

Whickham Parochial Church of England Primary School



Anti-bullying Policy

'Let your light shine before people, that they may see the good things you do and praise your Father in Heaven.'

Matthew 5:16

Mission Statement

At our Parochial school we aim to provide a stimulating and caring environment with Christianity at the heart of all we do, in which every child has the opportunity to let their light shine - for themselves, for their community and for the world.

Aims

At Whickham Parochial we believe that every child is entitled to enjoy their childhood, celebrate their individuality and reach their full potential. We aim to do this through:

- Creating a caring school family living by Christian values.
- Celebrating everyone's strengths and efforts.
- Valuing the opportunities we have to contribute to our community and the wider world.
- Offering wide ranging, quality experiences that stimulate children's minds.
- Encouraging respect for others, positive behaviour and good manners, enabling all children to feel secure and valued.
- Building strong links between school, home and church.
- Preparing children for future challenges in a changing world.

We wish every child to take with them happy memories of Whickham Parochial into their future life.



Introduction

Bullying can take place in every school and in the wider community, and we endeavour to adopt a culture of 'it could happen here' so that all adults take extra care to acknowledge pupil concerns, or changes in behaviour, so that we can identify bullying early and give support. We encourage a both a culture of openness and a structured response to incidents.

Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable, in which anyone who becomes a victim of bullying can seek and will receive support.

We aim to produce a safe and secure environment where all can enjoy learning without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur and to outline the measures undertaken by our school community to reduce episodes of bullying and help victims with strategies to see help.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Definition – What is bullying?

The Anti-bullying Alliance has an agree definition of bullying based on research from across the world over the last 30 years:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online."

A very helpful video can be found which describes this in more detail can be found here: [Our definition of bullying](#)

Bullying takes many forms but the four main types are

Physical – hitting, kicking, taking /destroying belongings

Verbal – name-calling, insulting, making racist, sexist, ableist and other personal comments

Indirect – spreading hurtful rumour and gossip about someone or deliberately excluding them from social groups

Cyber – insults, threats or mistreatment through social media, via computers / tablets or mobile phones

Tackling Bullying

Preventative Strategies

At Parochial, we:

- Discuss bullying regularly and address it in our RHE lessons.
- Think about the roles that children take on which can inadvertently or deliberately facilitate bullying, and consider alternative behaviour choices
- Provide a model of the way in which all members of our community should engage with one another, and praise good examples of this.
- Use and embed our Christian ethos to emphasise expectations for friendship and kindness.
- Monitor and assess patterns of behaviour being recorded in CPOMS and our behaviour logs for pupils who may be at risk, or who are demonstrating bullying behaviour.
- Support our pupils to feel powerful as agents of positive change in our community by helping them see ways in which they can shine for themselves and for others.
- Recognise situations where an individual may be susceptible to bullying; (i.e. if they belong to a group with protected characteristics such as SEND, disability, race, culture and sexual identity) and supporting the individual and the community in their understanding and in strategies to encourage inclusion.
- Work to develop a culture of respect and inclusion where everyone is welcome.
- Recognise behaviour change and early signs of distress (e.g. absence, bedwetting, lateness, deterioration of work, spurious illness, isolation, desire to remain with adults, increased anxiety and fear) as an indicator of bullying
- Draw on good quality resources as a prompt for pupil discussion, including the Anti-Bullying Alliance, SCARF (our RHE resource) and DfE publications.
- Ensure that pupils are included in discussions about when, where and who is school is safe – are some times or places less safe than others? Do we all have a safe adult we can share with? Involving school councillors in giving less confident pupils a voice in this.
- Make communication easy; having accessible staff at playtimes and at the beginning and end of school, having a ‘worry monster’ in each classroom, ensuring parents feel that they can contact us for help or advice.
- Provide effective staff training to ensure our definition of bullying, and our preventative, proactive strategies are known and applied by all adults.

Responsive Strategies

At Parochial, if bullying is identified or suspected, we:

- Reassure the victim as soon as possible and ensure that they are safe, and feel safe, and that we can reduce anxiety about further incidents.
- Log any concerns around suspected or actual bullying on CPOMS, ensuring that information is shared with all relevant staff members, so that supervision and vigilance is heightened.
- SLT will discuss incidents with all parties if any patterns occur and support children in strategies to avoid recurrence. *This is especially important if the incidents have been raised by a parent and the child has not felt willing or able to speak to an adult.
- Once it has been established that bullying has taken place, parents of pupils involved are notified and if necessary invited to visit the school. Communication will increase and home school reporting will be put in place.



- Log any further incidents on CPOMS if an issue occurs between the identified children.
- Increase vigilance at times of transition and other less structured times of the day – if bullying continues beyond the first intervention by SLT, a risk assessment and child safety plan will be put in place.
- The perpetrator will be responded to in a way that makes the unacceptable nature of their behaviour very clear and it will be expected that restorative measures will be put in place. Discussions will try to identify the reason for the bullying and depending on the reason, support and sanctions will be applied.
- An accessible ‘safe adult’ will be identified who will check in with the victim at least daily.
- Monitor victim and ensure that any support they need socially and emotionally is assessed and provided.
- Ensure that the situation is communicated to all who will be involved in monitoring, and provide effective staff training to ensure our reactive strategies are known and applied by all adults.
- Report incidences of bullying to Governors.

At Parochial, if bullying does not stop, we:

- Remove the perpetrator from the spaces in which bullying is happening.
- Increase the severity of sanctions, up to and including suspension (see Suspension and Exclusion Policy).
- Refer perpetrator to outside agencies for support and advice.
- Consider the need for SEMH SEND support and an IEP for the perpetrator.

Trauma Informed Practice and Complex Social Communication

At Parochial we are trained in recognising that some behaviour stems from a child having experienced adverse childhood experiences which have not been processed effectively, or having social and communication needs. Sometimes, the behaviours we see can be physical and impulsive. In the first instance, we aim to keep everyone in school safe and, to that end, these behaviours are carefully monitored and preventative and supportive strategies are put in place. All staff are trained in positive handling and would know how and when to intervene if the situation required it.

Some of these behaviours may require reprimands and consequences, but they also need understanding and support. Our Christian ethos applies to all of our community, as does our growth mindset driver, and this means that we work towards improving outcomes and prospects for these pupils. While consequences will be necessary, and ensuring safety for the victim is our priority, we will also take the time to ask, ‘Why is this behaviour happening?’ and ‘What is this behaviour telling us?’ All staff are trained in trauma informed practice and in supporting pupils who are struggling with dysregulation, and where we can support with this, we will. Where support is beyond our capacity, we will engage with agencies to support us.

The role of Governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors and reviews the effectiveness of this policy regularly.



The role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong.

The Headteacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of parents

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Complaints policy.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Bystanders and facilitating roles are discussed and will also be addressed. We encourage pupils to be heroes and let us know if anyone is having a difficult time. We describe superheroes as those who will speak up for others and intervene, but we do explain that this is hard to do, and if they can't manage, being an ordinary hero is very helpful too.

Monitoring and review

This policy is monitored by the Headteacher, who reports to governors on request about the effectiveness of the policy.

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually.

Headteacher	Mrs Rachel Walton
Chair of Governors	Mrs Lorraine Ferguson
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