



Richard Coates
CE Primary School

Anti-Bullying Policy

Updated September 2026
Review date September 2027



Richard Coates CE Primary School is part of Pele Trust.



RATIONALE

Our Vision: Let Your Light Shine

At Richard Coates Church of England Primary School, everything we do flows from our vision: 'Let your light shine' (Matthew 5:16). We believe that every person is made in the image of God and that everyone matters. Let Your Light Shine teaches our children that they reflect the goodness of God onto others through the way they speak, act and care for one another.

Our mission is to enable every child and adult to learn and to achieve their full potential within a happy and caring Christian community, where each person has the right to be themselves and to be included. Humanity is wonderfully diverse and God has made it that way for a reason. We are all different and each of us is equally valued.

Because everyone matters, the way we treat others matters too, and we teach this explicitly. Every child should feel safe to be themselves, knowing they are welcome and included in our school.

"Treat others as you would want to be treated." (Matthew 7:12)

Because we care for one another, bullying is taken seriously at Richard Coates. When it happens, it hurts the child involved and our whole school family. We want every child to know they can tell someone they trust and that they will be listened to and helped. Children who have hurt others are helped too, so they can learn a better way and put things right.

We also teach children about justice. They learn that standing up when something is wrong is part of letting their light shine. Through lessons and worship, children learn the roles people can take in a bullying situation and how their own choices can make things better or worse. This empowers every child to challenge behaviour that does not match our values of kindness, respect and perseverance, and to tell a trusted adult.

We recognise that children and adults may be bullied because of a protected characteristic under the Equality Act 2010, or because they are thought to have one. This policy takes account of the Equality Act 2010, Keeping Children Safe in Education 2026, the statutory RSHE guidance and Flourishing for All: Anti-bullying Guidance for Church of England Schools (2026).

What is Bullying?

At Richard Coates CE Primary School, our shared understanding of bullying is when someone, or a group, repeatedly intends to cause harm, either physically or emotionally, to another person or group.



Bullying usually involves an imbalance of power, which makes it hard for the child on the receiving end to defend themselves. It is different from falling out. Friendship fall outs and one-off arguments happen between equals, are not planned to hurt and usually end with both children wanting to put things right. Adults still help children to resolve them, but they are not treated as bullying.

Bullying can take many forms, including:

Physical bullying – hitting, kicking, causing bodily harm, taking belongings, or threats of physical harm (in line with our Behaviour and Child Protection Policies).

Verbal bullying – name-calling, use of discriminatory language, and sharing untrue or private information without permission.

Online bullying – using technology (phone, tablet, computer, etc.) to hurt or humiliate another person or group. This includes sending or posting inappropriate or unkind comments on social media or in messages. It can take many forms, including creating and sharing images intended to denigrate or shame someone, or invading their personal space (in line with our Acceptable Use and Safeguarding Policies).

Race-based bullying – name-calling, exclusion or teasing based on someone's race, ethnicity, nationality, culture or appearance.

Faith-based bullying – mocking, excluding or stereotyping someone because of their faith or belief, or a faith they are thought to hold. This includes antisemitism and Islamophobia and applies to people of all faiths and none.

Homophobic, biphobic and transphobic (HBT) bullying – name-calling, exclusion or teasing of pupils who are, or are thought to be, lesbian, gay, bisexual or gender questioning, or of adults who are LGBT+.

Sexist and sexual bullying – sexist language or 'banter', unwanted touching, and making or sharing images, including AI-generated images. We challenge low-level comments early because they can escalate.

Disablist bullying – name-calling, exclusion or teasing of an individual or group due to disability, impairment or learning difficulty (in line with our SEND and Safeguarding Policies).

Some children, including those with SEND, may find it harder to recognise unkind behaviour or tell us about it, so adults stay alert, offer accessible ways to share worries (including visual supports) and check in regularly with children who may need extra help. Where a child with SEND has caused harm, we look carefully at intent and any unmet need, while still helping them understand why the behaviour was wrong.



Signs a Child May Be Being Bullied

Children do not always tell us they are being bullied, so adults stay alert to changes such as:

- becoming withdrawn, anxious or unusually quiet
- not wanting to come to school or feeling unwell in the mornings
- being left out at playtimes or changes in friendship groups
- belongings going missing or being damaged
- unexplained marks or injuries
- becoming upset or angry more easily than usual

These signs can have other causes, but bullying is always considered and followed up.

What Are Our Aims and Objectives?

Our Aims:

- To ensure that all children and adults within school have a shared understanding of what bullying is and work together to prevent it.
- To create an environment which fosters positive relationships and discourages bullying and all unpleasant behaviour towards others.
- To ensure that all children feel safe to be themselves, to learn, to play and to enjoy the company of others.
- To ensure that all children are treated fairly, with respect and kindness.
- To be especially alert to children who may be vulnerable in more than one way.
- To listen carefully to children and treat all accounts with due seriousness.
- To deal with all incidents of bullying and harassment sensitively, fairly, and appropriately.
- To involve and inform parents in all areas of our anti-bullying work.
- To raise awareness of online safety and teach children how to protect themselves.

At Richard Coates CE Primary School, the core values of **kindness, respect, and perseverance** underpin our school ethos.

The school values apply to bullying in the following ways:

Kindness – We treat others the way we would like to be treated, using kind words and actions to make everyone feel safe, welcome, and valued. We look out for each other and offer help when someone is upset or in need.

Respect – We accept and celebrate differences, knowing that God has made each of us unique, showing understanding and appreciation for everyone's feelings, beliefs, and backgrounds. We listen carefully, speak politely and stand up for what is right.



Perseverance – We stand up for what is right, even when it is difficult and continue working to create a safer school environment.

What Do We Do to Prevent Bullying?

- At Richard Coates CE Primary School, we work hard to prevent bullying from occurring in the first place.
- We are a listening school, where children are encouraged to express their feelings, fears, and concerns. This is supported through the PSHE and RHE curriculum, school worship, class discussion time, and role-play.
- School worship promotes love and kindness and raises awareness of bullying and derogatory language.
- Children learn about the roles involved in bullying (e.g., target, ringleader, defender), as identified by the Anti-Bullying Alliance.
- Through RHE, children learn about consent and personal boundaries and how to cope when friendships change or end.
- We include everyone and celebrate difference through assemblies, the RE curriculum, themed religious days, and wider curriculum enhancements.
- The whole school participates in events such as Anti-Bullying Week and Safer Internet Day.
- Our computing curriculum includes specific units on online safety and cyberbullying awareness.
- We promote and reward positive behaviour, celebrate achievements, and develop school rules to challenge negative behaviours and language.
- We take whole-school action in response to negative behaviours through assemblies or themed topics.
- We provide a positive learning environment and ensure children, parents, and staff are confident in reporting bullying and know how to do so.
- Staff are trained, and pupils are regularly briefed on what bullying is—and what it isn't.
- We encourage a sense of belonging and use peer influence to discourage bullying, especially through the concept of the Defender.
- We model respect in how adults speak to children, and children know they will be believed and supported by staff.
- We take swift action when bullying is reported, using CPOMS to record and alert the relevant staff.
- Our anti-bullying policy is shared with pupils annually and reinforced each term.
- We have a School Council and pupil leadership opportunities to ensure children's voices are heard.
- Pupils complete an annual survey about feeling safe and about bullying, and the results shape our next steps.
- We use School360, an online portal that allows pupils to report incidents.
- We provide Worry Boxes in classrooms and have key adults assigned to vulnerable children.



Empowering Children to Act Against Bullying

At Richard Coates CE Primary School, we encourage all children to be a 'Defender'. Defenders stand up for what is right and act when they see something wrong. Children learn that STOP means Several Times On Purpose, which helps them recognise bullying, and Start Telling Other People, which reminds them what to do about it.

How Is Bullying Reported?

There is a strong culture of reporting bullying to an adult in school. Whether they are a target or a bystander, children can name trusted adults at school or home. Worry Boxes are provided in EYFS, KS1, and KS2 classrooms for children who prefer not to speak directly.

Parents and carers can report incidents or concerns by contacting their child's class teacher or the headteacher (James Watson) via:

Email: admin@richard-coates.uk

Phone: [01661 823167](tel:01661823167)

If a concern has not been resolved, parents and carers should speak to the headteacher and, if it remains unresolved, follow the school's complaints procedure. We ask families not to approach other children or their parents directly, as concerns are best resolved in school where everyone involved can be heard.

If staff have concerns about a colleague's behaviour, they can report it to the headteacher. Concerns about the headteacher should be reported to the Chair of the Academy Committee (Melanie King) or the Pele Trust CEO (Kieran McGrane).

What Do We Do When Bullying Occurs?

Incidents are taken seriously, investigated, and responded to promptly.

