



# Anti-Bullying Policy 2025 - 2026

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*Publication on website			
Denbigh Alliance website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

**Policy level			
1	Trust wide	Single policy relevant to everyone and consistently applied across all schools and departments, with no variation. e.g. Complaints procedure	Statutory policies approved by the Denbigh Alliance Board of Trustees (or designated Trustee Committee). Non-statutory policies approved by the CEO with exception of Executive Pay.
2	Trust core values	This policy defines the Trust core values in the form of a Trust statement to be incorporated fully into all other policies on this subject, that in addition contain relevant information, procedures and or processes contextualised to that school. e.g. Safeguarding, Behaviour	Statements in statutory policies approved by the Denbigh Alliance Board of Trustees (or designated Trustee Committee). Statements in non-statutory policies approved by the CEO.  Policy approved by Local School Board.
3	School/department	These policies/procedures are defined independently by schools as appropriate e.g. Anti-bullying	Approved by Local School Board.

At Watling Primary School, we strive to embed a culture and environment which promotes mutual respect and care for others built on an understanding of everyone's worth as an individual. We believe that all members of our school community have the right to feel safe and secure at school and to learn in a supportive and caring environment.

The primary aim of this policy, which is supported by the Behaviour Policy, is to ensure all members of our school community understand:

- what bullying is and the different forms it takes
- how to prevent bullying
- how to report bullying if it takes place

The ethos and culture of our school, as reflected in The Watling Way values and our Behaviour Policy, incorporates measures that we hope will prevent bullying.

However, all the members of our community recognise that bullying can still occur. If it does, we aim to:

- provide a secure environment in which incidents can be reported confidentially
- ensure the pupil who was been bullied should be made to feel safe
- demonstrate to all pupils that bullying is taken seriously
- ensure that all teachers respond calmly and consistently to incidents of bullying
- protect and support all parties while the issues are resolved
- encourage the person who has done the bullying, and those who have colluded, to behave in a more acceptable way
- monitor interventions and follow-up appropriately at individual, group and whole school level

## DEFINITION OF BULLYING

Bullying refers to the deliberate behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either emotionally or physically.

Bullying often takes place when it is difficult for the person or group being bullied to defend themselves.

Bullying can take many forms including emotional, physical, racist, sexual, religious, homophobic, verbal, online or causing damage to property.

We use the STOP acronyms to remind children of the definition of bullying and the action they should take if they experience or witness bullying:

Several Times On Purpose **AND** Start Telling Other People

We educate our children to understand that bullying **is not**:

- an inevitable part of school life

- teasing and ‘banter’ between friends where there is no intent to cause harm or distress
- falling out between friends after a quarrel or disagreement

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, gesturing, excluding, tormenting e.g. hiding someone else’s property
Physical	Hitting, kicking, pushing, punching, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as email, mobile threats through calls or messages, through social networking sites, messaging apps or gaming sites or misuse of photographic or video facilities

### Preventing bullying

Preventing bullying is the responsibility of all members of the school community. The following proactive strategies are used to reduce the opportunity for bullying to take place:

- promotion of the Watling Way values of Teamwork, Include and Nurture
- raising an awareness of bullying through assemblies, PSHE lessons and involvement in national events e.g. Anti-Bullying Week
- promoting tolerance of others regardless of differences of race, gender, culture or religion
- upholding fundamental British values
- supporting pupils to acquire attitudes and skills relevant to their adult and working life and to be able to adapt confidently to a changing society
- encouraging all members of the school community to work together and participate fully in the life of the school

## Identifying Bullying

We encourage all members of our school community to recognise how a victim of bullying might behave. Some of the signs of bullying include, but are not limited to:

- persistent absence – reluctance to attend school, regularly feeling sick in the morning, seeking to be sent home during the school day
- lacking concentration during learning time or at home
- loss of appetite
- decreased levels of confidence
- noticeable changes in personality or behaviour
- withdrawing from participation in lessons
- exhibiting signs of panic, nervousness, or unease
- losing friends or changes to friendship groups
- physical injury
- deliberately avoiding people

## Reporting Bullying

Any member of the school community who witnesses or is a victim of bullying should report it immediately.

Pupils can report incidences of bullying to any member of staff who must deal with the situation immediately.

Parents or carers who have concerns about bullying should contact their child's Class Teacher in the first instance.

## Responding to allegations of bullying

We will adopt a 'no blame approach' to allegations of bullying while the facts are being established.

Reported incidents will usually be investigated by the Class Teacher in the first instance.

Parents or carers of the victim and perpetrator will be contacted as soon as possible and kept informed of any further developments or actions taken.

The investigating member of staff will decide on the most appropriate course of action, which will involve supporting the victim and perpetrator and issuing an appropriate consequence to the perpetrator.

If both victim/bullies are agreeable, we will engage in a restorative process.

Should the incidents of bullying continue, we will work with the victim, perpetrator, and their parents or carers. This may involve implementing enhanced levels of support to deter further escalation.

Examples of this might include:

- involving other members of staff to provide pastoral support
- writing an individual support plan for the victim and/or perpetrator
- providing support with regulation of behaviour and emotions
- involving external agencies e.g. Children and Family Practice

Further consequences, up to and including a suspension from school may be implemented at the Headteacher's discretion.

There are occasions where it is not possible to prove cases of bullying. However, we are aware this does not mean it is not happening. In such cases, pupils who are involved will be spoken to regularly and the situation will be closely monitored. This will include contacting parents or carers, updating them with any development in the situation and keeping a record of incidents to establish a pattern of behaviour.

There may be situations when bullying may be felt or perceived but not substantiated.

There may also be instances where more than one party equally feels that they have been a victim of bullying. In these cases, we will seek to support all parties involved, deal with the available evidence and act on the balance of probability.

### Recording Bullying

All incidents relating to bullying, including any actions taken, are recorded on CPOMS. Records are reviewed regularly and reported to Local School Board Governors and the Trust. As a school, we will seek to identify trends in bullying behaviours and respond accordingly.

### Outcomes

Victims should feel safe and happy, with a confidence that the bullying should not re-occur.

The victim should be aware that consequences have been issued to the bully. However, the exact details of the consequence will not necessarily be divulged to the victim.

The bully should apologise to the victim, if appropriate.

Staff will continue to monitor the situation, even if it appears to have been resolved, to ensure that there are no further incidences.