



PROSPECT VALE
PRIMARY SCHOOL

Anti-bullying Policy

Name of School	Prospect Vale Primary School
Date of Policy	October 2026
Policy Approved by	PVPS Governing Board
Member of Staff Responsible	Luke Redfearn
Review Date	October 2027

1. Statement of Intent

At **Prospect Vale Primary School**, we want every child to feel secure, included, and able to enjoy school. Our ethos, ***"We care, we strive, together we thrive"***, places care for others and shared responsibility at the centre of school life.

Bullying is unacceptable, and concerns about it will receive a prompt and considered response. Adults will listen carefully, offer reassurance, and take action to protect children. Reports will be passed to the Headteacher (**Luke Redfearn**) or Deputy Headteacher (**Will Dudley**), recorded, and followed up. Relevant staff will be told what they need to know to provide consistent support, and parents will be involved.

This policy should be read alongside our **Behaviour, Safeguarding, SEND, Equality, and Teaching and Learning** policies.

2. What is Bullying?

Bullying means **deliberately causing harm repeatedly** to someone who is at a disadvantage in the relationship. It may be carried out by an individual or a group, in person or online.

Unequal power may involve:

- Physical strength
- Group size
- Popularity
- A child's difficulty speaking up or obtaining help

Peer Conflict vs. Bullying

Children sometimes disagree or fall out. Staff will help them develop the skills to handle these situations respectfully. When bullying is suspected, we will consider:

1. The history and pattern of incidents
2. The balance of power
3. The effect on the child

Note: A single harmful incident still requires an appropriate response, even if it does not meet the definition of bullying.

3. Why is it Important to Respond to Bullying?

Fear of other children can affect a pupil's confidence, friendships, attendance, and readiness to learn. Every child should be able to take part in school life without being threatened or humiliated. Seeking help must lead to adults listening and taking responsibility for the response.

We will support children who have experienced harm and help those displaying bullying behaviour to change. Staff will be alert to children who may find it harder to report concerns, including:

- Children with **SEND** or communication needs
- Children targeted due to identity, background, or perceived difference

4. Types of Bullying Behaviour

Bullying can involve several forms of harm at the same time. Examples include:

Type of Bullying	Examples & Definitions
Emotional or Social Harm	Threats, intimidation, deliberate isolation, or encouraging others to reject a child.
Verbal Harm	Repeated insults, hurtful nicknames, degrading comments, or spreading rumours.
Physical Harm	Hitting, pushing, kicking, damaging possessions, or blocking a child's way.
Extortion	Using pressure or threats to obtain possessions, money, or favours.
Online Harm (Cyberbullying)	Abusive messages, exclusion from groups, humiliating images, or harmful content shared through games and digital services.
Prejudice-Based Harm	Targeting race, faith, disability, sex, sexual orientation, or gender identity (including perceived characteristics). Includes racist, homophobic, biphobic, and transphobic behaviour.

Type of Bullying	Examples & Definitions
Sexual Harm	Unwanted sexual comments, harassment, or contact. <i>Such concerns must also be considered through safeguarding procedures.</i>

5. Preventing Bullying

We will make expectations clear and teach children how their actions affect others. Our **Three School Rules** reinforce this ethos:

1. **Keep hands, feet and objects to ourselves.**
2. **Follow instructions.**
3. **Respect everyone and everything.**

Preventive Strategies:

- **Curriculum & Awareness:** Use PSHE, assemblies, and class discussions to teach respectful relationships, empathy, and safe ways to seek adult help.
- **Accessible Reporting:** Make reporting routes understandable and accessible, including for younger children and children with additional needs.
- **Digital Citizenship:** Teach safe online behaviour, including the impact of forwarding messages or images and joining in with group targeting.
- **Community Engagement:** Use pupil and parent feedback to identify worries and involve the school community in developing and reviewing our approach.
- **Targeted Supervision:** Plan supervision and positive activities around times and places where children need additional support.
- **Staff Training:** Brief and train staff, including lunchtime and support staff, to recognise bullying and respond consistently.
- **Tailored Interventions:** Provide additional individual or group support where children need help with relationships, communication, or managing emotions.
- **Continuous Improvement:** Use what we learn from incidents to adjust teaching, supervision, and support.

6. Reporting Bullying

How Pupils Can Report

Children can speak to:

- **Their Class Teacher**
- **A Teaching Assistant**
- **Lunchtime Staff**
- **Any other trusted adult in school**

If speaking feels difficult, an adult will help them explain their concern in another way. Children should also tell an adult about worrying behaviour occurring outside school or online.

The Role of Bystanders / Witnesses

We encourage children who witness harm to seek help rather than join in or try to resolve a dangerous situation themselves. Adults will take reports seriously, avoid

blame, and explain what they will do next. Children will be involved in discussions about support in ways appropriate to their age and understanding.

How Parents Can Report

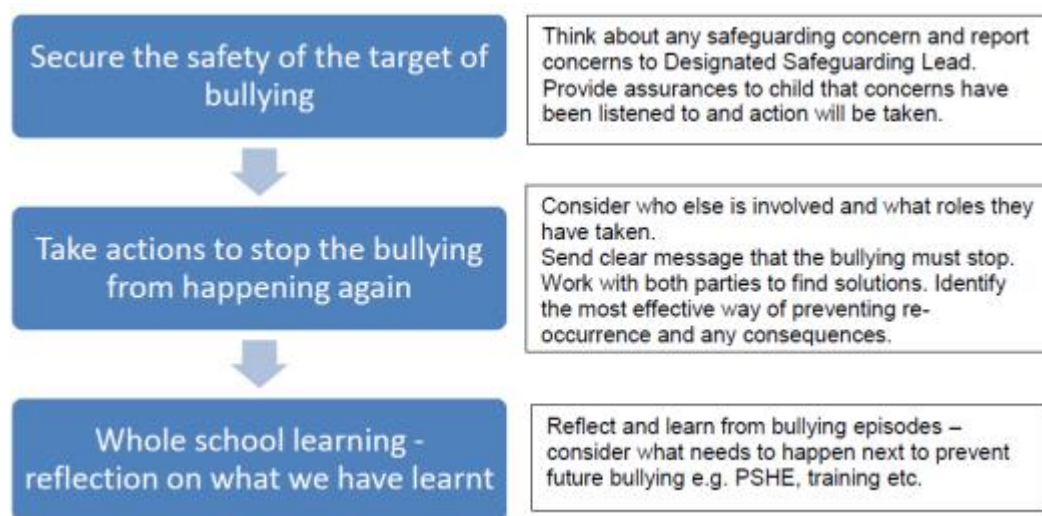
Parents can contact the class teacher or ask the school office to arrange contact with:

- **Luke Redfearn** (Headteacher)
- **Will Dudley** (Deputy Headteacher)

Immediate safety concerns should be shared straight away.

7. Responding to Bullying

The adult receiving a concern will first consider the child's safety and wellbeing. The Headteacher (**Luke Redfearn**) or Deputy Headteacher (**Will Dudley**) will coordinate the response as safeguarding and deputy safeguarding leads.



We monitor and review all bullying incidents to determine any patterns or trends that may require further action. On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and School Council meetings. All staff are required to complete a bullying and prejudice-based incident reporting and monitoring form when dealing with incidents of bullying. This should be completed as soon as possible and given to the Designated Safeguarding Lead.

8. Procedures for Parents

We ask that parents work in partnership with Prospect Vale Primary School by adhering to the following guidelines:

- **Prompt Communication:** Share concerns promptly, providing details such as dates, specific examples, or changes observed in your child. You may speak directly to the Headteacher (**Luke Redfearn**) if you prefer.
- **School-Led Resolution:** The school will speak with the children and families involved. Parents must avoid confronting another child or family themselves.
- **Ongoing Dialogue:** Keep us informed if the behaviour continues or if your child remains worried. We will agree on how to maintain contact and review the support together.

- **Respectful Interaction:** All communication should remain respectful, both in person and online.