

Anti - Bullying Policy



Wheatley Hill Community Primary School

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Date Written: <i>July 2025</i>
Adopted by Governing Body: <i>July 2025</i>
Date for Review: <i>July 2026</i>

Aims and Objectives

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. Bullying is wrong and can damage individuals and have a long-term negative impact on their lives. We therefore do all we can to prevent it, by developing a feeling in school in which bullying is thought of as unacceptable by the whole school community.

This policy aims to produce a consistent school response to any bullying incidents that may occur and provide advice and guidance to those involved in bullying incidents.

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 removing bullying in our school.

Links to Other Policies and Safeguarding

Bullying is recognised as a form of **Child-on-Child abuse** (also referred to as **peer-on-peer abuse**) and will be addressed in line with the school's **Safeguarding and Child Protection Policy**. All staff understand that the **welfare and well-being of each child is of paramount importance**.

Understanding the Difference: Unkindness vs. Bullying

The school takes all reports of poor peer relationships seriously, while also striving to ensure that we correctly categorize behavior. We must be **careful when we categorize a child as being bullied** and recognise that on some occasions, pupils can be simply **unkind**, but this is not necessarily bullying.

We fully recognise that children perceive events differently. Pupils, particularly those with **additional needs**, may perceive common friendship issues, fallings out, or an unwillingness of another pupil to be friends as bullying. Our initial response involves careful, objective fact-finding and investigation to determine if the defining characteristics of bullying (deliberate intent and power imbalance) are present.

The school offers a robust **pastoral support system** to help children navigate these social and emotional barriers. This includes interventions run from the **Ready to Learn classroom**, **Zones of Regulation** sessions, and support from trained staff such as those skilled in **Listening Matters**, ensuring pupils have the skills and resilience to manage peer relationships.

Definition of Bullying

Our School defines bullying as:

With nasty intent, made another person feel physically and or emotionally isolated or threatened.

These characteristics must therefore be present:

- **Deliberate**
- **Unequal** it involves a power imbalance (this can result from size, number, higher status, or as a result of having access to limited resources).

Anyone can be a bully or target and bullying takes many forms. Bullying can be **direct** (either physical or verbal) or **indirect** (e.g., being ignored or not spoken to). It can be:

- **Physical** - hitting, kicking, stealing or hiding belongings.
- **Verbal** - name calling, insults, offensive or sexist remarks, threatening language.
- **Indirect** - spreading rumors or stories, graffiti, defacing property, displaying literature or materials of a racist, sexist nature.

The incident may be one of a series, such as put downs against another, or it may be isolated but serious.

Note on Sexual Harassment: Our school maintains a **zero-tolerance approach to child-on-child abuse** including **sexual violence and sexual harassment**. The staff are trained to act upon all reports of sexual harassment in line with the *Keeping Children Safe in Education (KCSIE) 2025* guidance.

The Role of Governors

The governing body supports the Head Teacher in all attempts to remove bullying from our school. The governing body will not accept any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

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. Here at Wheatley Hill Primary we use **CPOMS** to record all pupil information regarding Bullying, poor behaviour and all safeguarding incidents.

Complaints

A parent who is not happy with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter, in line with our school's complaints policy. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body tells the Head Teacher, and asks them to conduct an investigation into the case, and to report back to a representative of the governing body.

The Role of the Head Teacher and Designated Safeguarding Lead (DSL)

It is the responsibility of the Head Teacher, who is also the **Designated Safeguarding Lead (DSL)**, to put in place 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.

The Head Teacher ensures that all children are aware that bullying behaviour is unacceptable through:

- timetabled teaching of emotional wellbeing each week (PSHE)
- whole school assemblies
- talks to classes
- informal interaction with children at playtimes
- participation in the annual **National Anti-Bullying week**
- school based mentors

The Head Teacher ensures that all staff, including lunchtime staff, receive the **correct training** to be able to identify and deal with all incidents of bullying, which includes **Child-on-Child abuse**.

The Head Teacher sets the school belief of shared support and praise for success, so 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. Mini-Police and Mini-Buds support more vulnerable children especially at break times, by helping to ensure that all children have a friend to play with. Each class displays a feelings chart where children have an opportunity to show how they are feeling. In addition, the school has introduced **Zones of Regulation** sessions where children can talk to a designated member of staff, who is not always the class teacher, about any concerns they may have.

The Role of the Teacher and Support Staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers

Teachers keep their own records of all incidents that happen in their class using **CPOMS**. If a teacher sees an act of bullying or has an incident reported to them, they will first of all investigate it themselves (**If appropriate**). They will record anything that happened before the incident and the action taken using **CPOMS**.

When any bullying has taken place between members of a class, the teacher will deal with the issue straight away. This may involve **counselling and support for the injured child**, and a consequence for the child who showed bullying behaviour. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future.

If a child is always involved in bullying, we tell the Head Teacher (DSL). We then invite the child's parents into the school to talk about the problem. The child will then work with their Department Leader and may be given an individual behaviour plan after talking with:

- Class teacher
- Parents
- School Inclusion Leader
- SENCO

In more extreme cases, e.g. where these initial talks have not worked, the Head Teacher may contact outside support agencies, such as the Anti Bullying Service or the Educational Psychologist Department. All members of staff routinely attend training, which helps them to spot bullying and to follow school policy and procedures with regard to behaviour management. Teachers and support staff do all they can to **support the child who is being bullied**.

Lunchtime Supervisors

Lunchtime supervisors attend training on how to deal with incidents of bullying. If they see or if an incident is told to them they will deal with it straight away and tell the class teacher.

Teachers use a range of methods to help prevent bullying and to create a belief of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practice the control needed to avoid

doing bullying behaviour. **Circle time** is used to praise, reward and celebrate the success of all children, which also helps create a good feeling in school.

The Role of Parents and Carers

Parents have a responsibility to support the school's anti-bullying policy, helping and encouraging their child to be a positive member of the school.

Parents, who are worried that their child might be being bullied, or who think that their child may be showing bullying behaviour, should contact their child's class teacher straight away. If they are not happy with the reply, they should contact the Head Teacher (DSL). If they are still not happy, they should follow the school's complaints procedure.

The Role of Children

Children are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must **keep on letting people know**. Children are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

Buddies and Mini-Buds

Children have been trained as **Mini-Police**, to act as a friend to all children and help staff at break times by telling of any incidents to staff. They act as a friend of children who appear to have no one to play with. Children who need help at playtime can go to a Mini Police person. Mini Police wear a uniform.

Mediators

Children have been trained as **Mediators** to help sort out arguments and when children have fallings out. Children can go to the Mediators on a lunchtime for their help.

Playground Leaders

Children have been trained as **Playground Leaders**. They encourage children to play games together in a fair and friendly way.

Monitoring and Review

This policy is monitored on a day-to-day basis by the Head Teacher (DSL), who reports to governors on request about how the policy is working.

The anti-bullying policy is the governors' responsibility, and they review how it is working every year. They do this by looking at the school's anti-bullying logbook (**CPOMS**), where incidents of bullying are recorded, and by talking with the Head Teacher. Governors look at information for patterns of people, places or groups. They look out for **racist bullying**, or bullying directed at children with **disabilities or special educational needs**.

This policy will be reviewed every two years, or earlier if necessary.