, clear and consistent communication

- support emotional regulation where appropriate
- remove a child from the situation if necessary
- inform a member of the Senior Leadership Team
- investigate the incident fairly and thoroughly
- communicate with parents or carers as appropriate
- record the incident in line with school procedures

Intervention, Reflection and Repair

The school's response to bullying is focused on stopping the behaviour, protecting those affected, promoting responsibility and reducing the likelihood of recurrence.

Once children are calm and ready, restorative conversations may be used. The purpose is not to shame or humiliate. It is to help children understand what happened, recognise the impact of their behaviour, take responsibility and identify what can be done differently.

Adults may use questions such as:

- What happened?
- Can you tell me about what was happening for you?
- Which Zone were you in?
- What choice did you make?
- What happened because of that choice?
- Who has been affected?
- How do you think they might be feeling?
- What could help you if you feel like this again?
- How can we repair the situation?

Where appropriate, children will be supported to repair relationships. This may include a genuine apology, restoring or replacing damaged property, an act of kindness or service, rebuilding trust through positive behaviour, or agreeing strategies to prevent a similar situation.

Support and Follow-up

Follow-up is an important part of preventing recurrence. The school will monitor the situation after action has been taken and will agree appropriate review arrangements with those involved.

Tracking meetings may be frequent at first and become less frequent as the situation improves. The child experiencing bullying will be given a clear route back to a trusted adult if concerns recur.

Support for children affected by bullying will be proportionate to their needs and may include pastoral support, check-ins, regulation strategies, support from a trusted adult, or other personalised strategies.

Consequences and Accountability

Bullying is addressed through the school's Behaviour & Regulation Policy as well as this policy. Consequences are applied consistently, fairly and proportionately and are intended to teach responsibility, support learning and restore relationships rather than shame or humiliate.

The response will take account of the seriousness and context of the incident and whether behaviour represents a serious or persistent breach of the Behaviour & Regulation Policy.

The school will consider individual circumstances, including age and stage of development, SEND, disability or medical needs, safeguarding concerns, known vulnerabilities and whether reasonable adjustments are required. Reasonable adjustments do not remove the expectation that children behave safely and respectfully.

Suspension or permanent exclusion is not an automatic response to bullying. The Behaviour & Regulation Policy states that suspension or permanent exclusion will only be considered as a last resort, or where a serious breach has occurred and other appropriate strategies have been considered, unless the severity of the incident requires an immediate response.

SEND, Inclusion and Additional Needs

The school recognises that some children may need additional support to regulate emotions, communicate needs or meet behavioural expectations. Children with SEND are expected to follow school behaviour expectations and may require reasonable adjustments and personalised support.

When bullying concerns involve a child with additional needs, staff will seek to understand individual needs and possible triggers, while maintaining clear expectations and the safety and dignity of all members of the school community.

Support may include regulation tools, visual prompts, sensory or movement breaks, adapted communication, individual behaviour or regulation plans, additional adult support, mentoring or adapted routines, where appropriate.

Online and Cyberbullying

Cyberbullying includes bullying behaviour carried out through online communication or digital technology. Where cyberbullying impacts the school community, it may be treated as serious behaviour under the Behaviour & Regulation Policy.

Concerns about online bullying will be investigated in the same way as other bullying concerns, with consideration of relevant evidence and the safety of children involved. The school will work with parents, carers and external agencies where appropriate.

Children are encouraged to report online concerns to a trusted adult rather than responding in ways that may escalate the situation.

Parents and Carers

Parents and carers are important partners in preventing and responding to bullying. They should:

- raise concerns promptly with the child's class teacher or another appropriate member of staff
- share relevant information that may help the school understand the concern
- support the school's agreed strategies for addressing bullying
- reinforce respectful relationships and safe behaviour at home
- work with the school when follow-up or additional support is needed

Parents and carers of children directly involved will be informed of significant incidents and appropriate action, taking account of confidentiality and safeguarding requirements.

