



Wollaston Primary School

Anti- Bullying Strategy

December 2025

Review Date: December 2026

Introduction

At Wollaston Primary School, we pride ourselves on the care and nurture that we offer to every child in our care. We have a strong community ethos and actively promote respectful, caring and trusting relationships between our staff, families and children. We believe that every child needs a strong team of support to enable them to achieve their aspirations in an environment that is safe, happy, respectful and nurturing. We aim to provide vibrant and exciting learning environments where learning can take place happily and without disruption.

We recognise that there will be occasions when the behaviour of individual children may disrupt the education of themselves and others around them, we strive to ensure that each individual and class is well supported and that high expectations are upheld. The following policy outlines how we expect reported incidences of bullying to be managed, investigated and responded to. The wellbeing and safety of our pupils is paramount, and any concerns linked to bullying remain a priority. We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

In line with the **Equality Act 2010**, **Education Act 2002**, and the **Online Safety Act 2023**, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Acts;
- 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 Wollaston Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment onsite and when representing our school in the wider community.

Under the **Children Act 1989** and **Keeping Children Safe in Education (KCSIE) 2025**, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil 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 children's social care following the schools safeguarding processes managed by the designated safeguarding leads.

This policy is closely linked with our Behaviour Policy, our Safeguarding Policy (incorporating Online Safety), our school Code of Conduct, and the school's Vision, Aims and Values.

Principles

It is the responsibility of the LAC and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

Respect is at the very centre of our school values and this is supported by the remaining values that surround this. Our school values are strongly promoted and modelled across school and are demonstrated in practice by staff, children and our wider school community.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Wollaston Primary School. They are:

- Every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- Pupils learn to be strong and independent through positive relationships;
- Pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- Pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

Bullying Definition

At Wollaston Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying (such as relational conflict), with all pupils through assemblies and PSHE lessons. Staff members are trained in emotion coaching and restorative practices and behaviour is clearly viewed as communication. Children are actively encouraged to take responsibility for their actions and to reflect upon the thoughts and feelings of themselves and others.

Bullying is defined by the **Anti-Bullying Alliance** as:

"The repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power."

Types of Bullying

Cyber-Bullying & Online Harms

The rapid development of technology has provided a new medium for 'virtual bullying', which can occur in and outside school. In line with the **Online Safety Act 2023** and **KCSIE 2025**, we recognise that cyber-bullying involves the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. The school regularly shared information with parents and carers regarding online behaviours and any concern shared is clearly communicated with parents and carers to raise awareness and ensure that a clear plan of action is put into place.

Cyber bullying and online harm is defined below as:

- **Harassment:** Repetitive sending of offensive messages.
- **Denigration:** Sending or posting gossip or rumours about a person to damage their reputation or friendships.
- **Exclusion:** Intentionally excluding someone from an online group.
- **Sharing Harmful Content:** Forwarding private images or sharing content encouraging self-harm or violence.

Racist Bullying

At Wollaston Primary School diversity and culture is celebrated and actively taught in every class. This includes learning through our no outsiders approach, PSHE and RE lessons.

Racist bullying refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Racist bullying is not tolerated and this is actively challenged. Incidences of this are raised immediately with parents if identified and support and education is provided to both perpetrator and victim.

Homophobic, Biphobic and Transphobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual, or transgender people, or those perceived to be. The school actively champions a 'No

Outsiders Approach' to educating children on this aspect and provides a safe and respectful place for questions to be raised and misconceptions addressed.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transgender
- Children who are missing education or frequently absent (as highlighted in *Working Together to Improve School Attendance*)

Bullying Prevention

Preventing and raising awareness of bullying is essential to keeping incidents in our school to a minimum. This also supports our children in their journey to becoming respectful members of our school community and prepares them for adulthood.

Through assemblies and PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Children are taught conflict resolution skills and to identify when adult support needs to be sought. Parents and carers have access to email addresses for school staff to raise concerns and bullying complaints made to the office are directed straight to the school's DSL team.

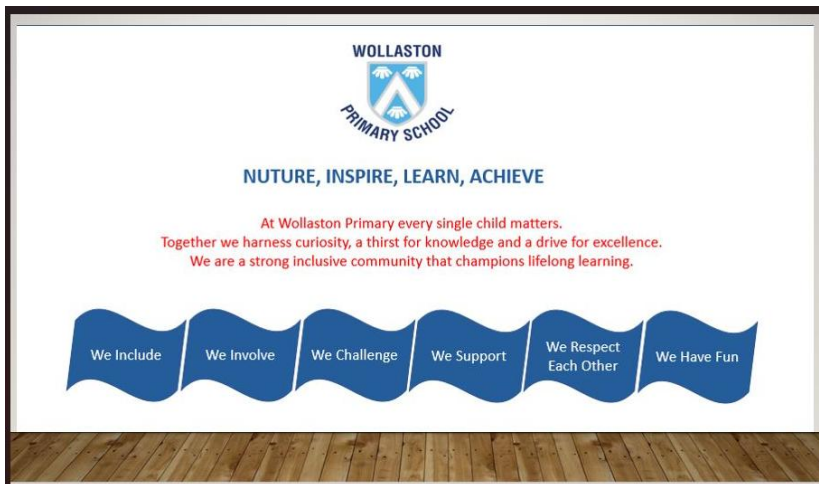
Throughout the year assemblies are led directed to bullying and seeking support and this is supported by the school's team of Anti-Bullying Ambassadors. Events are held to mark Anti-bullying week such as 'odd socks day' and staff are directed towards resources to support the understanding of themselves and their class. Around school 'Who can help me?' boards are visible and detail how children can seek support. The school has a physical and virtual worry box and the key for this is held by the SENCO who is also a DSL. Children know how to use this and at the start of the year children are encouraged to consider their 'hand of trust' and who they can speak to if they are worried.

We teach pupils how to stay safe online, the risks of social media, and how to report harmful content, aligning with the new statutory expectations of KCSIE 2025. This is led

by our school ICT lead and books and information is readily available in school. The school has a filtering and monitoring system and weekly documents outlining usage and any concerns are sent directly to the DSL where they can be investigated and addressed.

School Values

School values are regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced. Our values are as follows:



Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or a senior member of staff and recorded immediately on My Concern.

1. **Establish Facts:** In any case of alleged bullying, either the Classteacher, the Headteacher, or a senior member of staff should first establish the facts and build an accurate picture of events over time. This includes speaking to the alleged perpetrator(s), victim(s), and adult witnesses.
2. **Restorative Approach:** If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together (where safe and appropriate).
3. **Consequences:** The perpetrator(s) should fully understand the consequences of their actions on the victim(s) and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.
4. **Recording:** All bullying incidents must be recorded formally. This record will now include whether the incident took place online or offline, as per KCSIE 2025 recording guidelines.

5. **Social Model Checklist:** When dealing with any incidents of bullying, we use the social model, in line with the Anti-Bullying Alliance. This model ensures the following is considered:

| Checklist | Yes/No |
|--|--------|
| The strategy is pupil centred | |
| SMART outcomes have been identified (specific, measurable, achievable, realistic & time bound) | |
| The child is part of the setting NOT apart from the setting (i.e. not being separated in the playground or on trips) | |
| Any training needs of parents and staff have been met | |
| Diversity is welcome and the children & young people included in decision making | |
| The responses are not about changing the behaviour of the child or young person who has been bullied | |
| The setting has evolved | |

Escalation and Child-on-Child Abuse

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries.

Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

In line with **KCSIE 2025**, staff must recognise that bullying is a form of **child-on-child abuse**. If bullying behaviours (including cyber-bullying and sexual harassment) pose a risk of significant harm, normal safeguarding procedures must be followed immediately.

Signs of Bullying

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, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, signs of depression.
- **Behavioural:** asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.
- **Online Indicators:** being secretive about online activity, switching screens when adults approach, receiving many notifications that cause distress