

Wolsey House Primary School



Anti-Bullying Policy

Policy date: September 2026

Policy review date: September 2027

Together we grow, achieve and thrive.

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. We are a **TELLING** school. This means that *anyone* who knows that bullying is happening should tell a member of staff, parent or a trusted adult.

What is Bullying?

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically or emotionally. It frequently involves an imbalance of power, whether actual or perceived.

The STOP message—Several Times on Purpose / Start Telling Other People—is used to help pupils understand bullying. However, staff will not wait for behaviour to be repeated before intervening. A single serious, discriminatory, sexual, threatening or safeguarding incident will be addressed immediately and recorded under the appropriate procedure.

Bullying is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

(Gov.uk 2024)

Our school uses a clear definition '**Several Times on Purpose**', to help children understand the seriousness of bullying compared to other unacceptable behaviours and provides the '**STOP**' acronym that leads to the children knowing that they should 'Start Telling Other People'.

Bullying is:	We should:
Several	Start
Times	Telling
On	Other
Purpose	People

The Law

(Bullying at school: The law - GOV.UK (www.gov.uk)) - Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft

- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages.
- hate crimes

It is against the law to discriminate (Discrimination: your rights: Types of discrimination ('protected characteristics') - GOV.UK (www.gov.uk)) against anyone because of:

- sexual orientation
- gender reassignment
- sex
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- age
- being married or in a civil partnership
- being pregnant or on maternity leave

At times, bullying such as child on child abuse; sexualised behaviour, serious incidents of harm, homophobic behaviours, cyber bullying and Sexting/Use of mobile phones may occur and will be taken seriously and as a serious safeguarding concern especially if the child is at risk of significant harm. In such cases, our Designated Safeguarding Lead and the Headteacher will assess the situation and seek advice and guidance from Children's Social care or the Police especially in relation to illegal activity.

All staff should be aware to the possibility of a member of staff bullying a child. Should anyone suspect that this is taking place, this should be reported immediately to the Head Teacher (**Steve Powell**). If the Headteacher is suspected of bullying, the matter should be reported to the Chair of Governors (**Mathew Peatfield**).

Not every incident of unkindness, disagreement or friendship difficulty will meet the definition of bullying. However, all harmful or unacceptable behaviour will be taken seriously and addressed under the Behaviour Policy. Staff will consider the context, impact, repetition, intent, power imbalance and the pupil's individual circumstances before determining the appropriate response.

Bullying is not:

Not every incident of unkindness, disagreement or friendship difficulty will meet the definition of bullying. However, all harmful or unacceptable behaviour will be taken seriously and addressed under the Behaviour Policy. Staff will consider the context, impact, repetition, intent, power imbalance and the pupil's individual circumstances before determining the appropriate response.

Why is it Important to Respond to Bullying?

- Bullying hurts
- No one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect
- Pupils who are bullying need to learn different ways of behaving
- Schools have a responsibility to respond promptly and effectively to issues of bullying

Objectives of this Policy

- All governors, staff, pupils and parents should have an understanding of what bullying is
- All governors, staff, pupils and parents should know what the school policy is on bullying, and follow it when bullying is reported
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

Prevention

The school has a range of strategies in place to help children work and behave co-operatively in order to minimise the possibility of bullying taking place.

At our school, we have a clear behaviour policy that rewards positive behaviour. The school rules are clear and straightforward and focus on positive attitudes. We hold a weekly celebration assembly to encourage children to support and value each other.

The Curriculum

- Through our RE lessons and daily collective worship time we teach an awareness and encourage mutual respect for different races, faiths and cultures.
- Within our PSHE lessons we share what bullying is, the different types of bullying, how to resolve conflicts sensibly and what to do if bullying occurs.
- We follow the Jigsaw Scheme, which incorporates circle time into most PSHE lesson. This provides children with more opportunities to discuss their feelings. It also helps to create a positive climate in school and encourages co-operative behaviour.

Our Anti Bullying Ambassadors – The school has formed a group of ‘Anti Bullying Ambassadors’ through the school council in order for children to take an active, lead role in reducing bullying. This is carried out in a range of ways, such as:

- Sharing the STOP message by creating posters to be display throughout the school
- Supporting a kind and friendly atmosphere at break-times by acting as positive role models
- Having an active role in the National Anti-bullying week in November each year, supporting workshops and assemblies.

Signs that a pupil may need support

A pupil may not always tell an adult directly that they are experiencing bullying. Staff and parents or carers should remain alert to changes in a pupil’s behaviour, wellbeing, attendance, relationships or engagement with school.

Possible indicators may include a pupil:

- appearing frightened or reluctant to travel to or from school;
- becoming reluctant to attend school or showing a change in attendance;
- changing their usual routines, friendships or social activities;
- becoming withdrawn, anxious, distressed or less confident;
- showing changes in behaviour, concentration, attainment or engagement with learning;
- experiencing unexplained physical symptoms, including headaches, stomach aches or feeling unwell before school;
- experiencing disrupted sleep, nightmares or changes in eating;
- having unexplained injuries or damaged, missing or repeatedly “lost” belongings or money;
- asking for or taking money without a clear explanation;
- becoming unusually distressed, angry, aggressive or dysregulated;
- avoiding particular pupils, places, activities or times of the school day;
- becoming reluctant to use a phone, device, social media or online platform, or appearing distressed after receiving messages or notifications;
- becoming unusually secretive about their online activity;
- expressing feelings of hopelessness, running away or talking about self-harm or suicide; or
- displaying bullying behaviour towards other pupils or siblings.

These signs do not necessarily mean that bullying is taking place and may indicate other pastoral, SEND, mental-health or safeguarding needs. Any significant or persistent change should be explored sensitively with the pupil and recorded and reported in accordance with the school’s Behaviour and Child Protection and Safeguarding Policies.

Any disclosure or indication of self-harm, suicidal thoughts, abuse or immediate danger must be reported to the DSL without delay.

Role of the Governing Body

- To delegate responsibility to the head teacher to eliminate forms of bullying and to ensure that records are kept in line with the schools reporting procedures.
- To delegate responsibility to the head teacher to ensure all school staff, volunteers and visitors are aware of and comply with this policy.
- To ensure this policy and all policy are accessible to parents and guardians.
- To ensure that this policy is sustained and updated regularly.
- Lead by our anti-bullying lead Governor (Mathew Peatfield)

Procedures - Reporting

Staff

- The Mental Health and Well-being lead (Michelle Green) is responsible for checking the KS1 school ‘worry boxes’ for any concerns and speaking to the children involved and Jacinta Marr will do the same in KS2. The mental health and well-being lead works alongside the school’s ELSA (Jim Baker).
- All staff are responsible for the health and well-being of the children and have a duty to respond appropriately to any claim of bullying.
- Teaching Assistants should report to a class teacher, Year Team Leader or Senior Leader.
- Lunchtime supervisors report to the lunchtime manager who in turn reports to class teachers and a member of the SLT

- All incidents of suspected bullying will be dealt with by the member of staff it is reported to, usually the class teacher.
- If they are unable to investigate, the matter must be referred immediately to a senior member of staff.
- All incidents are then recorded electronically on the form (Appendix 1) and uploaded to the school safeguarding system CPOMS.
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Children

- Children are encouraged to 'Start Telling Other People'
- They are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family.
- Children may post a message in the 'Worry box' to voice any concerns
- Children who are 'bystanders' are encouraged to support their peers by reporting any suspected bullying.

Parents

- Parents are encouraged to share any concerns with their child's class teacher or a member of senior management.
- In serious cases, parents should be informed and will be asked to come in to a meeting to discuss the problem.
- If necessary and appropriate, particularly if behaviour in school is repeated out of school, police will be consulted.

Procedures – support and outcomes

The pupil who has experienced bullying

- All reported or suspected bullying will be taken seriously and investigated promptly, sensitively and fairly.
- Immediate action will be taken to protect the pupil and prevent further harm while the concern is investigated.
- The pupil will be listened to, reassured that they have done the right thing by reporting the concern and made clear that the bullying is not their fault.
- The pupil's views will be considered when deciding what support and protective action would help them to feel safe.
- A trusted adult and agreed arrangements for seeking help will be identified where appropriate.
- Staff will check in with the pupil regularly for an agreed period and will continue to monitor their safety, wellbeing, attendance, relationships and engagement with learning.
- Restorative work, mediation, an apology or a joint meeting may be offered only where it is safe, appropriate and wanted by the pupil who has experienced the bullying. Reconciliation will never be imposed.
- Any safeguarding, SEND, mental-health or medical needs identified will be addressed through the appropriate school procedures.

The pupil who has displayed bullying behaviour

- The pupil will be given an opportunity to explain what happened and their views will be considered as part of a fair investigation.
- Where bullying is established, staff will make clear that the behaviour is unacceptable and must stop, while distinguishing the behaviour from the child.
- The pupil will be supported to understand the impact of their behaviour, take appropriate responsibility, repair harm where safe and appropriate, and develop safer ways of behaving.
- Staff will consider possible triggers, peer dynamics and any communication, SEND, disability, mental-health, trauma, attachment, relational or safeguarding needs that may require support or reasonable adjustments. These considerations will not remove appropriate boundaries or the need to protect other pupils.
- Support may include explicit teaching, check-ins with a trusted adult, pastoral or ELSA support, structured arrangements during less-supervised times, a behaviour monitoring period or an Individual Behaviour Support and Review plan.
- Consequences will be applied in accordance with the Behaviour Policy. They will be fair, reasonable, proportionate and determined individually, taking account of the nature, seriousness, impact and frequency of the behaviour and any reasonable adjustments required.
- Serious or persistent bullying may result in removal from the classroom, suspension or, in the most serious circumstances, permanent exclusion. Only the headteacher may suspend or permanently exclude a pupil.
- The pupil's behaviour and support will be reviewed for an agreed period to assess whether the bullying has stopped and whether further intervention is required.

Parents and carers

- Parents or carers of the pupils directly involved will normally be informed when an allegation of bullying is being investigated and will be updated about the outcome and relevant actions.
- The school will work with parents and carers to support the safety and wellbeing of the pupil who has experienced bullying and to support the pupil who has displayed bullying behaviour to make and sustain positive changes.
- Parents' and carers' views will be heard and considered. However, information about another pupil, including confidential personal information or specific consequences, will not be disclosed.
- Parent contact may be delayed or managed differently where the DSL considers that informing a parent or carer could place a child at risk or compromise a safeguarding response.
- Where restorative work or reconciliation is considered, the wishes, safety and wellbeing of the pupil who has experienced bullying will be central. No pupil will be required to meet, reconcile with or accept an apology from another pupil.
- Parents and carers will be informed about how to raise further concerns or make a complaint if they believe the bullying has continued or has not been addressed effectively.

Procedures – recording, reporting and monitoring

Lunchtime supervisors and other staff supervising less-structured times must report suspected bullying, significant incidents and recurring concerns promptly to the class teacher or an appropriate senior leader. Where lunchtime staff use a written incident record, this must be passed to the

relevant member of staff without delay and retained or uploaded where it forms part of the bullying record.

All reported or suspected bullying must be recorded using the school's Bullying Incident Form (Appendix 1). The member of staff investigating the concern will complete the form as fully as possible, including:

- the accounts and views of the pupils involved;
- the nature, context, frequency and impact of the behaviour;
- any witnesses;
- any online or off-site element;
- any discriminatory, prejudice-related or safeguarding concerns;
- action taken;
- support and protection provided;
- consequences or interventions;
- parent or carer contact; and
- agreed follow-up and review arrangements.

The completed Bullying Incident Form will be uploaded to CPOMS under the appropriate bullying, discrimination, prejudice-related or safeguarding category. The accompanying CPOMS entry should provide a concise factual summary and clearly identify the pupils involved. Relevant pupils should be linked to the incident record where the system permits.

Where an allegation has not yet been established, records must make clear that it is a reported or suspected incident of bullying and must distinguish between what has been reported, what has been observed and what has been established through investigation.

Completing the form or recording the concern electronically does not replace speaking directly to the DSL or an appropriate senior leader where a child may be at risk of harm, immediate action is required or the incident may constitute child-on-child abuse.

Follow-up actions and subsequent checks must also be recorded on CPOMS so that the school maintains a clear chronology of the concern, the response and whether the behaviour has stopped.

The Deputy Headteacher responsible for behaviour will analyse bullying, discriminatory and prejudice-related incidents at least half-termly as part of the school's wider behaviour monitoring arrangements. This will include consideration of:

- the number, nature, location and seriousness of incidents;
- recurrence and patterns involving particular pupils, groups or times of day;
- discriminatory or prejudice-related elements;
- whether any pupil groups are disproportionately affected;
- the effectiveness of support, interventions, consequences and reasonable adjustments; and
- any changes required to supervision, curriculum provision, staff training or school procedures.

Findings and proposed actions will be reported to the headteacher. The governing body will receive regular anonymised information to enable it to monitor patterns, equality implications and the effectiveness of the school's response.

Appendix 1

Wolsey House Primary School

Bullying incident

Pupil experiencing alleged bullying		Pupil(s) alleged to have displayed bullying	
Name	Class	Name	Class

Location/event:

Date of incident:

Time of incident:

Nature/Type of Incident: (Please Tick)			
Extortion		Possessions - kit taken or damaged	
Isolation - being ignored or left out		Forced into actions against will/hazing	
Physical - being hit or hurt		Written	
Verbal (name-calling, taunting, mocking, threatening)		Spreading rumours	
Cyber (On-line, social media, email, text, posting photos/videos)		Sexual harassment or harmful sexual behaviour	
Threats or intimidation		Discriminatory or prejudice-related	
Coercion or controlling behaviour		Other (please specify)	

Are there indications that the incident was motivated by any of the following:			
General appearance/demeanour		Race/ethnic origin	
Disability/SEN		Sexual orientation	
Gender/sexism		Home circumstances	
Religion, belief or faith		Academic ability	

Brief summary of Incident/s:

Parents/carers of the victim(s) informed: Date..... Time.....

Parents/carers of the perpetrator(s) informed: Date..... Time.....

Action taken

Support and protection for pupil experiencing bullying	Response for the pupil displaying bullying behaviour
Consider: ➤ trusted-adult check-ins; ➤ safety arrangements; ➤ pastoral/ELSA support; ➤ curriculum or timetable arrangements; ➤ agreed review date.	Consider: ➤ consequence; ➤ restorative or reflective work; ➤ behaviour support; ➤ monitoring period; ➤ SENDCO or pastoral involvement; ➤ parent meeting; ➤ individual plan.

Action Taken: include any consequences, support, removal from the classroom, suspension or permanent exclusion, parental involvement, or involvement with external agencies.

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Completed by:

Date: