



**PEARL**  
BRITISH ACADEMY

## Anti-Bullying Policy

2025-2026

**Anti-Bullying Policy**

At Pearl British Academy, we believe that everyone has the right to an educational environment where they feel safe and which is free from harassment and bullying.

This policy will refer to 'the person bullying' and 'the person being bullied' rather than 'bully' and 'victim', both of which can be defined as negative labelling.

## **Aims**

To inform children and parents of our behavioural expectations to ensure a productive partnership and to ensure that everyone knows the role that they need to play in eradicating bullying.

To maintain a community in which everyone feels valued and safe and where individual differences are appreciated, understood and accepted.

To promote a safe secure and happy, caring environment where kindness and helpfulness are expected and respected.

## **Definition**

Bullying is any behaviour which is deliberately intended to hurt, threaten, frighten, or discriminate against another individual or group. It is usually unprovoked, happens again and again as part of a pattern of behaviour and can continue for a long period of time.

Bullying behaviour is defined as:

***The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can happen face to face or through cyber space.***

Anti-bullying Alliance 2014

## **Bullying includes:**

**Physical:** Pushing, kicking, hitting, pinching, hair-pulling and other forms of violence or threats of violence including any inappropriate touching, breaking or taking property.

**Verbal:** Name-calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism or sarcasm.

**Indirect:** Spreading rumours, persistent teasing invading privacy, graffiti designed to embarrass, withholding friendship or affection.

**Emotional:** Excluding, ridicule, humiliation

**Intrusive:** Email, text messaging, use of Facebook and other social media, designed to upset or abuse

**Racist:** Racial taunts, graffiti, gestures

**Cyber bullying:** sending nasty phone calls, text messages or e-mails/chat rooms. Please refer to the school's Acceptable Use Policy.

## Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- Changes their usual routine or is unwilling to go to school (school phobic)
- Becomes withdrawn anxious, or is lacking in confidence
- Starts stammering
- Attempts or threatens to harm themselves or others (self-harm)
- Cries themselves to sleep at night or has nightmares/bedwetting
- Regularly feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go missing
- Has unexplained cuts or bruises
- Becomes unreasonable when dealing with school issues
- Eating habits change (overeating or stops eating)
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

## How do we work to prevent bullying?

### *Staff roles and responsibilities*

- Staff should be alert to changes in behaviour, attitude and well-being, reporting these immediately to the relevant adults.
- Issues surrounding friendships and bullying behaviour are taught through the curriculum including Moral Education from the MOE. Children are taught to explore some of the ups and downs of relationships, including the positive aspects and benefits of friendships and the negative aspects of relational conflict.
- Whole School Assemblies and Key Stage Assemblies are used to discuss bullying and raise children's awareness of what bullying looks like, and how they can respond.
- The code of conduct underpins all communication with students – it reinforces kindness, compassion and being gentle.
- Staff will intervene immediately if bullying behaviour is identified.
- Staff on playground duty will inform class teachers of any incidents.
- Participation in Anti-Bullying Week each year
- Parent Workshops will be held to discuss anti-bullying strategies and policies
- Cultural events such as International Day and National Day that promote identity and inclusion
- Staff training sessions on anti-bullying strategies and safeguarding procedures will be held

**Vulnerable pupils:** the Inclusion Team and Pastoral Team work closely to support vulnerable pupils to not only ensure that bullying is prevented but that those pupils can communicate and alert adults if, unfortunately, bullying has taken place. These vulnerable pupils will be discussed in regular safeguarding team meetings.

### *Pupil roles and responsibilities*

- Using their knowledge of bullying and its signs, children are encouraged to notice and report bullying.
- Children should follow the code of conduct and act with kindness.
- Peer Mediators are trained and assigned to promote positive behaviour and be a source of support to resolve conflict and difficult issues.
- An anti-bullying champion is chosen from the Peer Mediator leadership team
- Play leaders are used to support all children with play and people they enjoy.
- Children are encouraged to champion their identity and understand accept the identity of others through school events such as Anti-Bullying Week.

### **How do we respond to allegations of bullying?**

Where bullying does occur this will be followed by an immediate and appropriate response, including the use of disciplinary sanctions where necessary.

Early identification is the most effective way in minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the person doing the bullying needs to understand that their behaviour is unacceptable and must stop. They may also need support to change their behaviour and explore the underlying reasons for bullying.

### **As a school, we will:**

- Regard all incidents as potentially serious and investigate them thoroughly.
- Keep a record of the incident, investigation and outcomes which are recorded on CPOMS and copied to the relevant staff (this may include Child Protection Officer, School Counsellor, Head of Pastoral, Head of Key Stage).
- Ensure that action is taken to prevent further incidents.
- Encourage pupils to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through speaking to their teacher or any member of support staff or speaking to a parent/other adult who then may contact the school.

### **When bullying is known to have happened or be ongoing**

- The lead adult will discuss the incident(s) with the person being bullied. It is important that they are listened to and believed.
- The incident will then be discussed with the child engaging in bullying.
- Information will be gathered from witnesses to explain what they saw.
- The Head of Pastoral (or another member of the Senior Leadership Team) will be involved in the investigation.
- Sanctions in line with the school's Behaviour Policy will be used where appropriate.
- Parents will be informed and updated during the investigation.
- An emphasis will be placed on restorative solutions. A pupil conference may be held where the person being bullied is able to explain the effect it has had on them to the person engaging in bullying. The onus will then be on the person engaging in bullying to put their reflection into practice by apologizing and moving forward positively.

- Where a child or group of children deny involvement in bullying behaviour the children concerned will be observed and monitored. The child being bullied may be asked to record and report any incidents which cause them concern.
- All information and outcomes are saved on CPOMS.

## **Support**

### *The person being bullied*

Support for the person being bullied is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the person being bullied does not suffer any long-term effects. After one week, the lead adult will talk with the person being bullied to reassess the situation and the relationship between those involved.

*Children who have been bullied will be supported by:*

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

### *The person bullying*

It is recognised that support must be given to the person bullying. Disciplinary procedures are intended to change or modify behaviour rather than label anyone as a bully. Such procedures may include:

- Positive behaviour strategies
- Withdrawal of activities
- The establishment of mentoring or a buddy system
- Discussion about the effects of bullying
- Involvement of the School Counsellor

## **Health & Safety & Safeguarding**

### *Confidentiality*

Pupils will be made aware that some information cannot be held confidential and that their best interests will be maintained.