



Anti-Bullying Policy

Ratification by Warrender Governing Body	
Policy Updated:	January 2026
Date of next Review	January 2027
Signature (Governors):	<i>W Maynard</i>
Signature (Headteacher):	<i>H Brown</i>

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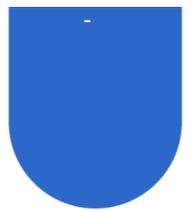
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Purpose:

The aim of this Anti-Bullying Policy is to establish a school ethos of zero tolerance towards bullying behaviour ensuring a safe and secure environment is sustained for all children. All children will understand that bullying is unacceptable. We aim for all children to reach their potential socially, emotionally and academically through learning in a supportive, caring and safe environment without fear of being bullied. At Warrender Primary School, we recognise that preventing, raising awareness and consistently responding to cases of bullying should be a priority to ensure the safety and wellbeing of our children.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Warrender Primary School, we are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

If there are concerns regarding adult/child bullying targeted behaviour, this will follow procedures and guidance outlined in Warrender's safeguarding policy.

Role and Responsibility

The governing body is responsible for monitoring the effectiveness of this policy through termly reports and ensuring it is reviewed annually, while the headteacher has overall responsibility for implementing the policy, managing serious incidents, and ensuring all staff are trained to identify and respond to bullying appropriately. All staff are responsible for modelling positive behaviour, being vigilant for signs of bullying, responding promptly to any concerns, and recording incidents on CPOMS (behaviour monitoring system), while pupils are expected to treat others with respect, report bullying when they see it, and support victims, and parents/carers are expected to watch for signs of bullying, report concerns immediately to the school, work in partnership with staff to resolve issues, and reinforce anti-bullying messages at home.

Definitions

At Warrender Primary School, we define bullying as behaviour that **repetitively and deliberately intends to cause distress to others**. Bullying involves an imbalance of power or status, so that it is difficult for those being bullied to defend themselves.

The main types of bullying are:

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- Physical (hitting, kicking, theft)
- Verbal (name calling) – prejudice-based and discriminatory language including: racist, sexist, homophobia, transphobia, body shaming or comments about disabilities and additional needs.
- Racial incidents will be identified as racial intent or racial language used
- Disability-based bullying - including bullying related to children with special educational needs
- Sexist and sexual bullying - including unwanted physical contact and sexually inappropriate comments
- Bullying related to religion or belief
- Indirect (spreading rumours, excluding someone from friendship groups)
- Cyber (hurtful text messages, deliberate leaving out of people from chats, e-mails or comments on social media that could happen beyond the school day and sharing photos or screenshots within group chats or with others that cause harm)

Signs of Bullying

Children, who are being bullied, may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lack of concentration or truanting from school.

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Cyber Bullying

When cyberbullying occurs outside school hours, the school will investigate and respond to incidents that have an impact on pupils' wellbeing or the school community, using our powers under the Education Act 2011 to discipline pupils for behaviour outside school premises where it is reasonable to do so. If parents are concerned, please report cyberbullying incidents to the school and preserve any evidence to share with senior leaders- screenshots, message – before reporting. Please refer to our online safety policy for further information.

Peer-on-Peer Abuse

Bullying crosses the threshold into peer-on-peer abuse when the behaviour involves sexual violence or sexual harassment, physical assault causing significant harm, or any conduct that meets the threshold for safeguarding concerns under the Children Act 1989 (where there is reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm), at which point the incident will be managed in accordance with our

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Child Protection and Safeguarding Policy and may involve referral to external agencies including the police and children's social care. Please refer to our safeguarding policy for further information.

Implementation

At Warrender Primary School, we have developed our anti-bullying culture in school in many ways – for example, through Personal, Social and Health Education (PSHE), Circle Time, assemblies and/or Warrender Weekly (parent newsletter), key stage phase meetings, Anti Bullying Week (to raise awareness), E-Safety Week and discussions with School Council. Reducing bullying is everyone's responsibility – every one of us has rights and responsibilities within this framework. Children are heard at Warrender and their voice is important in the strategic leadership of the school. Children have access to post boxes where they can raise a concern, speak to trusted adults and can identify who the safeguarding leads are within the school.

Each year, Warrender Primary School's Anti-Bullying Charter is signed by a member of the governing board, the Head teacher and the two school ambassadors. (The Charter is in line with charters recommended by organisation such as the DES, STA, Anti-Bullying Alliance and teaching unions.) Warrender has zero tolerance for bullying within the school and will lead full investigations when allegations arise.

Our school community:

- Discusses, monitors and reviews our anti-bullying policy on a regular basis
- Supports staff to identify and tackle bullying appropriately
- Ensures that children are aware that all bullying concerns will be dealt with sensitively and effectively
- Reports back quickly to parents/carers regarding their concerns on bullying
- Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the LA and relevant organisations when appropriate
- Termly reviews of number of cases shared with the governing board

Children are given clear advice that if they feel they are being bullied, they must **tell an adult they trust**. If parents/carers suspect bullying, they must talk to the class teacher or a senior member of staff.

All cases of alleged bullying should be reported to the Head teacher and Deputy Head teacher or senior member of staff.

In any case of alleged bullying, the class teacher or senior member of staff should take the following actions:

- Establish the facts and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and child witnesses if necessary and appropriate.
- If the allegation of bullying is upheld, the Head teacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together.
- The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation.

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- Both parties should be clear that a repeat of these behaviours will not be acceptable.
- All bullying incidents must be recorded on CPOMS.
- Parents of both parties should be informed as well as informing the class teacher.
- If the situation does not improve, the Head teacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the children involved.
- Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary until the bullying has stopped. Protective and educational consequences will be outlined for the perpetrator including a restorative practice approach.

Warrender Primary School will offer support to the child who has been bullied by:

- Offering continuous pastoral support and reassurance to the child
- Opportunities to immediately discuss the experience with their class teacher
- Restoring self-esteem and confidence
- Liaising with parents/carers

Children who have perpetrated bullying will have the opportunity to:

- Discuss what happened and why they became involved
- Establish the wrong-doing and the need to change behaviour
- Ensure that they take responsibility for their actions
- Appropriate education and support regarding their behaviour
- Identify strategies to aid them in good decision making

Support for witnesses/bystanders

We recognise that pupils who witness bullying can be significantly affected by what they see or hear, and may experience feelings of guilt, fear or distress, so we will offer pastoral support to any pupil who has witnessed bullying, including the opportunity to discuss their feelings with a trusted adult and access to our wellbeing support systems. We actively encourage bystanders to report bullying through our 'Be an Upstander, Not a Bystander' approach, which is taught through PSHE lessons and assemblies, and we make it clear that reporting bullying is the right thing to do and helps to keep everyone safe. Pupils who report bullying will be praised for their courage and responsibility, and we will take steps to protect them from any potential retaliation, which may include discreet monitoring, ensuring confidentiality where possible, and taking swift action against any pupil who attempts to intimidate witnesses. Through our curriculum, we teach pupils practical strategies for safely intervening when they witness bullying, such as supporting the victim, getting help from an adult, or using distraction techniques, so that they feel empowered to take positive action rather than being passive observers.

Vulnerable groups

We recognise that certain groups of pupils may be more vulnerable to bullying, including pupils with special educational needs and disabilities (SEND), looked after children, young carers, pupils from minority ethnic groups, and LGBTQ+ pupils, and we are committed to providing additional support and vigilance for these children. Pupils can report bullying in multiple ways including speaking to any trusted adult in school, telling their class teacher or a senior leader, using our postbox system, or asking a parent/carer to contact the

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school on their behalf via the school office (office@warrenderschool.co.uk) or by speaking directly to their class teacher. For vulnerable pupils who have experienced bullying, we will put in place enhanced monitoring through regular check-ins with a designated member of staff, closer liaison with parents/carers, and tailored pastoral support which may include one-to-one sessions, social skills groups, or referral to external support services. We will also proactively monitor vulnerable pupils through our termly wellbeing reviews, CPOMS tracking, and discussions with the SENCO and Designated Safeguarding Lead to identify any emerging concerns before bullying occurs or escalates.

Staff training

All staff receive annual training on identifying, preventing and responding to bullying as part of our safeguarding and child protection training, which includes recognising the signs of bullying, understanding different types of bullying (including cyberbullying and prejudice-based bullying), and knowing how to apply our restorative approach and recording procedures effectively. The Senior Leadership Team and Designated Safeguarding Lead receive enhanced training on managing serious bullying incidents and peer-on-peer abuse, while governors receive regular updates on bullying trends and the effectiveness of our anti-bullying strategies through termly reports, ensuring all stakeholders are equipped to fulfil their responsibilities in creating a safe school environment.

