



# Woodley Primary School

**At Woodley, we CARE.**

We CARE about each other.

We CARE about the world.

We CARE about our achievements.

## Anti-Bullying Policy

<b>Created by:</b>	R Riley/P Langridge	<b>Date:</b> September 2025
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<b>Approved by:</b>	FGB	<b>Date:</b>
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## Aims & purpose of the policy

At Woodley Primary school we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not accepted.

At our school, the safety, welfare and well-being of all pupils and staff is a key priority. Our school is a place where people have the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.

Bullying of any kind is unacceptable and will be identified and thoughtfully dealt with at our school. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and challenge any bullying, harassment, or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21<sup>st</sup> Century Britain. These values reflect those that will be expected of our pupils by society when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review, and assess the impact of our preventative measures.

We use the term "bullying behaviour" instead of labelling individuals as "bullies." This approach helps children understand that they can choose more positive behaviours. Occasionally, children might engage in name-calling or pushing, which, while unacceptable, may not always be considered bullying.

### **We define bullying as:**

**Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always, repeated overtime, which involves a real or perceived power imbalance.**

Bullying is identified by the following characteristics:

**Hurtful:** Actions or words that cause harm or distress.

**Intentional:** Deliberate actions to cause harm.

**Repetition:** It is persistent, ongoing behaviour.

**Power imbalance:** One party holds an advantage over the other and is one sided, not mutual.

Bullying can take various forms, including verbal, physical and emotional, and can be online or face-face.

## Identifying and supporting vulnerable children and young people

We work closely in school to identify particularly vulnerable groups, perhaps minority ethnic groups, travellers, refugees, LGBTQ+ pupils, midterm arrivals, pupils who transfer late into the school, children or young people in care, young carers, teenage parents, and those with special or additional needs who may find it more difficult to build and maintain friendships.

Schools must refer to the Equality Act 2010 and the 9 protected characteristics within it, when dealing with bullying related incidents:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Some groups of children and young people are understood to more susceptible to incidents of bullying (children who display bullying behaviours or children who are targeted), including those who:

- are in foster care or residential homes (looked after children)
- are understood to be at risk from a range of safeguarding or child protection issues i.e. safeguarding / organised crime groups
- have specific special educational needs/a disability
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid term
- from the LGBTQ+ community or those who may be exploring their gender identity (or perceived to be)
- have English as a second language
- are young carers
- have suffered physical or emotional trauma including domestic abuse, acrimonious separation, or bereavement
- have a parent that was a victim of bullying.
- experienced poverty or deprivation

Bullying can affect anyone at any time in their life.

## Who is bullied?

A person is bullied when, either as an individual or part of a group, they suffer in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

### **Relational Conflict vs. Bullying**

While bullying is a serious issue, it is essential to distinguish it from other types of conflict. Sometimes children may have disagreements or conflicts that do not amount to bullying. Recognising the difference allows us to address each situation appropriately.

## Types of bullying

**There are several bullying behaviours that can be summarised as:**

- Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
- Verbal – name calling, insulting, teasing, ‘jokes’, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care
- Non-verbal – staring, body language, gestures
- Indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures
- Cyber Bullying using technology such as mobile phones, email, social media sites to harass, threaten, embarrass, intimidate, or target another person.
- Emotional – intentional exclusion, ostracising, tormenting, threatening gestures, ridicule, and humiliation.
- Exclusion – isolating individuals and controlling behaviour
- Sexual – unwanted physical contact, abusive comments, homophobic, biphobic, transphobic abuse and inappropriate use of language.
- Racist – racial taunts including the use of all inappropriate language, graffiti and gestures
- Religious – offensive comments, references to religious belief, lifestyle, or background.
- Parental incitement

## Hate Crime

Some bullying behaviours may also be considered as hate crime, this would include, for example targeting a child or young person on grounds of race, sexual identity/orientation, race or disability.

We acknowledge that some acts of bullying will constitute a criminal offence and, in these cases, other organisations will need to be contacted e.g. the Police or Social Care.

## Child on child /Peer on Peer Abuse

**Children and young people who harm others (also referred to as peer-on peer abuse):**

Child-on-child abuse can take various forms, including serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.

There is no clear boundary between incidents that should be regarded as child-on-child abuse and incidents that would be considered as bullying, sexual experimentation, etc.

Assessments must be made on a case-by-case basis. (Firmin, C. 2017. *Abuse Between Young People*, <https://www.icmec.org/wp-content/uploads/2017/12/Peer-on-peer-abuse-toolkit.pdf>). Our school has a clear pathway for dealing with such incidents.

## Derogatory language

Derogatory or offensive language is not acceptable and will not be permitted. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be all challenged by staff and recorded and monitored on CPOMS and follow up actions and consequences, if appropriate, will be taken for pupils and staff found using any such language.

Staff are required to record the use of derogatory language through the school system (CPOMS).

## Prejudice-based incidents

Unkind or hurtful behaviour that is motivated by prejudice, negative attitude, beliefs or views towards a protected characteristic or those from minority groups will be classed as a prejudice-based incident.

All prejudice-based incidents are taken seriously, recorded, and monitored in school. The Headteacher will report all incidents to the governing body to ensure appropriate measures are taken and change is implemented where needed.

This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted intervention/s.

### **Possible indicators of being a victim of bullying include:**

We recognise that the following behaviours may suggest someone is being bullied or is bullying. However, we also recognise that the list is not exhaustive.

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration,
- changes in behaviour and attitude
- truanting
- bullying other children
- damaged or missing clothes / money / property,
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity including not wanting to talk about it or share experiences
- shows evidence of self-harming or suicidal ideology
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body, (some may refuse to change for PE)
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction.

### **School initiatives to prevent and tackle bullying**

**We use a range of measures to prevent and tackle bullying including:**

- Proactive teaching and learning around how to build and maintain healthy relationships, including explicit work on how to appropriately manage conflict within relationships
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying

- School assemblies help raise pupils' awareness of bullying and derogatory language
- Diversity and inclusivity are continually celebrated across the school through all our work including our curriculum, displays, books and images. The whole school participates in events including Anti-Bullying Week, Black History Month and LGBTQ+ History Month and Safer Internet Day
- The use of stereotypes and derogatory language are consistently challenged by staff and pupils across the school
- Regular check-ins with pupils using Zones, and opportunities to ask for further check-ins via the worry box (KS2)
- Restorative Approaches provide support for the harmed and harmer plus any other affected parties involved in any bullying incident
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups e.g. through the school council

## Reporting – roles and responsibilities

### SENIOR LEADERS:

The Headteacher, Senior leaders and Designated Safeguarding Leads have overall responsibility for ensuring that the anti-bullying policy is understood and followed by all members of the school community and ensures the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying leads, the Headteacher is the Senior Leader responsible for anti-bullying.

### STAFF:

All school staff, visiting professionals and volunteers have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff become aware of bullying, they must reassure the pupils involved and inform relevant staff in line with school guidance.

The following staff members are anti-bullying leads: Mr Langridge (Headteacher), Mrs Riley (Assistant Headteacher) and Miss Christy (Pastoral Manager)

### PARENTS AND CARERS:

Parents and Carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.

Parents and carers should encourage their child not to retaliate, support, and encourage them to report the bullying when it occurs.

**When parents have concerns, we would encourage them to speak with us at the earliest opportunity. We find that it is much more effective to speak to the school when an incident occurs and not to post it on social media/messaging groups as this may affect and delay any investigations and outcomes.**

Parents and carers are encouraged to report any incident of bullying to the school.

The primary point of contact is the class teacher. This report can be made in person, by phone, or via email to the teacher's attention (admin@woodley-pri.stockport.sch.uk FAO class teacher).

If the matter is not resolved to the satisfaction of the parent/carers or within a reasonable timeframe (typically [Insert Timeframe, e.g., five school days]), the concern should be immediately escalated to the Headteacher via email (headteacher@woodley-pri.stockport.sch.uk) for a formal review and resolution.

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. When finding themselves alongside an incident of bullying, they should attempt to offer support to the victim and, if possible, help them to tell a trusted adult.

**Parents and Carers must also give due regard to and follow the principles of our *Respect Charter* on school premises towards pupils, staff and other parents**

## Dealing with an Incident

Non-school staff, volunteers and outside organisation (Sports Coaches, music teachers, support services etc) also need to be made aware of the school's policy and the reporting of incidents.

When bullying has been reported, the following actions will be taken:

- Staff will investigate and record the bullying on the school's incident reporting form on CPOMS

**Restorative meetings should be offered for any incident, this includes race or hate, homophobic and transphobic incidents) Please note that participation in any restorative repair meeting should be voluntary**

- Designated school staff will monitor incident reporting forms on CPOMS, analysing and evaluating the results
- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body
- We will offer support to all involved within a bullying incident. Individual meetings will be held with all parties to devise a plan of action that ensures all feel listened to and supported.
- Staff will pro-actively respond to these plans, with all parties possibly requiring support and work with other colleagues as appropriate.



- Staff will decide whether to inform parents or carers and where necessary involve them in any plan of action and work in partnership with them to help secure positive change.
- Staff will assess whether any other services (such as Police or the Local Authority) need to be involved, particularly when actions take place outside of school.

