

Anti-bullying policy
September 2026
Approved by Academy Council

Review September 2027

Evergreen Primary Academy

Anti-Bullying Policy

Anti-Bullying statement

At Evergreen Primary Academy, we are committed to providing a safe, inclusive and respectful environment where every child and adult feels valued, protected and able to thrive. Everyone has the right to learn and work free from bullying, harassment, discrimination and intimidation. Bullying can have a significant impact on a child's wellbeing, attendance, confidence and educational achievement. It can also affect relationships, mental health and the wider school community. We therefore take all concerns about bullying seriously and are committed to preventing bullying, addressing incidents in a timely manner and supporting all those involved. We expect every member of our school community to uphold our core values of being **safe, respectful and caring**.

1. Introduction

This policy reflects Evergreen Primary Academy's commitment to safeguarding and promoting the welfare of all learners. It should be read alongside the following policies:

- Safeguarding and Child Protection Policy
- Inclusion Policy
- Relationships and Behaviour Policy
- Child-on-Child Abuse Policy
- Online Safety Policy
- Equality and Diversity Policy

2. Aims

The aims of this policy are to:

- Ensure that all learners, staff and members of the school community can learn and work in a safe, supportive and inclusive environment.
- Make it clear that bullying in any form is unacceptable and will not be tolerated.
- Promote a culture where concerns about bullying are reported, listened to and addressed promptly.
- Ensure that all learners, parents, carers, staff and Academy Councillors understand their responsibilities in preventing and responding to bullying.
- Recognise and address bullying that occurs both within school and beyond the school site, including online.

3. Objectives

We will achieve these aims by:

- Recording, monitoring and reviewing all bullying concerns through CPOMS and Child-on-Child Abuse records to identify patterns, trends and emerging concerns.
- Taking swift and effective action to stop bullying and prevent recurrence.
- Delivering preventative education through our PSHE curriculum, Citizenship curriculum, assemblies and targeted interventions.
- Providing appropriate support for both those who experience bullying and those displaying bullying behaviours.
- Promoting positive relationships, empathy, inclusion and respect throughout the school community.

4. What is Bullying?

Bullying is **repeated behaviour that intentionally or unintentionally causes another person to feel hurt, intimidated, threatened, excluded or unsafe.**

A key feature of bullying is an **imbalance of power**, where the person experiencing the behaviour feels unable to stop it or defend themselves.

Bullying may be:

Physical

- Hitting, kicking, pushing, tripping or damaging property.

Verbal

- Name-calling, insults, taunts, threats or offensive remarks.

Social or Emotional

- Deliberate exclusion, spreading rumours, manipulating friendships, humiliation or intimidation.

Online (Cyberbullying)

- Sending hurtful messages, sharing images without consent, posting offensive comments or using social media and online platforms to target others.

Bullying can also be motivated by prejudice or discrimination related but not limited to:

- Race, ethnicity or culture
- Religion or belief
- Disability
- Special Educational Needs
- Gender
- Gender identity
- Sexual orientation

- Family circumstances
- Care experience
- Young carer status

We recognise that some children may be more vulnerable to bullying because of their individual circumstances or protected characteristics. All reports of discriminatory bullying will be treated seriously and recorded appropriately.

What Bullying Is Not

Not all conflict between children is bullying. Single incidents, friendship fallouts, disagreements or accidental acts of unkindness will be addressed through our Relationships and Behaviour Policy. However, where behaviour becomes repeated, targeted and harmful, it may be considered bullying.

5. Possible Signs of Bullying

All staff have a responsibility to be vigilant and respond appropriately to any concerns about bullying.

Possible indicators may include:

- Becoming withdrawn, anxious or unhappy.
- Reluctance to attend school.
- Frequent complaints of headaches, stomach aches or feeling unwell.
- Changes in behaviour or mood.
- Unexplained injuries or damaged belongings.
- Isolation from peers.
- A decline in academic performance or engagement.
- Reluctance to leave the classroom or participate in social activities.
- Spending excessive time near adults during breaks and lunchtimes.
- Changes in friendship groups.
- Uncharacteristic behaviour at school or home.