Recording and monitoring

All bullying incidents are recorded on CPOMS with detailed information including the date, time, location, nature of the bullying (physical, verbal, indirect or cyber), the pupils involved, any protected characteristics involved, actions taken and outcomes, and these records are regularly reviewed by the Senior Leadership Team and Designated Safeguarding Lead to identify patterns, trends and vulnerable individuals. The headteacher provides termly reports to the governing body which analyse bullying data by type, location, and groups affected, enabling us to evaluate the effectiveness of our anti-bullying strategies, target interventions and prevention work appropriately, and ensure our approach continues to create a safe environment for all pupils.

Behaviour Policy

Our Behaviour Policy includes rewards and consequences which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Links to other policies

- Behaviour
- Complaints
- PSHE and RSE
- Safeguarding
- Mobile phone
- Online
- Special Educational Needs

Useful links

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Anti-Bullying Alliance: www.anti-bullyingalliance.co.uk

Childline: www.childline.co.uk

Family Lives: www.familylives.co.uk

Kidscape: www.kidscape.co.uk

MindEd: www.minded.co.uk

NSPCC: www.nspcc.co.uk

The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

PSHE Association: www.pshe-association.co.uk

Restorative Justice Council: www.restorativejustice.co.uk

The Diana Award: www.diana-award.co.uk

Victim Support: www.victimsupport.co.uk

Young Minds: www.youngminds.co.uk

Young Carers: www.youngcarers.net

The Restorative Justice Council: www.restorativejustice.co.uk/restorative-practiceschools

Monitoring, Evaluation and Review

This policy will be promoted and implemented throughout the school. We will review this policy and evaluate its implementation and effectiveness every year.

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Appendix – Antibullying charter

Warrender Primary School Anti-Bullying Charter

Our Commitment

At Warrender Primary School, we are committed to creating a safe, respectful and inclusive environment where every member of our school community can learn, work and thrive without fear of bullying.

We Believe That:

- Everyone has the right to feel safe, valued and respected
- Bullying in any form is unacceptable and will not be tolerated
- We all have a responsibility to prevent and respond to bullying
- Differences should be celebrated, not used as a reason to bully
- Speaking up about bullying is brave and helps keep everyone safe

Our Promises:

As a School, We Promise To:

- Take all reports of bullying seriously and investigate them thoroughly
- Support pupils who experience bullying and help them feel safe
- Work with pupils who bully others to help them change their behaviour
- Teach pupils about bullying and how to prevent it through our curriculum
- Create a culture where pupils feel confident to report bullying
- Work in partnership with parents and carers to address bullying
- Monitor and review bullying incidents to improve our approach
- Celebrate kindness, respect and positive behaviour

As Staff, We Promise To:

- Model respectful behaviour at all times
- Be vigilant and look out for signs of bullying
- Listen to pupils' concerns and take them seriously
- Act promptly when bullying is reported or observed
- Record all incidents accurately and follow school procedures
- Support both victims and perpetrators appropriately
- Create inclusive classrooms where all pupils feel valued
- Communicate effectively with parents and carers

As Pupils, We Promise To:

- Treat everyone with kindness and respect

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- Stand up against bullying and support those who are bullied
- Report bullying when we see it or experience it
- Not join in with bullying behaviour
- Include others and celebrate our differences
- Be an 'upstander' not a bystander
- Listen to and learn from adults who help us
- Think before we speak or act, especially online

As Parents and Carers, We Promise To:

- Talk to our children about bullying and how to respond to it
- Watch for signs that our child might be being bullied or bullying others
- Report concerns about bullying to the school immediately
- Work in partnership with the school to resolve issues
- Support the school's anti-bullying policies and approaches
- Model respectful behaviour and language at home
- Reinforce messages about kindness and respect
- Not use social media to discuss bullying incidents

As Governors, We Promise To:

- Ensure the school has an effective anti-bullying policy
- Monitor bullying incidents and trends through termly reports
- Hold school leaders to account for tackling bullying
- Support the school in creating an anti-bullying culture
- Review the policy regularly to ensure it remains effective
- Ensure resources are available to prevent and address bullying

Our Signatures Show Our Commitment:

On behalf of the Governing Body:

Signed: _____ Date: _____
Name: _____ (Chair of Governors)

On behalf of the School:

Signed: _____ Date: _____
Name: _____ (Headteacher)

On behalf of the Pupils:

Signed: _____ Date: _____
Name: _____ (School Ambassador)
Signed: _____ Date: _____
Name: _____ (School Ambassador)

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