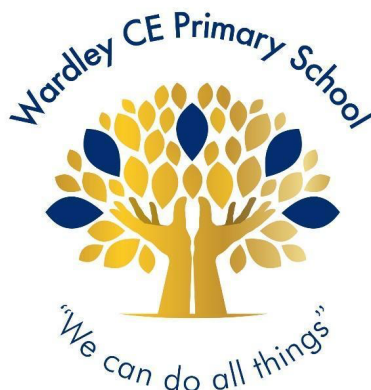


Wardley CE Primary School

Anti-Bullying Policy



Name of Reviewer	Helen Kelly
Date of Approval of Governing Board	September 2026
Signature of Chair	Alan Johns
Signature of Head	Helen Kelly
Date Due for Review	September 2027

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Our School Vision

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that 'We can do all things' within a deep and rich curriculum.

We can do all things through Christ who strengthens us. Philippians 4:13

Practical ways in which we attempt to carry out our school vision

Through the Christian value of respect:

- Having strong ethics to underpin our decision making and actions.
- Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
- Promoting a sense of justice.
- Creating a strong moral purpose which underpins everything we do

Through the Christian value of friendship:

- Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.
- In celebrating diversity we value the strengths of all and embrace differences.
- Engaging stakeholders within and beyond the school.

Through the Christian value of trust:

- Having a strong sense of teamwork amongst all members of the school community.
- No matter how small, we value every contribution and support each other to reach our goals.
- In respecting each other, we strive to not let each other down.
- In feeling valued and empowered people have a desire to go the extra mile.

Through the Christian value of courage:

- Recognising, supporting and developing everyone's potential.
- Nurturing skills and promoting opportunities.
- Creating an environment for people to think positively and take risks.

Through the Christian value of perseverance:

- Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
- All improvements are underpinned with high aspirations.
- When problems arise, we must hold on to our vision and find solutions.
- We inspire and innovate and we support others to do the same.

What is Bullying?

At Wardley CE Primary School, our understanding of bullying is developed and reinforced through our Jigsaw PSHE curriculum, which supports children to understand relationships, recognise when behaviour is unkind or harmful, and know how to seek help when they are worried about themselves or others.

We understand bullying to be deliberately hurtful behaviour that is repeated over time and involves an imbalance of power, making it difficult for the person experiencing the bullying to defend themselves.

Bullying can take many forms, including physical, verbal, social and online behaviour. It has the following key characteristics:

- **It is intentional** – the behaviour is deliberately intended to hurt, upset, intimidate or exclude another person.
- **It is repeated** – bullying usually happens more than once or forms part of an ongoing pattern of behaviour.
- **It involves an imbalance of power** – this may relate to physical strength, confidence, social status, numbers, age, additional needs, access to information or technology, or another perceived difference.
- **It causes harm** – this may be physical or emotional and can affect a child's wellbeing, confidence, relationships, attendance and ability to learn.

Through Jigsaw PSHE, our wider curriculum and the Wardley Way, children are taught the difference between bullying and other forms of unkind behaviour or conflict. A one-off disagreement, friendship difficulty or incident of unacceptable behaviour is not necessarily bullying; however, all harmful or unacceptable behaviour will be taken seriously and responded to appropriately, whether it meets the definition of bullying.

Bullying is therefore different from a one-off disagreement, friendship difficulty or conflict between pupils where there is no imbalance of power. However, a single serious incident may still constitute harmful behaviour, child-on-child abuse or another safeguarding concern and will always be responded to appropriately.

Bullying may be prejudice-based or discriminatory and can relate to, for example:

- race, ethnicity, nationality, religion or belief
- disability, special educational needs or neurodivergence
- appearance or health conditions
- sex, sexual orientation or gender reassignment
- family or home circumstances, including being a young carer or a child in care
- sexist, sexual, homophobic, biphobic, transphobic or other discriminatory behaviour
- sexist or sexual bullying

Bullying can take a range of forms, including:

- Physical – for example hitting, kicking, pushing, damaging or taking belongings, or other unwanted physical contact.
- Verbal – for example name-calling, insults, threats, teasing, discriminatory language, belittling or spreading rumours.
- Social / emotional – for example deliberate exclusion, humiliation, manipulation, coercion, intimidation or damaging relationships and reputation.
- Online / cyber – for example harmful behaviour through social media, messaging services, group chats, gaming platforms, image or video sharing, anonymous accounts, or AI-generated or manipulated content. Online bullying may take place both inside and outside school and can have a significant impact on pupils in school.
- Cyber: This type of bullying can be in chat rooms, online, instant messaging on a mobile phone or e-mails.

The Effects of Bullying

All forms of bullying are hurtful and may have a devastating effect on those who are bullied. Whilst some children may recover from bullying, there are others who suffer lasting consequences.

Children who are bullied may see themselves as inadequate and friendless and suffer from loss of confidence and low self-esteem.

Children who display bullying behaviour may also experience long-lasting consequences. They will be supported to understand the impact of their behaviour, take responsibility and develop safer and more respectful ways of relating to others.

Bullies may also suffer from long lasting consequences and unless offered support, may continue with bullying behaviour into their adult lives. For this reason it is important that they receive support to enable them to change their behaviour.

Principles

Bullying happens in every school and the effects can be long lasting, sometimes devastating.

- We take bullying seriously in our school and will not tolerate it.
- We work proactively to address the issue explicitly with children and provide opportunities to develop understanding, empathy and self- esteem.
- We also react to bullying decisively and consistently with appropriate sanctions.
- Children are not “bullies” or “victims”. Bullying is not a character trait but a set of behaviours.
- Even “perfectly nice” and popular children can use bullying behaviours on occasion. “Witnesses” to bullying also have a role to play.
- All “sides” in a bullying incident will be listened to calmly and with respect.
- We involve parents in our approach to preventing or addressing bullying behaviour.

The school takes part in National Anti-Bullying Week through assemblies, Class Worship Time and PSHE lessons. Adults are alert to bullying behaviours both inside the school and on the playground and address concerns promptly.

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The Law

Wardley CE Primary School endeavours to comply with the legal requirements placed on schools and the Governing Body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that “encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils” (Education and Inspections Act 2006, section 89).

The school will exercise their legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

Schools are required to comply with the equality duty 'The Equality Act 2010'. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by law
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it

The school also has regard to current Department for Education guidance on preventing and tackling bullying and to Keeping Children Safe in Education 2026. There is no single legal definition of bullying; however, schools must have measures in place to encourage good behaviour and respect for others and, in particular, to prevent all forms of bullying among pupils.

- Foster good relations between people who share a protected characteristic and people who do not share it.

Pupils and parents/carers are encouraged to report bullying to any member of staff. Concerns will be investigated promptly, appropriate action will be taken and parents/carers will be informed using usual school procedures. Incidents will be recorded in accordance with school procedures and referred to the Headteacher and/or Designated Safeguarding Lead (DSL) where appropriate.

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the pupil's class teacher to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. Incidents may then be referred to the Headteacher using the school's bullying incident recording form.

Pupil voice is important at our school and pupils are encouraged through various means to report bullying behaviour which they experience, witness or become aware of. Wardley CE Primary is a "Telling School" and children are encouraged to tell a trusted adult if they see, hear or know of another child being subjected to suspected bullying. We promote the Salford Listening Standards to assist us in creating this culture.

Pupil voice is important at our schools and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. Wardley CE Primary is a 'Telling School' and the children are encouraged to tell an adult if they see, hear or know of another child being subject to suspected bullying. We promote the Salford Listening Standards to assist us in creating this culture.

Pupils know that telling someone about inappropriate behaviour is the best way of everyone keeping safe and that telling will help the person acting wrongly to improve his/her behaviour. Children understand that they have the right to be safe and share the responsibility of looking after others. This means that if they see someone being picked on, repeatedly teased or bullied

they have a responsibility to help this to stop; involving the teachers and other adults is the best way of solving the problem.

At Wardley we have:

- regular opportunities for pupils to talk about what's going on
- clearly understood, consistent, open and fair responses to bad behaviour
- a commitment to constantly reinforcing a 'telling' message
- a whole school approach to being a listening school in which children are encouraged to share any worries that they have. Initiatives to encourage this include 'Worry Boxes' in each phase corridor for KS1 and KS2.

The Whole School Behaviour Policy also reinforces the school's expectation as to how members of the school community should conduct themselves.

The aim of any anti-bullying intervention is to safeguard and support the pupil who has experienced bullying, stop the harmful behaviour, and support the pupil or pupils displaying bullying behaviour to understand its impact and change their behaviour. Responses will be proportionate, consistent and informed by the school's Behaviour Policy and Safeguarding and Child Protection Policy.

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

Responding to a pupil who has displayed bullying behaviour

At Wardley CE Primary School, we respond promptly and involve parents/carers as appropriate. Depending on the circumstances, actions may include:

- restorative approaches where appropriate, safe and agreed;
- individual work with a trusted member of staff;
- pastoral or counselling support;
- support from the educational psychologist or another relevant outside agency;
- targeted work to develop emotional regulation, empathy, respectful relationships and safer behaviour.
- anger management strategies discussed

Supporting a pupil who has experienced bullying

- immediate action to help the pupil feel safe and prevent further incidents;
- pastoral or counselling support where appropriate;

- restorative work or mediation only where appropriate, safe and agreed;
- communication and partnership with parents/carers;
- support to develop confidence, assertiveness and trusted relationships, alongside reasonable adjustments where needed.
- Self-assertive strategies discussed

This Anti-Bullying Policy supports a culture in which pupils feel confident to report bullying, online bullying, prejudice-based and discriminatory bullying, sexual harassment and other harmful behaviour, knowing that concerns will be taken seriously and responded to effectively.

The Anti-Bullying Policy ensures that we foster a culture of safety throughout the school where children and young people can alert us to any incidents of bullying, cyberbullying, prejudice-based and discriminatory bullying and be confident that they will be dealt with effectively.

Bullying can be a safeguarding issue and may constitute child-on-child abuse. Where behaviour raises a safeguarding concern, staff must follow the school's Safeguarding and Child Protection Policy and report the concern immediately to the DSL or a deputy DSL. The school will not wait for behaviour to become repetitive before taking safeguarding action where there is a risk of harm.

The Anti Bullying Policy also enables us to prevent issues escalating to safeguarding concerns. We actively seek to provide an environment that is safe from all forms of intimidation.

Sexual harassment, sexual violence, harmful sexual behaviour and sexualised bullying will never be dismissed as “banter”, “having a laugh”, “part of growing up” or an inevitable part of school life. This includes sexual comments or name-calling, unwanted touching, sexual rumours, coercion and harmful online sexual behaviour. Such concerns will be managed in accordance with **Keeping Children Safe in Education 2026** and the school's safeguarding procedures.

Our school fosters a culture of safety through the development of an Anti-Bullying Policy where children and young people feel confident to report any incidents of bullying including cyberbullying, prejudice-based and discriminatory bullying, sexual harassment, or inappropriate sexualised behaviour, homophobic, biphobic and transgender bullying.

Addressing prejudice and prejudice-based bullying

The school challenges all forms of prejudice, discrimination and prejudice-based bullying which are incompatible with our school vision and our commitment to inclusion, dignity and equality. This includes:

- prejudice relating to disability, special educational needs and neurodivergence;
- prejudice relating to sex, sexual orientation and gender reassignment, including homophobic, biphobic and transphobic language or behaviour;
- prejudice relating to race, ethnicity, nationality, religion or belief, including antisemitism and Islamophobia;
- prejudice relating to family circumstances or background, including towards Gypsy, Roma and Traveller pupils, migrants, refugees and people seeking asylum.
- Islamophobia, Travellers, migrants, refugees and people seeking asylum

Our practice is informed by the Church of England's guidance on dignity and inclusion. We treat all bullying incidents seriously. We keep records of prejudice-related incidents and provide a termly report to governors on the number, type and seriousness of incidents and the actions taken. This data is reviewed to identify patterns and inform preventative action.

Our practice is informed by the Church of England's report: 'Valuing All God's Children. We treat all bullying incidents equally seriously. We keep a record of different prejudice related incidents and provide a termly report to the governors about the numbers, types and seriousness of prejudice related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.

All reports of bullying, discriminatory behaviour, sexual harassment or other harmful behaviour must be taken seriously, investigated and recorded in accordance with school procedures. Staff must act to protect and support pupils. Where there is suspected significant harm, criminal behaviour, hate crime, sexual violence or harassment, or another safeguarding concern, the DSL will consider referral to children's social care, the police or other relevant agencies as appropriate.

All reports of bullying, racial, sexual or other harassment must always be taken seriously and investigated and recorded according to our school policy. Staff must always act and be seen to protect victims. All incidents should be reported to the headteacher.

If you are experiencing bullying, tell a member of staff or another adult you trust. Asking for help is the right thing to do:

- If you find it difficult to tell someone at school, tell your parent or carer, who can contact us.

- If you see or know that someone else may be experiencing bullying, tell a member of staff.
- No-one deserves to be bullied. Everyone has the right to feel safe, respected and included at school.
- No-one deserves to be bullied – remember, you have a right for this not to happen to you.

If your child may be experiencing bullying, they may:

- change their behaviour;
- be unwilling to talk about their day;
- look less happy;
- come home with cuts and bruises;
- not want to wear their glasses;
- take things from home without you knowing;
- avoid certain children/activities, and/or
- be reluctant to come to school.

If your child may be displaying bullying behaviour, they may:

- change their behaviour;
 - be unwilling to talk about their day;
 - come home with toys and things you have not bought for them, and/or
 - have money that you cannot account for.
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- Everybody gets angry. Help our child express it without hurting others.
 - Encourage your child to tell a member of staff straight away if they get hurt at school.
 - Praise your child when they sort problems out by talking rather than hurting others.
 - Make immediate contact with school at any time over bullying incidents.
 - Let the school know if you have any concerns; do not try and sort them out with other children or parents yourself.
 - Allow the school to seek professional advice and support over difficult bullying.