



Weston CE Primary & Nursery School

A Community, Learning and Growing

Anti-Bullying Policy

Created by: Geoff Holmes	Date: April 26 <i>March.</i>
Approved by the Governing Body:	Date: <i>18/3/26.</i>
Review Due:	Date: April 2028 <i>March</i>
*delete as appropriate	

Chair of Governors: <i>[Signature]</i>	Date: <i>18/3/26</i>
Headteacher: <i>[Signature]</i>	Date: <i>18/3/26</i>

Our school's Christian Vision is;

A Community, Learning and Growing

- Our school's strong community includes our pupils, staff, parents, governors and others.
- All members of this community are growing, learning and flourishing alongside one another.
- To do this, we need strong roots to support our growth as individuals.
- Our Christian Vision is based on Psalm 1 which compares people to trees, growing and flourishing.
- We also learn about a range of Christian Values to help us understand the life and teachings of Jesus.
- Our school logo reflects this vision, and also our rural location.

Therefore, this policy aims to support the flourishing of all members of the school community, so that they can learn and grow alongside one another.

ANTI-BULLYING POLICY

Weston School defines the term “bullying” as deliberate hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Three main types of bullying are:

- physical (e.g. hitting, kicking, theft)
- verbal (e.g. name calling, racist remarks)
- indirect (e.g. spreading rumours, excluding someone from social groups)

Aims:

- to ensure that children learn in a supportive caring and safe environment without fear of being bullied
- to help children understand that bullying is anti-social behaviour and affects everyone
- to help children understand that bullying is unacceptable and will not be tolerated
- to reinforce the School Behaviour Leadership Policy
- to make staff aware of their role in fostering the knowledge and attitudes required to achieve these aims

This policy needs to be read in relation to the Behaviour Leadership Policy and the Equality Scheme Policy reflecting the actions, attitudes and opportunities available within Weston School.

Procedures and Implementation:

School:

The following steps may be taken when dealing with an incident:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- a clear account of the incident will be recorded and given to the Headteacher
- where appropriate, the a member of the Senior Leadership Team will interview all concerned and will record the incident
- appropriate staff will be kept informed, with information being passed on a “need to know” basis
- parents will be kept informed, as appropriate
- punitive measures will be used as appropriate and in consultation with all parties concerned.

Pupils:

Who have been bullied will be supported by:

- being offered an immediate opportunity to discuss the experience with a member of staff
- being reassured
- being offered ongoing support
- actions focussed on restoring self-esteem and confidence

Who have bullied will be helped by:

- discussing what happened
- discovering why the child became involved
- establishing the wrong doing and need to change
- informing parents to help change the attitude of the pupil

The following disciplinary steps may be taken:

- official warnings to cease offending
- loss of golden time / playtime / child-initiated play opportunities
- exclusion from certain areas of the school premises – removal from playground
- letter of apology regarding the incident
- involvement of external agencies (Behaviour Support Team)
- fixed-term exclusion (lunch-time, part or whole day)
- permanent exclusion

Presentation of Work:

- circle time and discussions form a major part of Anti-Bullying Education, (supplemented by other learning in Personal, Social and Health Education lessons.
- children present work in a variety of ways - including classroom displays, talk, drama, assemblies and practical outcomes

Responsibilities:**The Headteacher:**

- to ensure that staff and parents have knowledge of the Anti-Bullying Policy, and that the policy is implemented effectively
- to ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- to liaise with external agencies regarding the Anti-Bullying programme
- to report to governors, when requested, on the effectiveness of the policy

The Governors:

- the governing body has the responsibility of setting down these general guidelines on Anti-Bullying education
- the governors will support the Headteacher in following these guidelines
- Governors will liaise with the LA, health organisations and parents so that the school's policy is in line with the best advice available

The Parents/Carers:

- the school will continue to build a positive and supporting relationship with parents/carers and inform them about the Anti-Bullying Policy and practice so that they can support the key messages being given to children at school

Children:

- children need to take responsibility to seek support from an adult immediately when they observe or experience bullying
- children need to ensure that they do not participate in any act of bullying initiated by another child

Monitoring and Evaluation:

- The SLT will monitor any bullying incidents.
- All staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with the school policy.

Equal Opportunities:

All aspects of Anti-Bullying apply to all members of the school community regardless of ability, gender or race.

Review Procedure:

- There will be an on-going opportunity for staff to discuss with the Headteacher any issue of Anti-Bullying Education that concerns them.
- There will be many opportunities to reflect upon teaching and learning of Anti-Bullying Education during the course of the school year.
- A more detailed review will take place if:
 - a new approach to Anti-Bullying is adopted
 - Anti-Bullying becomes a major priority in the SDP
 - there are several staff changes
 - the NC or DfE change the orders or guidance in any way.

Review Date:
Spring 2028

APPENDIX 1

Child Friendly Definition of Bullying:

'People doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop.' (Safe to Learn, DCSF 2007)

S T O P

Several

Times

On

Purpose

Appendix 2 – Anti-Bullying Forms

FORM 1

Initial investigation into hurtful incident or allegation of bullying

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date:

Signed:

Factors to help determine if incident constitutes bullying

☐ Incident was bullying (all 3 amber warnings confirmed)

- ☐ Hurt has been deliberately/knowningly caused (physically or emotionally)
- ☐ It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
- ☐ Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)

☐ Incident was not bullying on this occasion because it was

- ☐ the first hurtful incident between these children
- ☐ teasing/banter between friends without intention to cause hurt (should not happen again)
- ☐ falling out between friends after a quarrel, disagreement or misunderstanding
- ☐ conflict that got out of hand (should not happen again)
- ☐ activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
- ☐ Other _____

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

Form 3a: Support provided for bullied child

(Priority should be given to taking steps to ensure bullied children continue to attend)

Separate on-site respite provision

Regular contact with chosen member of staff

Restorative justice process

Empowerment education

Pastoral team support

Formal counselling

Parental meetings

CAF

CAMHS

Other

Support provided

Post-incident impact monitoring and further action

Relationship repaired:

Achievement/Ability to learn*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe on journeys to and from school:

Pupil feeling safe online:

***N.B. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN.**

Form 3b: Action and support provided for child who has bullied

Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

Separate on-site provision

Regular contact with chosen member of staff

Restorative justice process

Sanction

Corrective education

Removal to different form/teaching group

Pastoral team support

Formal counselling

Parental meetings

CAF

CAMHS

Other

Action taken & Support provided

Post-incident impact monitoring and further action

Relationship repaired:

Achievement/Ability to learn*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe online: