



Walton CEVC Primary School

“Every Child, Every Chance, Every Day”

Anti-Bullying Policy

As a church school at the heart of the community, Walton CEVC Primary School is committed to provide each child with the opportunities to achieve their full potential academically, socially, emotionally, physically and spiritually. Through strong partnerships between home and school and inspired by Christian values, we aim to equip the children in our care with skills and confidence to meet future challenges.

We link this policy with our Christian values of compassion, friendship, humility, justice, respect, responsibility, trust and truthfulness. We are fully committed to each day a fresh start in the spirit of forgiveness and Christian love.

Introduction

It is a legal requirement, under Section 89 of the Education and Inspections Act 2006, that every maintained school must have measures in place to prevent all forms of bullying, and that these should form part of the school's Behaviour and Anti-Bullying policies.

Principles and Values

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be recorded and responded to. Bullying will not be tolerated. Walton CEVC Primary school will seek ways to counter the effects of bullying that may occur within the school or local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Aims of this Policy

The aims of our anti-bullying policy are as follows;

- To create an ethos in which attending our school is a positive experience for all members of our community.
- To make it clear that all forms of bullying are unacceptable.
- To enable everyone to feel safe while at Walton CEVC Primary School.
- To encourage everyone to report any incidents of bullying in all its forms.
- To deal with each incident of bullying as quickly and as effectively as possible, taking into consideration the needs of all parties and of our school community, and as a result, to reduce any incidents of bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support children displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with parents and other appropriate members of our school community.
- To ensure all members of our school community feel responsible for helping to reduce bullying.

What is Bullying?

DfE guidance (Preventing and Tackling Bullying July 2017) defines bullying as;

Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media, gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for virtual bullying, which can occur inside or outside Walton CEVC Primary School. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potential bigger audience, and more accessories as people forward on content at a click.

In other words, bullying at Walton CEVC Primary School is considered to be “unacceptable behaviour”

Bullying can be:

- Emotional- being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical- pushing, kicking, biting, hitting, punching or any use of violence.
- Racial- racial taunts, graffiti, gestures, sexual unwanted physical contact or sexually abusive comments.
- Homophobic because of or focusing on the issue of sexuality.
- Direct or indirect Verbal- name calling, sarcasm, spreading rumours, teasing
- On-line bullying- All areas of internet such as email and internet chat, Twitter, Facebook misuse.
- Mobile threats by text messaging and call, misuse of associated technology ie. camera and video facilities, i-pad and games consoles.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- Special Educational Need or Disability
- Appearance or Health Condition
- Home circumstances, including young carers and poverty
- Sexual orientation, sexism or sexual bullying, homophobia.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. Bullying can take place in group activities and between families in the local community.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by;

- The size of the individual (although larger size does not mean a person cannot be bullied or bullies).
- The strength of the individual
- The number or group size involved
- Anonymity- through the use of cyber bullying or using email, social networking sites, texts etc.

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is not to wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs (SEND) which means they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others or may make them more likely to fall victim to the behaviour of others.

Why is it important to Respond to Bullying?

Bullying hurts. No-one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of the victim. Everyone has a right to be treated with respect. Pupils who are bullying need to learn new ways of behaving.

Signs and Symptoms

It can be hard for adults, including parents, to know whether or not a child is being bullied. A child might not tell anyone because they are scared the bullying will get worse. They might think that they deserve to be bullied, or that it is their fault. You cannot always see the signs of bullying, and no one sign indicates for certain that a child is being bullied. But you should look out for:

- belongings or clothing getting 'lost' or damaged.
- being frightened of walking to and from school.
- physical injuries such as unexplained bruises.
- not doing well at school.
- asking for or stealing money (to give to the bully).
- being nervous, losing confidence, or becoming distressed and withdrawn.
- problems with eating or sleeping
- starts stammering or shows signs of a nervous tick or repetitive movements.
- becomes aggressive, disruptive or unreasonable.
- bullying others in the home or extended family, friends.
- changing their usual routines or attitudes to people at home.
- is frightened to say what is wrong.
- is afraid to use the internet or mobile phone.

