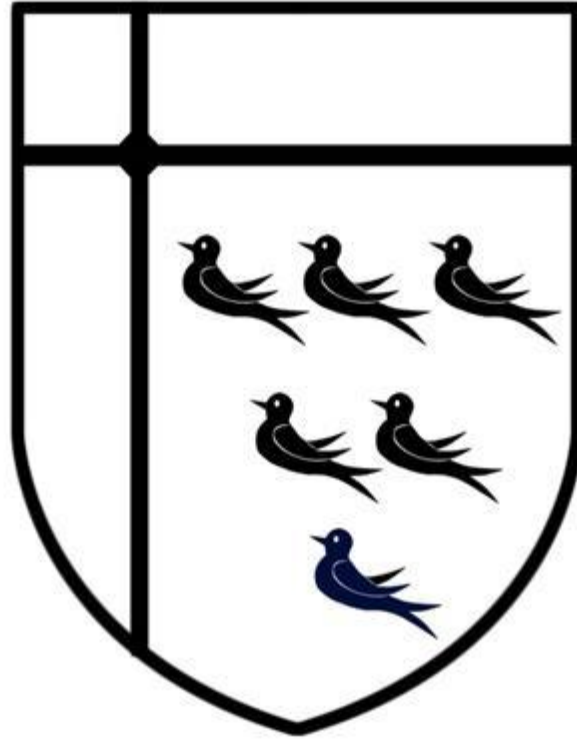


St Wilfrid's
Church of England Primary School



**Growing Success
Rooted in Faith**

**Anti-Bullying policy
2025-2026**

Anti- Bullying Policy

Introduction

At St Wilfrid's our six core values are built from our vision for all children to shine as lights in the world.

As a consequence of our values we aim to provide a safe, caring and friendly environment for learning for all our pupils to be their best.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

Policy Development

This policy was formulated in consultation with the whole school community with input from staff, governors, parents and children.

- Members of staff- (through regular agenda items at staff meetings, consultation documents, surveys)
- Governors – (discussions at governors meetings, training,)
- Parents/carers – (parents will be encouraged to contribute by taking part in the annual survey, parent meetings, parent focus groups producing a shorter parents guide)
- Children and young people – (pupils contribute to the development of the policy through the annual survey, THRIVE time discussions etc.)
- reflecting the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1st September 2025)

This policy is available

- Online at School Policies
- From the school office

Roles and responsibilities

The Head teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying co-ordinator who will have general responsibility for handling the implementation of this policy.

The Anti-bullying Co-ordinator in our school is: - Mr S Hateley

His responsibilities are:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents

- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti- bullying Behaviour is: - Claire Venables

Definition of Bullying

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 through cyberspace.

<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying>

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional).

Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict. Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as 'bystanders'. Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying.

Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

What does bullying look like?

Bullying behaviour can include:-

- Physical
- Verbal
- Emotional
- Sexual
- Online
- Indirect

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include

- pupils with Special Education Needs
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carers or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Online/Cyber bullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school. Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

St Wilfrid's recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

St Wilfrid's will treat any use of AI to bully pupils in line with our [anti-bullying/behaviour] policy.

How to report a concern

At St Wilfrid's we ensure all pupils, parents/carers, staff, and visitors have the right to confidently report bullying and know that their concerns will be taken seriously.

We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community. We have clear reporting systems for each group of our school community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures:

- Interview all parties
- Inform parents
- Implement appropriate disciplinary sanctions in accordance with our Behaviour Policy. These are graded according to the seriousness of the incident but send out a message that bullying is unacceptable
- We are clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Follow up, in particular keeping in touch with the person who reported the situation, parents/carers.
- We have a clear complaints' procedure for parents/carers who are not satisfied with the school's actions
- We have a range of follow up responses and support appropriate to the situation for all involved such as - solution focused, restorative approach,

circle of friends, individual work with victim, perpetrator and bystanders, referral to outside agencies if appropriate

- We liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying coordinator.

Prejudice related bullying/incidents are reported to the local authority using the guidelines set out in West Sussex's guidelines for schools.

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of our policy. This information will be discussed by staff in regular staff meetings/ Senior Leadership Meetings.

This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated every two years.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at St Wilfrid's have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Anti-Bullying week annually in November.
- THRIVE/PSHE/Citizenship lessons drop down days and cross curriculum themes.
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- Reactive programmes for vulnerable groups or groups involved in bullying.
- Counselling schemes
- Small group work
- Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are
- displaying bullying behaviour
- Support for parents/carers
- Support for all school staff
- Staff training and development for all staff including those involved in lunchtime and before and after school activities

Links with other policies

Behaviour Policy

Safeguarding and Child Protection Policy

E-safety - suite of policies

Equalities Policy

SEND Policy

Code of Conduct & Data Protection

Complaints' Policy

SCHOOL BULLYING INCIDENT Record to support CPOMs recording

Date of Incident

Time of Incident

Nature/Type of Incident Extortion

- Personal possessions taken/damaged
- Isolation/Being Ignored or Left Out
- Forced into something against will
- Physical
- Written
- Verbal (Name-Calling, Taunting, Mocking)
- Spreading Rumours
- Cyber (Email, Internet, Text)
- Other (please specify)

Details of Young People involved

Names

Year

Group

Gender

Ethnic

Origin

Role*

1

2

3

4

5

6

Location of Incident

- Classroom
- School Bus
- Playground/Yard
- Outside/Around School Gates
- Corridor
- To/From School
- Toilet

If you feel the incident was motivated by any of the following please record

- Appearance
- Race/Ethnic Origin *
- Disability/SEN
- Sexual Orientation
- Gender/Sexism
- Home Circumstances including Looked After Children/Young People
- Religion

Brief summary of Incident

Action Taken

include any exclusions, parental involvement, or involvement with external agencies.

Generally

If appropriate was a CAF used? YES/NO

With Individuals (as noted on page 1)

1.

2.

3.

Form completed by:

Date:

Follow-up

Date