


# Anti-Bullying Policy
# Reviewed Annually

| Date | HT | Chair | Next Review |
|---|---|---|---|
| 12.10.2022 | S Burns | C Glynn | October 2023 |
| 11.10.2023 | M Hibbert | C Glynn | October 2024 |
| 25.09.24 | M Hibbert | C Glynn | October 2025 |
| 19/09/2025 | M Hibbert | C Glynn | October 2026 |
| 28/09/202 | M Hibbert (Updated Cyber, AI and brought in line with KCSIE 2026) | C Glynn | October 2027 |

**Contextual Statement**

At Weston On Trent C of E (Aided) Primary School we are a community with a core value that everyone deserves to be treated fairly, with care, respect and understanding. This right is enshrined in the United Nations
Declaration of the Rights of the Child - "the right to go to school for free, to play and to have an equal chance to be what they are and learn to be responsible and useful… irrespective of their race, colour, sex, language, religion, political or other opinion or national or racial origin…not to be harmed…to be brought up in a spirit of peace and friendship".

We are working in line with the Equalities Act 2010 and recognise the protected characteristics underlined therein.

We are also mindful of the Church of England document 'Valuing All God's Children' (updated February 2017):

*There are no problems here, there are simply people. People are made in the image of God. All of us, without exception, are loved and called in Christ. ….The way forward needs to be about love, joy and celebration of our humanity; of our creation in the image of God, of our belonging to Christ – all of us, without exception, without exclusion.'*

We work collaboratively with parents/carers and other agencies. We value all members of our school community as unique individuals. We are a community which promotes respect, consideration, responsibility, loyalty, honesty and fairness.

We will at all times endeavour to ensure that all members of our school community know that bullying behaviour is unacceptable and support them in making better choices with regard to their behaviour (see behaviour policy). The school is well equipped and staff appropriately trained to support pupils in this process.

**Purpose of this policy**

To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.

To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.

To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.

To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.

To ensure that underlying discriminatory attitudes are challenged.

To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

Definition of bullying at Weston-on-Trent C. of E. (Aided) Primary School was created using The Anti-Bullying Alliance and its members who have an agreed shared definition of bullying based on research from across the world over the last 30 years:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.

At Weston-on-Trent C. of E. (Aided) Primary School, we help pupils recognise bullying behaviour using the acronym STOP, which stands for: Several Times On Purpose. This simple and memorable phrase supports children in identifying repeated, intentional actions that cause harm, and encourages them to seek help when they experience or witness such behaviour.

Not all friendship difficulties, disagreements or one-off incidents constitute bullying. Staff will carefully investigate incidents and consider intent, repetition and power imbalance when determining whether behaviour meets the definition of bullying.

The nature of bullying can be:

Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)

Verbal (e.g. name calling,ridicule, comments)

Cyber (e.g. messaging,social media, email)

Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)

Visual/written (e.g. graffiti, gestures, wearing racist insignia)

Damage to personal property

Threat with a weapon

Theft or extortion

Child on child

Bullying can be based on any of the following things:

Race (racist bullying)

Sexual orientation (homophobic or biphobic)

Special educational needs (SEN) or disability

Culture or class

Gender identity (transphobic)

Gender (sexist bullying)

Appearance or health conditions

Religion or belief

Related to home or other personal circumstances

Some prejudice-based incidents may constitute safeguarding concerns where they impact upon a child's welfare, wellbeing or sense of safety. Such incidents will be considered through both the school's behaviour systems and safeguarding procedures.

**Preventing Bullying**

Bullying in school is everybody's problem.

Those most at risk include those with SEND, looked after children, young carers, those who are or are perceived to be LGBT, those in receipt of Free School Meals, sexist and sexual bullying, appearance targeted bullying, and racist and faith targeted bullying.

There is growing evidence that children on free school meals are more likely to experience bullying.

All staff, parents and children take an approach of it could happen here and through recognition of this fact, there is a shared commitment to combat bullying. The school will become a happier place for everybody. All parents, pupils and staff need to be very clear about the school's policy and procedures on bullying.

**Reporting Bullying**

Safeguarding concerns relating to bullying will also be referred to the Designated Safeguarding Lead where appropriate. He can be contacted in person by the children or via the office or email (info@westoncofe.derbyshire.sch.uk) by parents.

Bullying can be reported to any adult in school and will be dealt with in-line with this policy.

All adults are vigilant for signs of unreported bullying such as changes to a child's behaviour or a reluctance to come to school.

All classes have a 'worry monster' for the children to put a note if they feel unable to speak to an appropriate person.

The children can talk to another child in the knowledge that all the children know that bullying is unacceptable and that they have a duty to report it to an adult.

Children may talk to an adult outside school who can then work in conjunction with school staff to resolve the issue.

All parents and carers have a responsibility to contact the school promptly if they have concerns about a pupil at our school.

**Responding to bullying**

All reports will be taken seriously and will be followed up by the class teacher and/or the school's anti-bullying leader. We also have a Designated lead for mental health in school (Martin Stephens) who has bullying within their remit and has received training.

Work with children who have been bullied could involve some or all of the following:

- They will be reassured that they do not deserve to be bullied.
- We will assure them that it was right to report the incident.
- We will encourage them to talk about how they feel.
- We will ascertain the extent of the problem.
- We will engage them in making choices about how the matter may be resolved.
- We will try to ensure that they feel safe.
- We will ask them to report immediately any further incidents to us.