- is nervous, jumpy when a cyber-message is received.
- lack of eye contact.
- becoming short tempered.
- gives improbable excuses for any of the above.

These signs and behaviours could indicate other social, emotional and /or mental health problems, but bullying should be considered a possibility and should be investigated.

The Role of Pupils

Pupils are encouraged to tell a trusted adult if they are being bullied, and if the bullying continues, they must keep on letting people know.

The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher in the first instance.

If they are not satisfied with the response, they should contact the head teacher.

Procedures for Dealing with a Bullying Incident

When a member of staff is concerned about an incident of bullying, they should notify the Head Teacher or Senior Teacher without delay. The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, in consultation with the class teacher if it is a member of support staff.
- This person will interview all concerned and will record notes and resulting actions.
- A clear and precise account of the incident will be recorded and given to the head teacher and/or deputy head teacher. The ABC Behaviour Form will be used
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including identifying and interviewing possible witnesses and parents.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken
- Parents/carers will be kept informed.
- Sanctions and support systems will be used as appropriate and in consultation with all parties concerned (See Behaviour and Exclusions Policies).
- If necessary and appropriate, the police or other local services or professionals will be consulted.
- All incidents will be kept on file.
- All incidents of bullying are recorded anonymously and reported to Governors in a statistical format.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice.
- Being advised to keep talking about any incidents and feelings and discuss how they can respond to concerns and how they can build resilience as appropriate.
- Reassuring the pupil and providing continuous support (Possibly through work with an Emotional Literacy Support Assistant – ELSA).
- Restoring self-esteem and confidence.
- Building confidence and skill in perseverance, collaboration, and empathy through RSHE and general curriculum.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance if needed.

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support – with possible targeted ELS (Emotional Literacy Support).
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with School behaviour/discipline policy. This may include official warnings, removal or privileges, fixed-term and permanent exclusions.
- Building confidence and skill perseverance, collaboration and empathy through the RSHE and general curriculum.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance if needed – including speaking with the police if needed.

Procedures for analysing Bullying Incidents

The Senior Leadership Team are responsible for analysing incidents of bullying across the school on a termly basis. This analysis forms part of the behaviour section in the termly Headteacher's Report to Governors. This report, along with other sources of information (E.g. Pupil and parent surveys) is used by the school to determine the impact of this policy on bullying across the school. During these meetings, we consider further strategies which could be adopted to prevent and minimise the impact of bullying at Walton CEVC Primary School.

Preventing, Identifying and Responding to Bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others in line with our school ethos and Christian values.

- Work with staff, children, the community and outside agencies to identify all forms of prejudice driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others
- Ensure that we understand the needs of vulnerable and minority groups within our school

- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and pupil voice.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Support all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children if they are needed.
 - Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Celebrate success and achievements to promote and build a positive school ethos.

Involvement of Pupils We will:

- Seek children's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns and embed messages in the wider school curriculum.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Liaison with Parents and Carers We will:

- Make sure that key information about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our Parental Complaints Procedure Policy and how to use it effectively.
 - Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

Monitoring and Review

This policy is monitored on a day-to-day basis by the head teacher, who reports to governors on request about the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness every two years or earlier if necessary.

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

November 2025

Signed **Headteacher**

Signed **Chair of Governors**

Date of next Review: November 2026

All statutory policies are available to view on the school website www.waltonprimary.co.uk and on request from the school office.

Appendix 1

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies” www.gov.uk/government/publications/preventing-and-tacklingbullying
- DfE: “No health without mental health”:
<https://www.gov.uk/government/publications/nohealthwithout-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk • UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice:
<https://www.gov.uk/government/publications/sendcode-of-practice-0- to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational