



Anti-Bullying Policy

This policy is built upon the DfE guidance 'Preventing and Tackling Bullying' (2017). It also considers the DfE Statutory guidance 'Keeping Children Safe in Education (2025) which now incorporates the guidance on Child-on-Child Abuse.

2025 – 2026

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Date agreed by Governors:	September 2025
Date to review:	September 2026

'LEARNING FOR LIFE'

Our school is a safe, happy and inclusive place where everybody is valued, treated equally, respected and where difference is celebrated.

We believe that all members of our School community should reach their full potential academically, socially and emotionally.

We are committed to ensuring that every child is prepared for their future lives as responsible citizens with a strong moral purpose.

Learning is a lifelong journey and we strive for all children to enjoy learning; leading to independent, motivated 'Lifelong Learners' who are prepared to face the modern day wider world with enthusiasm.

1. Statement of Intent

Whiston Willis Primary Academy have a responsibility to ensure that bullying behaviours are not tolerated. We will never knowingly tolerate bullying behaviour and reject bullying behaviour towards any member of our school community. A child who is happy and secure is more likely to make progress personally, socially and academically than a child that is anxious. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

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. This policy aims to produce a consistent school response to any bullying incidents that may occur. 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 the eradication of bullying in our trust. At Whiston Willis there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. We will not tolerate instances of peer-on-peer abuse and will not pass it off as “banter”, or “part of growing up”. We will recognise that “child on child abuse” can occur between and across different age ranges.

2. Objectives of this Policy

- The purpose of this policy is to outline what Whiston Willis Primary Academy will do to prevent and tackle all forms of bullying.
- To ensure that all governors, teaching and non-teaching staff, pupils and parents/ carers have an understanding of what bullying is and how it should be reported.
- To ensure that all pupils and their families know what the school policy is on bullying, and what they should do if bullying occurs.
- To assure parents and carers, that as a school, we take bullying seriously and that they will be supported when bullying is reported.

3. Definition of Bullying

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally” (*Preventing and Tackling Bullying* May 2012 - Department for Education).

In order to be considered bullying, the behaviour must be aggressive and include:

- intent
- repetition
- an imbalance of power

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose. Stopping violence and ensuring a child's physical safety is our first priority but we also recognise that emotional bullying can be as damaging as physical bullying.

4. Forms of Bullying

There are many forms and types of bullying that may occur between peers and this list is not exhaustive:

- Emotional/ Mental
- Physical
- Online (Cyber)
- Prejudicial
- Sexual Violence & Sexual Harassment

Under the Equality Act 2010, schools are responsible for eliminating unlawful discrimination, harassment or victimisation and must advance the equality of opportunity of children and adults who have protected characteristics. This includes bullying behaviour on the basis of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, pregnancy or maternity.

This definition has been agreed by staff and pupils within the trust. Bullying between any members of our trust community will not be tolerated; this includes the bullying of adults and children.

5. Signs and Symptoms of Bullying

Bullying is not the same as falling out with your friend or friends. Rather than telling an adult, children may indicate by signs and symptoms that they are the victims of bullying. Adults should be aware of these possible signs and should investigate if a child:

- Is frightened of walking to or from school
- Is unwilling to come to school
- Becomes withdrawn, anxious or lacking in confidence
- Cries themselves to sleep or has nightmares
- Feels ill in the morning
- Begins to do less well in school work
- Comes home with clothes or possessions damaged
- Starts stealing money
- Has unexplained cuts and bruises
- Comes home hungry (more so than is usual)
- Becomes aggressive or unreasonable
- Is bullying siblings or other children
- Stops eating
- Is frightened to say what is wrong
- Is afraid to use the mobile phone, internet or online games
- 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.

6. Prevention of Bullying

In our daily contact with pupils, all staff work at developing skills in pupils focusing particularly on self-confidence, self-esteem and resilience.

“Every teacher needs to focus on fostering self-confidence and self-esteem: in every pupil, in every lesson, every day.”

Strategies we may use are:

- Empower the Child with positive reinforcement;
- Promoting of Safeguarding messages throughout the school; development of the School Leadership Team;
- Assemblies to celebrate achievements and events;
- PSHE lessons;
- Worry Boxes (KS2) & Roar Rainbow (KS1 & EYFS);
- Anti-Bullying Week, Time to Talk Week, Random Acts of Kindness Day, Mental Health Awareness Week, Healthy Eating Week, Safer Internet Day;
- Continuous professional development of all stakeholders;
- Class Charter: Rights Respecting School;
- The Whiston Willis Way.

7. Responding to Bullying

Children can report bullying to any member of staff. Parents are welcomed into school to speak with teachers about any concerns; however, they are asked to arrange an appointment after school so that the teacher can give them focused attention. Bullying can be reported by the child who is the target of the bullying or by anyone who observes it. All allegations of bullying will be taken seriously and investigated. When bullying is reported staff will act promptly to deal with the issues, a member of the senior leadership team will be notified and may investigate the allegations.

All bullying incidents are recorded on CPOMs. In addressing bullying, the Principal will consider whether the behaviour may be a child protection issue or a criminal law offence.

All incidents of bullying will be reviewed by the Principal and Senior Leadership Team, who will work with school staff to agree the appropriate response. All staff should adopt a positive mind set when responding to bullying concerns and have options for how to respond to incidents of bullying in a planned, deliberate and positive way.

The school's response to any suspected or reported bullying will include:

1. Building a Picture

We will:

- Establish the location, time and date of the incident;
- Establish the type of bullying and the sequence of events; and
- Identify those involved.

2. Dealing with the Bully

We will:

- React promptly and fairly;
- Take action to modify the bully's behaviour;
- Take action that clearly demonstrates bullying is unacceptable;
- Record all incidents of bullying and the measures taken; and
- Monitor the progress made by the bully
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3. Applying Sanctions

- Graded sanctions will be applied progressively according to the seriousness and persistence of the bullying;
- Discussion with the pupils involved;
- Discussion with the bully's parents/carers;
- Withdrawal of privileges such as playtime, jobs, after-school activities;
- Exclusion from school at lunchtime;
- Temporary suspension; and
- Exclusion

4. Supporting the Victim

Victims must never suffer in silence. They are encouraged to talk to someone they can trust and write down what actually happened.

We will:

- Investigate any incident;
- Take the problem seriously;
- Interview the bully and the victim separately;
- Obtain an apology from the bully;
- Decide on appropriate action;
- Keep a record of the incident, the action taken and interviews;
- Contact the bully's parents in all but superficial incidents;
- Keep staff aware of proceedings;
- Monitor the effectiveness of action taken; and
- Hold follow-up meeting with the victim's family to discuss progress.
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8. Link with other school policies

- Behaviour and Relationships Policy
- Complaints Policy
- Child Protection and Safeguarding Policy
- Online Safety and Acceptable Use policies
- Curriculum policies such as, PHSE and Citizenship, RSE, computing
- The Whiston Willis Way Policy