Roles and Responsibilities

All staff, including lunchtime supervisors, administrative staff, teaching assistants and teaching staff, are responsible for:

- listening to concerns and taking reports of bullying seriously
- reporting concerns that may affect health, wellbeing or safety to the Headteacher, Deputy Headteacher or appropriate safeguarding lead in line with school procedures
- promoting positive relationships and an anti-bullying ethos
- following this policy and the Behaviour & Regulation Policy
- using calm, respectful and consistent responses
- recording and reporting concerns in line with school procedures

The Senior Leadership Team is responsible for:

- ensuring this policy is implemented and shared with stakeholders
- promoting anti-bullying through assemblies, curriculum work and communication
- supporting staff in responding to bullying incidents
- ensuring serious incidents are investigated, recorded and followed up appropriately
- monitoring patterns and implementing strategies for improvement
- working with parents, carers, the SENDCo and external agencies where appropriate
- reporting significant bullying issues to the Governing Body as necessary

The Governing Body is responsible for:

- supporting the school in maintaining a safe, inclusive and respectful environment
- monitoring bullying incidents and the effectiveness of the policy
- reviewing relevant information through governing body arrangements

Parents and carers are responsible for:

- raising concerns with the school
- supporting the school's investigation and agreed strategies
- promoting respectful relationships and the school's anti-bullying messages at home

Children are responsible for:

- treating others with courtesy and respect
- not bullying another person in any way
- respecting differences between themselves and others
- telling an adult if they are worried about bullying or see bullying taking place
- using taught regulation and help-seeking strategies where appropriate

Monitoring, Recording and Evaluation

All reported bullying concerns will be recorded using the school's Bullying Incident Form and relevant school recording procedures. Proven incidents will be reported to the Headteacher to support coordinated action.

Bullying incidents, including discriminatory incidents, will be reviewed regularly by the Senior Leadership Team to identify patterns, consider the effectiveness of responses and inform prevention and awareness-raising work.

The school will use appropriate pupil voice, staff feedback, parent and carer feedback and incident information to evaluate the policy and strengthen practice.

The Governing Body will receive information about bullying and discriminatory incidents through the school's established reporting arrangements, including the termly Headteacher report where appropriate.

Individual cases will be discussed and procedures evaluated where this is necessary to improve support, safeguarding and prevention.

Policy Review

This policy will be reviewed annually and in response to relevant pupil, staff, parent, carer or governor feedback, significant changes to the Behaviour & Regulation Policy, or learning from serious incidents.

Date reviewed: September 2026

Next review: September 2027

Appendix 1 – Bullying Incident Form

Shield Row Primary School

Bullying Incident Report Form

Reported by:	**Role:**

Date(s) of incident(s):

Time(s) of incident(s):

Locations(s) of incident(s):

Details of people involved

Please include names, genders, ages, ethnic origin, and children in care or children with special needs and each child's role - ringleader, outsider, reinforcer, assistant, defender, victim - and level of involvement.

1 = very involved 2 = involved 3 = slightly involved 4 = only indirectly involved

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Bullying incident related to: tick all that apply

Race	☐	Appearance or health condition	☐
SEN or disabilities	☐	Sexual orientation	☐
Gender	☐	Religion or culture	☐
Age	☐	Other (define)	☐

Forms of bullying used: tick all that apply

Physical aggression	☐	Damaging or taking personal possessions	☐
Deliberately excluding	☐	Verbal threats	☐
Name calling and teasing	☐	Spreading rumours	☐
Cyber bullying	☐	Extortion	☐
Other (define)	☐		

Frequency and duration of bullying behaviour:

Once or twice	☐	Persisting over two months	☐
Several times a week	☐	Persisting for more than a year	☐

Other notes on incident: including relevant previous behaviour

Has bullying been found to be occurring?	**Yes**	**No**

Checklist: Tick as appropriate

Does incident involve same person?	☐	Has a follow up date been set?	☐
Have parents/carers been notified?	☐	Has action been agreed with victim?	☐
Had individual discussions with all?	☐	Has action been agreed with perpetrator?	☐
Had group discussion with all involved?	☐	Are notes and comments attached?	☐

Other actions (if required):

medical treatment required?	☐	Referral to other agencies?	☐
Police involvement?	☐	Specific report from staff attached?	☐
Report to governors?	☐	Other?	☐

Details of actions agreed with everyone involved - including parents and carers where appropriate: