Little Ealing
PRIMARY SCHOOL

Policy	**Bullying Prevention Policy**
Last amendment date	**September 2026**
Renewal cycle	**Annual**
RENEWAL DATE	**September 2027**

LITTLE EALING PRIMARY SCHOOL

BULLYING PREVENTION POLICY

POSITION STATEMENT

Bullying is unacceptable behaviour, and no type of bullying is tolerated at this school.
It happens in all schools, and many children are involved at some time. At Little Ealing Primary School, we are committed to creating a safe environment where children can learn and play, talk about their worries, and be confident that an adult will listen and offer help.

DEFINITION OF BULLYING

At Little Ealing Primary School, we discuss what bullying is and incidents we would not describe as bullying with all pupils in PSHE, Wellbeing and Relationship Education lessons. We agree that:

Bullying is the repeated use of aggression by one or more persons, children or adults, whether by direct physical or verbal means or by any indirect means such as cyber-bullying or rumour spreading that intends to hurt one or more persons.

1. Physical Bullying
   - punching, slapping, kicking, pushing or any other kind of physical violence

2. Verbal bullying
   - teasing, badgering, name-calling, use of threatening words, verbal taunting, etc

3. Emotional bullying
   - exclusion, rumour-spreading, mental torment, threatening gestures, suggestive actions, inappropriate drawings, graffiti, etc

4. Racial bullying via any of the above methods

5. Sexual bullying and harmful sexual behaviour via any of the above methods, including unwanted physical contact, inappropriate comments, sharing of sexual images, or any other sexually harmful behaviour. All incidents of sexual bullying are treated as both a bullying matter and a safeguarding concern and will be dealt with in accordance with our Child Protection and Safeguarding Policy.

6. Electronic or cyberbullying using any form of electronic means - phones (calls or texts), emails, social networking, cameras, AI-generated content, etc. Our school's Mobile Phone Policy sets out that we are mobile phone-free by default, which helps prevent opportunities for cyberbullying during the school day.

Bullying is characterised by an imbalance of power.

A bully has a deliberate intention to hurt the victim physically or emotionally in order to maintain or increase the imbalance of power. However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.

WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Everyone at Little Ealing has a responsibility to respond promptly and effectively to issues of bullying.

AIMS AND OBJECTIVES OF A BULLYING PREVENTION POLICY

- to commit fully to the principle of bullying prevention
- to be intolerant of all forms of bullying

- to involve children, parents and staff in the objective of eliminating bullying through raising awareness, canvassing support and taking a zero-tolerance stand
- to recognise all forms of bullying and all those who are vulnerable to bullying
- to support and take all reports of bullying seriously, from whatever source
- to ensure that all groups of the school community, from governors to children, are aware of what bullying is, the school's policy on dealing with it and what they should do if bullying arises
- to protect the identity of anyone anonymously raising an issue of bullying
- to report serious incidents to relevant parents and, where appropriate, to encourage solutions
- when deemed necessary, to report to or consult with the police, especially in certain cases of cyber-bullying and physical acts of violence

ARRANGEMENTS
Strategies and procedures are in place to meet the policy requirements. However, it should be noted that these are aimed at identifying and minimising the occurrence of bullying rather than the methods for solving any issues. Solutions are likely to be specific to each case, taking into account many different factors.

STRATEGIES FOR THE PREVENTION OF BULLYING
The most effective way of preventing bullying is by establishing a mutual feeling of trust throughout the school so that children know:

- that adults, particularly their teacher, will listen to their concerns
- that something will be done about it, and teachers know
- that the children will speak to them about things concerning them or their friends
- that there are procedures in place to support them

Bullying Prevention is linked closely to the school's Behaviour for Learning Policy, Child Protection and Safeguarding Policy (including Child on Child abuse), Mobile Phone Policy, Online Safety Policy and the school values. All staff are trained at least yearly in Child Protection and Safeguarding, and updates are sent to all staff throughout the year, including Peer on Peer abuse and harmful sexual behaviour."
Valued behaviour is acknowledged, reinforced and rewarded by all staff in class. Children who demonstrate our values are actively praised throughout the school day and specific acts demonstrating the values are acknowledged with a certificate.