Staff respond to every incident using the Challenge, Support, Report approach set out in Flourishing for All.

We use a caring, listening approach and recognise bullying often involves more than just a bully and a victim. Staff are trained to identify multiple roles: ringleader, target, reinforcer, assistant, and defender.

Each case is managed individually, with follow-up actions tailored to the needs of the children involved. Where possible, the target is involved in deciding what happens next.



The incident is reviewed by staff, and whole-school responses may be implemented to support school-wide learning and improvement.

Procedure when an allegation is made:

- Listen to what has been said and gather facts.
- Reassure the child/parent they were right to report it.
- Agree on actions and communicate them clearly.
- Speak to all parties involved, separately.
- Where appropriate, and only if the child who has been harmed is willing, use a restorative approach so the child who caused harm understands its impact.
- Inform both parties that the situation is being monitored. Record the incident on CPOMS.
- Update parents and follow up with the victim's family after two weeks, continuing every 2–3 weeks until resolved.
- If concerns remain after two weeks, escalate to SLT via CPOMS.
- Decide on appropriate support, which may include counselling, social stories or assigning a key adult for regular check-ins.
- Inform staff and implement any necessary school-wide follow-up.

In online bullying cases, we ask the child not to respond to the message or image, and we aim to preserve evidence.

NB: Any concerns about a child's safety are reported to the Designated Safeguarding Lead (DSL) immediately.

Bullying Outside of School

Under Sections 90 and 91 of the Education and Inspections Act 2006, schools can address pupil behaviour outside school grounds if it is reasonable to do so. This includes incidents on school/public transport, on the journey to school, near local shops, or in public areas.

Richard Coates CE Primary School will, where reasonable, act on reports of bullying beyond school premises.

Roles and Responsibilities

The Academy Committee – approves this policy, receives termly reports on bullying and names a lead member for anti-bullying.

The Headteacher – makes sure the policy is followed, that all staff are trained each year and that incidents are recorded, analysed and reported.



All staff, including midday supervisors – take every report seriously, act straight away, record concerns on CPOMS and pass them to the class teacher or DSL.

Pupils – treat others as they would want to be treated, act as Defenders and tell a trusted adult when something is wrong.

Parents and carers – support our values at home, tell us about concerns early and work with us to put things right.

Monitoring and Evaluation

This policy will be monitored termly by the Headteacher and Designated Safeguarding Lead (James Watson and the Safeguarding Academy Committee Member (Mrs Melanie King). Bullying incidents, including low-level incidents, are reported to the Academy Committee each term, broken down by type so that patterns can be identified. The policy is reviewed annually.

CPOMS Bullying Incident Records – Key Notes:

- Time and dates of incidents
- Individuals involved
- Type of bullying e.g. physical, verbal, etc.
- Whether or not it is a safeguarding issue
- Where bullying has happened
- What has happened
- The exact words used, even if offensive
- How the target/s have been affected (evidence if any injuries)
- Witnesses to the bullying
- If it was targeting something about them e.g. disability, race, faith, gender etc
- Action taken and led by
- What does the target want to happen?
- How effective has the action taken been?
- Who knows? Have parents been informed?

Related Policies and Further Support

This policy should be read alongside our Behaviour, Child Protection and Safeguarding, SEND, RSHE, Acceptable Use, Equality and Complaints policies.

Families can find further advice from the Anti-Bullying Alliance, Kidscape and Childline (0800 1111), and on online concerns from CEOP and the UK Safer Internet Centre.



Review History

This policy and procedures will be reviewed annually, with pupils, parents, staff and governors contributing.

Review Date	Changes made	By whom	Ratification Date by Governing Body
April 2025	Review of Anti-Bullying policy procedures including update of school values, procedures for monitoring a bullying incident and additional detail taking account of updated Keeping Children Safe in Education 2024 documentation and Flourishing for All: Anti-bullying Guidance for Church of England Schools September 2024 (amended April 2025).	James Watson	
Sept 2026	Updated to Flourishing for All (2026), KCSIE 2026 and the revised RSHE guidance. Added faith-based, sexist and SEND sections, what bullying is not, signs of bullying, roles and responsibilities, the parent escalation route and related policies.	James Watson	



**Richard Coates
CE Primary School**

Belsay Primary School

Darras Hall Primary School

Heddon St. Andrew's CE Primary School

Ponteland High School

Ponteland Primary School

Richard Coates CE Primary School