These signs do not necessarily indicate bullying but should always be explored sensitively.

6. Trusted adults

At Evergreen Primary Academy, we actively promote a culture where learners feel safe to speak to trusted adults. Children, staff and parents should be confident that:

- Concerns will be listened to.
- Reports will be taken seriously.
- Appropriate action will be taken promptly.
- Support will be provided where needed.

Bullying is unlikely to stop unless it is reported. We therefore encourage anyone who experiences, witnesses or becomes aware of bullying to tell a trusted adult. Reports may be made directly or indirectly and can come from learners, parents, staff or members of the wider school community.

7. Preventative Measures

Preventing bullying is a key priority at Evergreen Primary Academy. Through our curriculum, assemblies and wider school culture, learners are taught:

- What bullying is and how to recognise it.
- How to build healthy relationships.
- How to resolve conflict appropriately.
- How to be a good friend and active bystander.
- How to celebrate diversity and respect differences.
- How to stay safe online.
- How to seek help when needed.

Prevention is delivered through:

- PSHE education
- Citizenship learning
- Assemblies
- Thrive approaches and interventions
- Circle time
- Small group and individual support
- Peer support opportunities
- Targeted work with vulnerable learners

Where appropriate, we may work with external agencies including:

- Support Against Racist Incidents (SARI)
- Education Action Challenging Homophobia (EACH)
- Bristol City Council services
- Educational Psychology Service
- Other specialist support agencies

8. Procedures for Managing Bullying Incidents

Reporting Concerns

Any learner, parent, member of staff or visitor can report concerns about bullying. Concerns should be reported to:

- The class teacher
- A trusted adult
- A member of the Safeguarding Team
- A member of the Senior Leadership Team

All reports must be recorded on CPOMS.

Initial Response

Staff will:

- Listen carefully to the child or adult reporting the concern.
- Reassure them that they have done the right thing.
- Record the information accurately.
- Inform the Designated Safeguarding Lead (DSL – Julie Vincent) or appropriate safeguarding team member (Toni Dorse, Kerry Coote or Agata Russe).

Investigation and Action
The DSL and/or Senior Leadership Team will:

- Ensure the voice of the child is heard.
- Investigate the concerns and gather information from all parties involved.
- Review CPOMS records and Child-on-Child Abuse chronologies.
- Assess whether the behaviour meets the definition of bullying.
- Record all discriminatory incidents appropriately.

An action plan may include:

- Increased adult monitoring
- Regular check-ins with learners
- Restorative conversations
- Small-group interventions
- Individual support sessions
- External agency involvement
- Parent and carer meetingsAdditional safeguarding support

Support for Learners

Support will be provided for:
Learners who have experienced bullying
This may include:

- Pastoral support
- Emotional wellbeing support
- Safety planning
- Regular review meetings

Learners displaying bullying behaviours
This may include:

- Behaviour support
- Restorative work
- Reflection and relationship-building activities
- Targeted interventions to address underlying needs

Consequences
Appropriate consequences will be applied in accordance with the school's Relationships and Behaviour Policy. These will depend on the nature, severity and frequency of the behaviour.

The Principal will oversee significant incidents and ensure that actions taken are proportionate and effective.

9. Monitoring and Evaluation

The effectiveness of this policy will be monitored through:

- Analysis of CPOMS records and bullying incidents.
- Pupil voice activities.
- Parent and carer feedback.

- Staff observations and reporting.
- Attendance and behaviour data.
- Safeguarding monitoring.
- Feedback from Academy Councillors.

The Principal has overall responsibility for the implementation and review of this policy. Bullying and discriminatory-incident data are reported to the Academy Council termly for monitoring.

Conclusion
At Evergreen Primary Academy, we are committed to fostering a culture where kindness, respect and inclusion are at the heart of everything we do. We strive to equip children with the knowledge, skills and confidence to build positive relationships, recognise unacceptable behaviour and seek support when needed. Bullying in any form is unacceptable and will not be tolerated. By working together as a school community, we will ensure that every child feels safe, valued and able to achieve their full potential.

This policy will be reviewed annually