At Little Ealing, we have identified possible times and places where bullying could take place. These inevitably are when there is less supervision and structure, i.e. lunch and playtimes. We have taken the following measures to prevent bullying:

- before and after school, senior leaders are in the playgrounds
- at playtimes, there is a teacher or Learning Support Assistant (LSA) on duty in each allocated area of the playground, the toilets are monitored by teachers, LSAs and School Meals Supervisory Assistants (SMSAs)
- at lunch times, there is a good ratio of SMSAs to children in the playgrounds, there are classroom support staff on duty, there is at least 1 staff member or SMSA allocated to each class
- there is play equipment to encourage co-operative play

The following areas of the curriculum can be used to introduce and reinforce strategies for preventing bullying:

<u>Personal Social Health Education (PSHE)</u>

- reinforcing the Five Finger Rule, school rules and school values
- circle time discussions and Wellbeing and Resilience lessons
- Relationship Education lessons

<u>Literacy</u>

- using relevant texts to examine bullying issues

PE
- respect for personal space of others
- learning the rules of games and abiding by them
- understanding the co-operative "team" ethos

Religious Education (RE) and Collective Worship
- using stories and parables from all religions that illustrate positive relationships

Computing and Online Safety
- understanding responsible use of technology, including AI tools
- recognising that AI-generated content (such as deepfakes or manipulated images) can be used to harm others
- knowing how to report concerning online content

There are also specific activities to support and develop change:

Displays
- reinforce our school rules and values
- clearly show who the safeguarding team are and what to do if you are worried

Worry Boxes
Worry boxes are situated in each classroom. Children are able to post their worries.
Worry boxes are monitored by class teachers. Annual Pupil Voice surveys summaries are fed back to governors.
Children can self-refer to our school's counselling service.

Playtime supervision
- ensure staff on duty are vigilant, are out before the beginning of playtime and cover their area of the playground thoroughly
- be aware of any potential "danger areas"
- encourage co-operative play
- may have targeted children to observe and/or support

Lunchtime supervision
- all staff on duty wear high-viz jackets with 'Here to Help' written on the back so that they are easily seen by children
- ensure all staff on duty are vigilant
- ensure consistency of approach within the lunchtime duty team
- encourage/organise co-operative games and activities

This policy will be reviewed at the beginning of each school year.

PROCEDURES
On having an incident of detrimental behaviour reported, the adult will:
- Follow the school behaviour for learning policy, guidelines and protocols.
- deal with the immediate consequences (deal with the immediate consequences (e.g. send to welfare if injured, safely intervene in any physical altercation, use de-escalation strategies to restore calm)
- call together all those involved and listen to each child
- Any incidents of dangerous detrimental behaviour will immediately be referred to a member of the senior leadership team
- briefly tell class teacher(s) at end of playtime/lunchtime

The class teacher will:

- log details on CPOMs linking both the child/children accused of bullying and the victim/s
- follow up appropriately with children individually before they go out again
- put a child with any concerns about being accused as a bully or a victim as Pupil Focus on next Staff Meeting Agenda
- after 3 incidents, agree actions to alleviate the problem, eg set up a contract using proforma at a meeting with Year Leader and children concerned (see Appendix 3)

The Year Leader will:

- after completing contract and if pattern of concern continues, agree with the class teacher that a meeting needs to be arranged with the parents using standard letter (see Appendix 1)
- attend the meeting with the class teacher
- if concern continues, take to the Senior Leadership Team

MONITORING

If a pupil's behaviour is a cause for concern, one or all of the following strategies can be used:

- mention in staff meetings under Pupil Focus
- inform Year Leader
- take to Team Meeting to discuss strategies and solutions to support pupils – both the child/children accused of bullying and the victim/s
- communicate to SMSAs

STAFF TRAINING

- each term, Year Leaders ensure that team members are familiar with, and understand how to operate, the Bullying Prevention Policy
- staff read the Bullying Prevention Policy annually to ensure that they are aware of its contents
- all staff must read Part 1 of Keeping Children Safe in Education (KCSIE) in full annually, which includes guidance on peer-on-peer abuse and harmful sexual behaviour
- DSL ensures that training is disseminated to all staff to ensure consistency of approach, including updates on new forms of bullying such as AI-generated harmful content"

INVOLVEMENT OF PARENTS

- If parents report bullying of their child to the class teacher, the teacher completes the letter (Appendix 2) and puts relevant procedures in place. The teacher may refer the matter to a member of the Leadership Team dependent on the nature of the allegation. A member of the SLT will take over investigations or read the paperwork so that they are aware of the incident. This will be added to CPOMS
- Bullying Prevention Policy on website
- Involvement of parents of both bully and victim in the resolution of the problems (Appendix 1)

APPENDIX 1:
LETTER TO PARENTS - MEETING TO DISCUSS BEHAVIOUR CONCERNS

Date:

Dear

Subject: Meeting to discuss behaviour concerns

I am writing to invite you to a meeting to discuss some concerns regarding your child's behaviour at school.

Meeting details – (Include, date, time and who will be attending)

We have noticed a pattern of behaviour involving (NAME) that is causing concern. At this meeting, we would like to:

- Share specific examples of the behaviour we have observed
- Listen to your perspective and any concerns you may have
- Work together to agree on strategies to support your child
- Establish a behaviour support plan that we can follow both at school and at home

We believe that by working in partnership, we can help (NAME) develop more positive behaviours and relationships with their peers.

If the above time is not convenient, please contact the school to arrange an alternative appointment.

We look forward to working with you to support your child.

Yours sincerely,

_____
Class Teacher

_____
Year Leader (if applicable)

APPENDIX 2:
RESPONSE TO PARENT CONCERN ABOUT BULLYING

Date:

Dear

Subject: Response to your concern about bullying

Thank you for bringing your concern about a bullying incident to our attention. We take all reports of bullying seriously and have investigated the matter.

What happened: [Brief description of the incident]

Action taken:

☐ I have spoken to all children involved. The children have agreed this was a misunderstanding/accident and have apologised to each other. I will continue to monitor the situation.

☐ I have investigated the incident and taken appropriate action in line with our Behaviour for Learning Policy. The matter has been resolved and I am satisfied it has been dealt with appropriately.

☐ I have implemented the following specific actions:
_____
_____

☐ This incident has been logged on our safeguarding system (CPOMs) and referred to the Year Leader for further investigation and monitoring.

☐ This incident has been referred to the Senior Leadership Team due to its serious nature.

☐ A behaviour contract has been put in place (see Appendix 3).

Next steps:
☐ I will continue to monitor the situation closely over the coming weeks.

☐ Please contact me to arrange a meeting to discuss this matter further. You can reach me via the school office or class email

☐ I will contact you again on (DATE) to update you on progress.

If you have any further concerns, please do not hesitate to contact me.

Yours sincerely,

_____
Class Teacher

APPENDIX 3:
BEHAVIOUR CONTRACT

Pupil name:
Class:
Date:

This contract has been agreed between:

- _____ pupil

- _____ class teacher

- _____ Year Leader/SLT member

- _____ parent/carer

What happened:
[Brief description of the behaviour concern]

Our agreed values for positive behaviour:

- Be Kind
- Be Respectful
- Be Honest

How we will support this:

At school, staff will:

At home, parents/carers will:

The pupil will:

This contract will be reviewed on: (DATE)

We will meet to discuss progress and decide whether to:
- Continue with the contract
- Adjust the contract
- End the contract as behaviour has improved

APPENDIX 4:
BULLYING INCIDENT LOG

Pupil name:
Class:

Date	Type of bullying	Description	Action taken	Staff member	CPOMS

Types of bullying: Physical / Verbal / Emotional / Racial / Sexual / Cyber

Pattern identified:

Escalation required: Yes/No

If yes, action taken: