



Waddington and West Bradford CE Primary School

Anti-Bullying Policy

Date agreed: September 2026

Review date: September 2027

Purpose

- To ensure pupils, staff and parents understand that bullying in any form is unacceptable and will be responded to promptly and effectively.
- To reflect statutory safeguarding requirements in Keeping Children Safe in Education (KCSiE) and relevant DfE and sector guidance. ([gov.uk](https://www.gov.uk))

Scope

- This policy applies to all pupils, staff, volunteers and governors and covers bullying that happens: on school premises; on school transport; during off-site visits including residential; and online (both on school devices/networks and pupils' personal devices when the behaviour affects pupils at school). ([gov.uk](https://www.gov.uk))

Principles

- Zero tolerance of bullying. Behaviour presented as "banter", "just having a laugh" or "boys being boys" will be challenged and not downplayed. All allegations are taken seriously. ([gov.uk](https://www.gov.uk))
- Child-centred and safeguarding-led: where bullying raises safeguarding concerns (including sexual harassment, sexual violence, sharing nudes/semi-nudes or other child-on-child abuse), the Designated Safeguarding Lead (DSL) will follow the school's child protection procedures and KCSiE. ([gov.uk](https://www.gov.uk))
- Proportionate, timely responses: sanctions, restorative conversations and support are used as appropriate; some incidents may require multi-agency referral or police involvement. (assets.publishing.service.gov.uk)

Definitions and examples

- Bullying is behaviour by an individual or group, repeated over time, intended to hurt (physically or emotionally), or where there is an imbalance of power. It includes:
 - Physical (hitting, kicking, taking belongings).
 - Verbal (name-calling, threats, racist/sexist/homophobic/transphobic comments).
 - Indirect (exclusion, spreading rumours).



- Cyberbullying (abusive messages, sharing images, group chat exclusion).
- Harmful sexual behaviour, sexual harassment and sharing nudes/semi-nudes. (assets.publishing.service.gov.uk)

Preventive approach (whole-school)

Curriculum: lessons and assemblies explicitly teach respect, the school's Christian values (compassion, forgiveness, courage, hope, joy) and safe online behaviour through PSHE/RSE and Computing. Use Education for a Connected World and UKCIS resources when planning online safety input. (gov.uk)

Culture and systems: promote a whole-school approach (pupils, staff, governors, parents) – visible anti-bullying messages, pupil voice (Rainbow Leaders and age-appropriate leadership roles), and clear reporting routes for pupils and parents. Use Anti-Bullying Alliance recommendations when reviewing practice. (anti-bullyingalliance.org.uk)

Staff training: yearly CPD for all staff on recognising and responding to bullying and child-on-child abuse, including online harms and harmful sexual behaviour. New staff and governors receive briefing at induction. (gov.uk)

Safe reporting: accessible systems for pupils to report concerns confidentially (e.g. trusted adults, worry boxes, an online form). Ensure pupils know reports will be taken seriously and actions explained. (gov.uk)

Responding to incidents – procedures

1. Initial report and recording

All reports – including anonymous ones – are logged immediately (CPOMS) with the name(s) of those involved, witness accounts, dates, times, locations and actions taken. Record the impact on the victim and any contextual safeguarding concerns. (gov.uk)

2. Immediate safety

Ensure the victim is safe and supported. If a child is at immediate risk, follow safeguarding procedures and consider urgent multi-agency referral. If the incident meets thresholds for sexual violence/serious harm, consult local safeguarding partners and the police. (gov.uk)

3. Proportionate response

Investigate: speak separately with victim, alleged perpetrator(s) and witnesses; preserve evidence (screenshots, device logs). For online incidents, follow the school's online safety and device-use protocols. (gov.uk)



Decide: possible outcomes include managing internally (restorative work, sanctions in line with behaviour policy), targeted interventions (mentoring, counselling), parental meetings, and where needed referral to external agencies or the police. Ensure actions are recorded and reviewed. (assets.publishing.service.gov.uk)

4. Child-on-child / sexualised incidents

Treat any harmful sexual behaviour, sexual harassment or sharing of nudes as a safeguarding concern. Follow KCSiE procedures: DSL involvement, risk assessment, possible referral to children's social care and police. Always record rationale for decisions. Consider support needs and alternatives for the victim (including temporary moves only at victim's request). (gov.uk)

5. Communication

Inform parents or carers of both victim and alleged perpetrator unless doing so would jeopardise a safeguarding investigation. Communicate next steps, support offered and expected timescales. Maintain appropriate confidentiality. (gov.uk)

6. Sanctions and support

Sanctions should be proportionate and consistent with the behaviour policy (which will include fixed-term exclusion for serious or persistent bullying). Support plans for both victim and perpetrator must be explicit, with clear monitoring and review dates. Provide restorative opportunities where safe and appropriate. (assets.publishing.service.gov.uk)

7. Recording, monitoring and evaluation

Senior leader (DSL or deputy) reviews bullying records termly and reports anonymised patterns to governors. Monitor by pupil group (including SEND, disadvantaged and gender) to identify any disproportionate vulnerability. Use findings to adapt curriculum, culture and targeted support. (anti-bullyingalliance.org.uk)

Supporting pupils

Victims: immediate pastoral support, check-ins, access to counselling/mentoring where needed, safety planning and changes to class/grouping if necessary. Consider impact on attendance and learning; leaders should ensure academic support is offered. (gov.uk)

Perpetrators

Targeted behaviour support, social skills work, restorative approaches, sanctions where appropriate and referral to external services (CAMHS, family support) when behaviour stems from broader needs. For pupils with SEND, adapt approaches (reasonable



adjustments) and involve SENDCo in planning. (School context note: our school's SEND is 11% – ensure staff are supported to differentiate responses.)

Online and social media incidents

- Apply the same principles for online bullying as for in-school incidents. Preserve evidence, involve DSL, use filtering/monitoring records from school networks, and follow UKCIS and DfE advice on sharing nudes/semi-nudes. Consider confiscation/search guidance where relevant. (assets.publishing.service.gov.uk)

Parents and community

- Publish a short parent summary of this policy in newsletters and on the website; make clear how to report concerns and what to expect after a report. Provide signposting to support organisations (Anti-Bullying Alliance, Childline, NSPCC, Victim Support). (anti-bullyingalliance.org.uk)

Governors' responsibilities

- Governors ensure the policy is up to date, that KCSiE obligations are met, and that adequate resources and training are provided. They receive termly anonymised reports on bullying incidents and the school's response. (gov.uk)

Links with other policies

- This policy should be read alongside: Child Protection & Safeguarding Policy; Behaviour Policy; Online Safety Policy; Acceptable Use Agreements; SEND Policy; Staff Code of Conduct.