We may then adopt strategies from the following list as appropriate:

- We will interview the pupil (or pupils) involved in bullying separately.
- We will listen to their version of events.
- We will talk to anyone else who may have witnessed the bullying.
- We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop.
- Parents of both parties will be contacted from an early stage if this appropriate.
- We will adopt a joint problem-solving approach where this is appropriate, and ask the pupils involved to help us find solutions to the problem.
- We will use the school behaviour policy in order to create a culture where we move on after things have gone wrong and make better choices in the future.
- We will follow up after incidents to check that the bullying has been eradicated

The school recognises that bullying may form part of wider child-on-child abuse. Where incidents involve harmful sexual behaviour, sexual harassment, discriminatory abuse, coercive behaviour or significant power imbalance, safeguarding procedures will be followed and the Designated Safeguarding Lead will be informed.

**Prejudice based incidents**

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school through CPOMs, with the Headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti bullying interventions.

We use a range of measures to prevent and tackle bullying, which include:

- Our school vision ‘Let Your Light Shine’ is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.

- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying.
- The Jigsaw PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference. The new RSHE curriculum also includes elements of bullying, online bullying, e-safety, LGBT inclusion and support about relationships.
- Values-based collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Stereotypes are challenged by staff and pupils across the school.
- Adults in school will model respectful and kind behaviour using the phrase 'no hands or feet' and 'school is a safe place'
- Peer-mentoring, pupil-led programmes such as prefects, librarians, iVengers and sports ambassadors offer support to all pupils.

**Cyber Bullying**

Cyberbullying may include the creation, sharing or manipulation of images, videos or messages using artificial intelligence (AI), including deepfake content, altered photographs, impersonation and other forms of technology-enabled abuse.

Through the curriculum, pupils are taught how to stay safe online, identify harmful behaviour, challenge online bullying, report concerns and understand emerging risks associated with social media, gaming platforms and generative AI technologies.

**Derogatory language**

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMs and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using CPOMs to inform chronology.

**Bullying outside of school**

Bullying in any form is unacceptable and will not be tolerated, whether it occurs within school premises or beyond. This includes incidents that happen on the way to and from

school, outside school hours, during weekends or holidays, or within the wider community. In today's digital age, the nature of cyberbullying has evolved significantly, with children increasingly accessing messaging platforms such as WhatsApp and engaging in online gaming and social media through personal devices. These platforms can extend the reach and impact of bullying well beyond the school day, often into pupils' homes and personal lives.

The school recognises the growing risks associated with online interactions and the potential for harm through gaming communities, group chats, and social media. Staff, parents, carers, and pupils must remain vigilant and proactive in identifying and reporting bullying behaviours, regardless of where they occur. All members of the school community are expected to follow the responsibilities outlined in this policy. Where appropriate, the school will offer support and intervene in cases of bullying or harassment that occur outside of school, particularly when such incidents affect a pupil's wellbeing or safety.

**Children's Participation**

- The school actively listens to the voices of our children and actively seeks their views and opinions regarding bullying; this is part of our preventative work.
- The school regularly audits the way in which bullying is being addressed which includes listening to children and ensuring they are given the opportunity to speak out, and have their voices heard on their experiences of bullying.
- Children are actively encouraged to participate in identifying both the problems and solutions to bullying; reviewing and developing the school's Anti-Bullying Policy and practice and engaging in initiatives to support an anti- bullying ethos in school.

Children actively participate in:

- Identifying when and where the bullying happens i.e. identifying places they feel unsafe on a school map.
- Identifying new forms of bullying e.g. types of cyberbullying.
- Making decisions about how to address and tackle bullying.
- Reviewing the development and delivery of the taught curriculum focusing on aspects of bullying and discrimination.
- Learning how to play an active role in challenging bullying such as engaging in peer support schemes such as buddying, leading play and mediating.
- The school adopts a number of democratic methods/systems for promoting pupil consultation including:
- House groups, Pupil Forums.
- Active learning and interactive learning techniques included in PSHE and Citizenship such as mind mapping sessions, role play, puppets, group work and creative arts.

**Staff development and training**

We are committed to ensuring that all staff—teaching and support—receive high-quality, relevant training and ongoing opportunities for professional development. This includes both individual learning pathways and collaborative team-based development, tailored to the evolving needs of our school community. Training is designed not only to enhance professional expertise and confidence but also to ensure that all staff are equipped to uphold our values, respond effectively to safeguarding concerns, and contribute positively to the wellbeing and progress of our pupils. We recognise that support staff play a vital role in the life of the school, and their development is given equal priority. Through regular CPD sessions, coaching, mentoring, and access to external courses, we foster a culture of continuous learning and shared responsibility for excellence.

**Monitoring and evaluation**

- Staff will record the bullying incident on CPOMS.
- Designated school staff will monitor incident reporting and information recorded on CPOMs.
- The Headteacher will produce a termly report which is shared with all governors at the meeting of the Full Governing Body.
- The Headteacher reports on bullying Termly to the Full Governing Body.
- Support will be offered to the target of the bullying from the anti-bullying lead teacher, class teacher, peer mentor and (if appropriate) from the perpetrator as part of Behaviour Policy.
- Staff will proactively respond to the bully who may require support from the anti-bullying lead teacher, class teacher, peer mentor or through the use of Behaviour policy .
- Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

**Concerns and complaints**

We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying and we would ask that this be brought to the Headteacher's notice. If the Headteacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school's Complaints Procedure a copy of which may be obtained from the school office.

**Building on the school's existing policies**

The school's Mission Statement, Behaviour Policy, Accessibility plan, and Equality policy have very clear guidelines regarding what constitutes acceptable/unacceptable behaviour towards other people. The Anti-Bullying initiatives reflect the principles contained in these.