***Safeguarding procedures must be followed when child protection concerns arise.***

## **Bullying outside of school**

Bullying is unacceptable and may take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day.

Schools will determine when to use their support systems if it becomes apparent that any incident of bullying beyond the school gates is having an impact on an individual and/ or the school community.

## **Training and Awareness**

The Headteacher and senior leaders are responsible for ensuring that all school staff and volunteers receive regular training on all aspects of the anti-bullying policy and how this will be delivered and monitored.

School retains a record of all staff training as part of its approach to safeguarding children.

## **Recording and Reporting:**

We maintain a system of data collection and analysis in relation to any reported incidents of bullying in school. Termly feedback is made available for governors via the Headteacher report.

All staff and volunteers will use the agreed reporting format: CPOMS incident reporting.

## **Monitoring and Evaluation:**

The Headteacher is responsible for reporting to the governing body (and the Local Authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report, by in school monitoring such as learning walks, and focus groups with pupils.

The policy is reviewed every 12 months.

## **Links to other school policies & key documents:**

This anti-bullying policy links to a range of documents/policies/strategies, including:

- Keeping Children Safe in Education (updated annually)
- Equalities and Diversity policy
- Equality Act 2010
- Positive Relationships and Behaviour policy
- Relationships and Sex Education policy
- Child on Child Abuse
- Respect Policy and Charter
- Safeguarding and Child Protection policy
- Acceptable Use policy
- Restorative Approaches strategy

## **Appendix 1**

### **Harmful Sexual Behaviours**

“Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as those it is directed towards” (NSPCC)

This may include:

- Sexual Harassment –creating an intimidating, degrading, humiliating or offensive environment e.g. sexist jokes, sexual comments, flicking bras, and other specific criminal acts such as upskirting or ‘sexting’
- Sexual Abuse – “forcing or enticing a child or young person to take part in sexual activities” this includes touching someone’s bottom/breasts/genitalia without consent
- Sexual Violence – rape & assault

HSB includes (but is not limited to):

- Sexist jokes and comments
- Physical and sexual abuse
- Sexual harassment and violence
- Gender based violence
- Emotional harm
- On and offline bullying
- Teenage relationship abuse
- CSE (Child Sexual Exploitation)

As a school we take a zero-tolerance stance towards any form of bullying, this includes Harmful Sexual Behaviour.

We will take immediate action on any report of HSB. This may include:

- Sanctions within school
- Discussions with parents/carers
- Discussions with the pupils involved
- Restorative approaches
- Referral to support services (and following advice given)
- Referral to the Police (and following directives given)
- Referral to Social Care and/or Local Authority Safeguarding Team

Incidents of HSB will be dealt with under Child Protection procedures and all incidents will be recorded.

We deliver a broad and diverse PSHE curriculum and Harmful Sexual Behaviour feature within this. We cover a variety of topics specific to each year group and these include but are not limited to:

- Friendship
- Diversity
- Peer Pressure
- Online safety
- Sexual Orientation/Sexuality
- Relationships
- Bullying
- Abuse
- Consent
- Positive relationships

Staff responsibility:

- All staff recognise that any potentially HSBs are not acceptable and must be challenged
- This includes behaviour we see in school or is reported to us
- If we hear of these behaviours we will challenge and report
- Staff will follow the guidance as they would for any safeguarding disclosure from a pupil
- We will be role models for the pupils by demonstrating respectful behaviour and use of language

## Appendix 2

### Peer on Peer / Child on Child Abuse

Children can abuse other children (often referred to as peer-on-peer abuse, peer relationship abuse, child on child abuse and teenage relationship abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- 'Upskirting', which is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals

Staff are clear on our procedures with regards to Peer on Peer / Child on Child Abuse and do not take it any less seriously than adult to child abuse; they are aware that it should never be tolerated or passed off as "banter", "probably didn't mean anything by it", "just having a laugh" or "part of growing up". We ensure that we apply the same thresholds.

We ensure that we apply the same thresholds. In our school we will minimise the risk of allegations against other pupils by:

- Providing a developmentally appropriate Personal, Social, Health and Economic education (PSHE), as well as a Relationships and Sex education (RSE) syllabus, which develops pupils understanding of acceptable behaviour and keeping themselves safe.
- Providing developmentally appropriate E-Safety and Digital Wellbeing syllabus, which develops pupils understanding of acceptable behaviour and keeping themselves safe online
- Having robust monitoring and filtering systems in place as outlined in our e-safety policy
- Having systems in place for any pupil to raise any concerns with staff, knowing that they will be listened to, believed and valued.
- Delivering targeted work to those pupils identified as being at risk.
- Developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils.

Where sexual violence or sexual harassment between children is alleged then the school follows the guidance issued by the DfE in KCSIE 2025