



Addison Gardens  
Blythe Road  
London W14 0DT

# Addison Primary School



## Anti-Bullying Policy

Approved  
Spring 2026



## 1. Introduction

1.1 Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. It is a Government requirement that all schools have an anti-bullying policy. In July 2017 the Department for Education published Preventing and Tackling Bullying: Advice for head teachers, staff and governing bodies. This policy reflects this guidance.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

1.2 DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to). Types of bullying include bullying related to appearance, religion, race or sexual orientation. It is important to be aware of newer methods of bullying via mobile phones and the internet. Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber all areas of internet, such as email and internet chat room misuse; mobile phone threats by text messaging and calls; misuse of associated technology, i.e. camera and video facilities

## 2. Aims and objectives

- 2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable and through creating a culture where it is safe to tell.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- 2.5 As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.



### **3. The role of governors**

- 3.1 The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- 3.2 The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- 3.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head Teacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

### **4. The role of the Head Teacher**

- 4.1 It is the responsibility of the Head Teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2 The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.
- 4.3 The Head Teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 4.4 The Head Teacher sets the school climate of mutual support and praise for success, making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **5. The role of the teacher and support staff**

- 5.1 All the staff take all forms of bullying seriously, and seek to prevent it from taking place.
- 5.2 Teachers keep records of all incidents that happen. If teachers witness an act of bullying, they will either investigate it themselves or refer it to their line manager, using the staffing structure. Teachers and support staff do all they can to support the child who is being bullied including liaison with parents.
- 5.3 Any adult who witnesses an act of bullying should record it. Staff record all incidents of bullying that occur both in and out of class on CPOMS. Using CPOMS, when selecting for Category – 'Behaviour' should be ticked which opens up more specific options (Bullying, Cyber, Disruptive, Exclusion, Physical, Racist, Sexual) – and the appropriate option must be selected.



**5.4** Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum (e.g. PSHE,) to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

**5.5 Our preventative measures include:**

- Our anti-bullying charter, which is clearly displayed around the school, along with details of organisations and helpline numbers. All staff and pupils are made aware of the school's policy and procedures for dealing with bullying
- Regular displays on anti-bullying around the school, undertaken by classes
- Use of peer mentors and the family buddy system for vulnerable pupils
- Supervision of areas where bullying may occur e.g. playground, corridors, changing rooms, toilets
- Regular pupil survey to gain pupil views on bullying and identify areas for development if necessary
- Communications with parents, so they are made aware of possible signs of bullying using the DfE: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

**5.6** In some cases, we will empower victims of bullying by allowing them to decide how they would like the incident to be dealt with: some like to talk to the bully with a teacher present; some would prefer a teacher to deal directly with the bullies; with a minor incident they may wish teachers to monitor the situation. Professional judgement will need to be exercised to determine when this approach would be suitable (age of children, nature of incident etc...)

**5.7 Procedures**

1. Report bullying incidents to line manager / and DSL
2. All cases of bullying will be recorded
3. Parents should be informed and will be asked to come in to a meeting to discuss the matter
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully / bullies change their behaviour
7. The bully / bullies may be asked to genuinely apologise. Other consequences may take place, for example, playground zones to limit movement etc...
8. In serious cases, suspension or even exclusion will be considered
9. If possible, the pupils will be reconciled
10. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
11. Support will be arranged for both the victim and the bully with consultation from outside agencies as appropriate.



## 6. The role of parents and carers

- 6.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the next appropriate adult, for example a senior leader. The school will be able to advise parents on areas of support they can access from LA and/or voluntary services as appropriate. If they remain dissatisfied, they should follow the school's complaints procedure.
- 6.2 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

## 7. The role of pupils

- 7.1 Pupils are encouraged to inform any trusted adults if they are being bullied, and if the bullying continues, they to keep on letting people know.
- 7.2 Pupils are invited to tell staff their views about a range of school issues, including bullying, in an annual questionnaire.
- 7.3 Pupils are frequently encouraged to speak to their class teacher, or any other trusted adult, if they have any concerns or worries. They are always encouraged to speak to an adult, and bring a friend if it is helpful.

## 8. Monitoring and review

- 8.1 This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors on request about the effectiveness of the policy.
- 8.2 This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the Head Teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

**Adopted:** Spring 2026

**Review:** Spring 2027