

Anti-Bullying Policy 2025-26



Version	3
Date	September 25
Responsibility of the Plan	Anna Ross, Jakki Rhodes, Tracey Lindsell
Approved by	Governing Body
Date of Review	September 26

Record of Amendments

When was the Plan last updated		
Date	Name	Detail (changes made)
Nov 23	Anna Ross	Change of reporting form to match governors reporting Change to trust, including of reporting via CPOMS
Nov 25	Anna Ross	Added statements from Equality Act 2010 including protected characteristics. Added Core Values. Added more to definitions section.



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Introduction

- At Whiteways Primary School, we would like all children to feel safe and cared for.
- All bullying is unacceptable, regardless of who bullies or how it is delivered or what reasons are given to justify bullying actions.
- Whiteways Primary School, recognises the detrimental effect on children and young people who may be subjected to bullying and will work actively to minimise the risks of bullying.
- Victims of bullying should be treated in a supportive manner and their support should not be regarded as a burden to staff and peer groups.
- The harmful effect on educational performance which can be caused by bullying is recognised. We are committed to combating all bullying behaviour in partnership with the relevant agencies.
- Bullies need to change their behaviour (it is the behaviour not the person that is condemned) and they too will need support.

We have a legal responsibility to prevent and tackle bullying

- Education Act 2002: we have a duty to “safeguard and promote the welfare of pupils”
- Education and Inspections Act 2006: “encourage good behaviour and respect for others on part of pupils and, in particular, preventing all forms of bullying”
- Equality Act 2010: It is essential that our school:
 - Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
 - Advance equality opportunity between people who share protected characteristics and people who do not share it
 - Foster good relationships between people who share protected characteristics and people who do not share it

Statement of Intent



The aim of the Trust and Whiteways Primary School, is simply to 'end bullying'.

Objectives

- To ensure all stakeholders are informed on the definition of bullying.
- To provide strategies / guidance on strategies that will help to prevent bullying and on how to respond to bullying incidents.
- To acknowledge that both the victim and perpetrators of bullying need support and that appropriate support for both will be needed after the bullying has been reported.
- To recognise that we all have a responsibility for challenging bullying – children and young people; staff; governors; parents / carers – and to explain how we can meet our responsibilities
- To ensure that we have an effective Anti-Bullying Policy that includes the recording of all bullying incidents and their regular reporting to the relevant Governing Body, and via this body to the Education Department / Council.
- To acknowledge and support the parents / carers of both the victims and perpetrators following the report of any bullying allegation / incident.



Definitions

Bullying is defined by the Department of Health, Department for Education and Employment, Home Office and National Assembly for Wales in the Governmental Guidance on Working Together to Safeguard Children as;

“deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied who are powerless to defend themselves.”

Bullying can take many forms, but the three main types cause stress and have an emotional impact:

1. Physical (examples include, hitting, kicking, theft ...);
2. Verbal (eg racist, homophobic remarks and name calling ...), and
3. Indirect (eg spreading rumours ...)."

The damage inflicted by bullying can be frequently underestimated and may be spoken or appear in a variety of other forms such as texting, e-mail or through mobile phones. Bullying can cause considerable distress affecting health and development. At an extreme, significant harm (including self-harm) may take place.

Both racist and homophobic bullying are also examples of bullying activities causing stress of an emotional kind.

Bullying is not:

A fall out with a friend, an accident, something that happens just the one time or a one-off physical aggression e.g pushing someone. It is important to remember that single problems and fallings out with friends are not bullying. Bullying is behaviour which is repeated on purpose and is meant to upset Someone.

Recognising appropriate behaviour towards others

At Whiteways, we emphasise positive praise, and regularly feedback to children, which tells them that their kindness, good behaviour, effort and helpfulness has been noticed. We create an ethos of good behaviour which filters through the whole school, not just during learning time but breaks and transition times too. These are reinforced through our Core Values and behavior policy.

Policy Ownership and Responsibilities

The document is designed to apply to all children, young people and adults receiving services from Sheffield Education Directorate.

The school will ensure their responsibilities are met by ensuring that:

- We have an Anti-Bullying Policy and Behaviour Policy which includes details of the procedures that will be used to prevent and respond to bullying incidents. These procedures are regularly reviewed and evaluated.
- The school records and reports bullying incidents to the Governing Body through the Head



Teacher's report to the termly full governing body meeting.

- The school provides regular anti-bullying training for all staff (teaching and non-teaching).

Action to be Taken to Combat Bullying

- The school displays anti-bullying messages including details for children and young people about who to talk to.
- The school addresses bullying through the personal development curriculum.
- The school is involved in education initiatives that can help challenge bullying e.g. anti-bullying week.
- The school provides access to appropriate advice and support for both victim and perpetrators through the Pastoral Team.
- The school actively engages children and young people in challenging bullying: Have Your Say, Be Team Players.
- The school will promote Anti-Bullying within the local community working together with community support and safety groups and partnerships, including the Police.
- The school has close links with a named Community Police Support Officer, who promotes anti bullying strategies during weekly timetabled visits.

Intervention

Whenever a bullying incident is discovered, school will follow a number of steps.

Depending on the severity of the incident will depend on how each step is adapted to suit the severity of the incident and response for those involved, but it will escalate to a member of the Senior Leadership Team, who will deal with the incident and continue the investigation immediately

The investigation will include:

- Talking to all parties involved separately
- Give support to the child who has been bullied to express their feelings
- Discuss our school rules and decide together which rule has been broken
- Discuss how we can make things better. All parties must understand the seriousness of what has happened
- Support the child who has displayed bullying behaviour

Parents are notified formally and a meeting will take place to discuss the situation. This will also include inviting outside agencies if appropriate and necessary to do so with a view to improving the behaviour of the child.

This could include:

- Report card which will show bespoke targets as identified by the child with support as necessary
- Behaviour contract
- Programme of intervention with the Learning Mentor
- Positive Handling Plan
- Internal suspension
- External suspension



The Role of Children and Young People

Our Anti-Bullying Policy is introduced and enforced within a supportive school climate where children, staff and young people understand bullying and expectations. The children, staff and young people are expected to be responsible for their personal conduct and behaviour and supporting others by reporting concerns (not keeping secrets) and promoting anti-bullying messages and positive citizenship.

- Report all incidents of bullying.
- Act in a respectful and supportive manner to their peers, reporting any suspected incidents which the victim may be afraid to report him / herself.
- Adhere to and promote the aims and objectives of the Anti-bullying Policy.
- Refrain at all times from any behaviour which would constitute bullying, or could be construed as bullying behaviour.

The Role of Parents / Carers

Parents / carers play a vital role in the education and care of their children. They can assist in combating bullying in a number of ways by not accepting such behaviour and by influencing children of the importance of appropriate behaviour towards others and the importance of reporting to an adult when they think someone else is being bullied.

- Stress to their children the importance of appropriate sociable behaviour and not acting in anyway that would make the situation worse or could be seen as bullying or threatening against another child.
- Reporting any misgivings they have concerning either victims or perpetrators of bullying sharing concerns as soon as possible not promising a child that they will not tell anyone.
- Actively endorsing and supporting the Anti-Bullying Policy, by acting responsibly and calmly.
- By not automatically dismissing the suggestion that their own child could be involved in bullying another child and work positively with school to change the behaviour.

Evaluation Procedures

In order to assess the effectiveness of an anti-bullying policy, evaluation procedures are in place.

All bullying incidents must be recorded using CPOMS. These are monitored and acted upon by the safeguarding team. The Headteacher and Governors evaluate and report on the number of incidents across the school.

The following standards could be used as a means of measuring performance:

- Variation in number of reported incidents over a specific period, with record of any increase.
- Individual incident returns, including nil returns within specified periods for different age groups.
- Variation in the number of pupils' days lost which are suspected to, or alleged to, arise as a consequence of bullying.



- Any marked improvement in academic performance which may be confidently regarded to have arisen due to the eradication of bullying behaviour.
 - Pupil questionnaire or surveys of pupil views on the school's Anti-bullying Policy.

Cascade Trust School Governing Body – Bullying Report Academic Year

Name of School WHITEWAYS SCHOOL

Name of CEO: Sue Bridges

The school reports on concerns of bullying and behavior .

The school reports termly to governors on the number of confirmed bullying incidences and categories logged.

Bullying incidents

How many notes of concern relating to bullying have reported?

	Racist	Sexist	Emotional	Psycho-logical	Homo-phobic	Physical	Cyber	Other
Term 1								
Term 2								
Term 3								

	Term 1	Term 2	Term 3
Totals			

How many confirmed incidents of bullying have there been?

	Racist	Sexist	Emotional	Psycho-logical	Homo-phobic	Physical	Cyber	Other
Term 1								
Term 2								
Term 3								

	Term 1	Term 2	Term 3
Totals			

Other optional categories that could be analysed include:

By age both for perpetrator and victim. If police were involved.

Incidents that were resolved and those that were still outstanding.

This form will be used to report annually to your Governing Body at its final meeting using reporting from CPOMS





