



Wittersham Church of England Primary School Anti Bullying Policy 2026

We strive to cooperate and work alongside all members of our community to feel valued, nurtured, and empowered as they embark upon their journey to become the very best that God intended. Throughout their voyage of discovery with us, we ensure all children are provided with a rich curriculum and experiences that promote courage and a strong moral purpose underpinned by our Christian values, preparing them to become compassionate citizens within our rural community and the wider world.

Revision History

Version	Date	By	Description
V01	January 2026	Stella Coulson	Rewritten Policy

To be read in conjunction with the Behaviour (Relationships) Policy, Safeguarding Policy and Child-on-Child Abuse Policy

1. Context and school values

At Wittersham Church of England Primary School, we are committed to ensuring that all pupils flourish both academically and socially. We aim to foster a healthy, inclusive and safe community in which individuals take responsibility for their behaviour and demonstrate respect for others. Guided by our Christian values of compassion, courage and cooperation, we place strong emphasis on positive relationships, mutual respect and belonging across our school community.

We believe that bullying in any form is unacceptable and that all members of the school community have a shared responsibility to prevent and challenge it.

2. Purpose of this policy

This policy seeks to:

- ensure a shared understanding across the whole school community of what bullying is and the harm it can cause to wellbeing, confidence and achievement
- ensure that staff, pupils, parents and carers work together to create a safe learning environment for all
- prevent, de-escalate and stop the continuation of bullying behaviour
- ensure that all bullying and prejudice-based incidents are taken seriously, recorded accurately and responded to consistently and proportionately
- encourage shared solutions, ensuring that those who report bullying have an appropriate voice in what happens next
- ensure that pupils who display bullying behaviour are supported to understand the impact of their actions and to change their behaviour
- outline consequences where bullying behaviour persists
- ensure everyone is valued and respected in line with the Equality Act 2010

Our commitment is that when a pupil, parent or carer speaks out about bullying:
they will be listened to;
their concerns will be taken seriously;
the matter will be investigated;
support will be provided;
and together we will work to resolve the issue.

3. Definition of bullying

'On a voyage of discovery; learning and growing together in the light of God.'

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In our school, adults and pupils have also agreed that bullying takes place when a person or group deliberately tries to hurt or upset another person or group on more than one occasion.

Bullying involves repetition, intent and an imbalance of power. One-off incidents of unkindness or conflict are not bullying, but may still require intervention and support.

4. Friendship issues, relational conflict and bullying

We recognise that friendship problems and relational conflict are a normal part of growing up. Pupils may fall out, argue or experience disagreements, and these situations are often upsetting. However, they differ from bullying because they are usually not deliberate, repeated or intended to cause harm, and pupils are generally motivated to resolve them.

Repeated conflict, exclusion or targeting may escalate into bullying behaviour, particularly where there is an imbalance of power. These situations are monitored closely and addressed appropriately.

5. Forms of bullying

Bullying can take many forms, including physical, verbal, emotional or psychological bullying, and cyberbullying. It may involve name-calling, threats, teasing, exclusion, spreading rumours, damage to property or online harassment.

Bullying often involves an imbalance of power, which may relate to physical strength, group size, social status, perceived difference, or anonymity through online platforms.

Bullying may occur in school, on the playground, in toilets, on journeys to and from school, on residential visits, during extracurricular activities or online.

6. Cyberbullying

Cyberbullying is the deliberate and repeated use of information and communication technology, including mobile phones, the internet and social media, to harm others. We recognise that cyberbullying can be particularly damaging as it can invade home life, spread rapidly and feel anonymous.

Cyberbullying is treated with the same seriousness as face-to-face bullying and will be

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addressed in line with this policy.

7. Prejudice-based bullying and hate incidents

Bullying may be motivated by prejudice relating to protected characteristics, including race, religion or belief, disability, sex, gender identity or sexual orientation. Bullying may also be linked to association with someone from a protected group.

One-off prejudice-based or hate incidents are not bullying but are recorded and responded to due to their impact and potential escalation. These incidents are recorded separately and monitored in line with Equality Act duties.

8. Being proactive

Bullying can seriously affect a pupil's confidence, wellbeing and mental health. Pupils may not always recognise bullying, particularly younger pupils or those with SEND. Staff remain vigilant to changes in behaviour, attendance or engagement and will investigate concerns proactively.

We recognise that some pupils may find it harder to report bullying. Wherever possible, pupils experiencing bullying are involved in identifying solutions.

9. Prevention

The school uses a wide range of strategies to prevent bullying, including embedding values through the curriculum, PSHE and Relationships and Health Education, assemblies, Anti-Bullying Week, pupil voice, School Council, staff supervision during unstructured times, and targeted pastoral interventions where needed.

10. Reporting bullying

Pupils are encouraged to report bullying for themselves or others by speaking to a trusted adult. Parents and carers are encouraged to contact the school if they have concerns. Early reporting allows issues to be addressed before they escalate.

11. Recording

All bullying and prejudice-based incidents are recorded on CPOMS. Incidents are recorded by type to allow monitoring of patterns and inform curriculum and pastoral responses.

12. Responding to bullying

All reports of bullying are taken seriously. An appropriate member of staff will investigate by speaking to those involved, gathering information from witnesses where appropriate, and involving parents or carers.

Responses are proportionate and may include restorative approaches, support plans, increased supervision, behaviour sanctions in line with the Behaviour Policy, and follow-up monitoring. Outcomes and review dates are recorded.

13. Supporting pupils

Pupils who experience bullying are supported through reassurance, pastoral care and regular check-ins. Pupils who display bullying behaviour are supported to understand the impact of their actions and to develop positive alternatives. Sanctions may be used where necessary to ensure safety and learning.

14. Child-on-child abuse

The school has a zero-tolerance approach to child-on-child abuse, including sexual harassment and sexual violence. All concerns are managed in line with safeguarding procedures and statutory guidance.

15. Bullying outside school

Where bullying occurs outside school but affects a pupil's wellbeing or safety, the school will respond appropriately and may involve external agencies where necessary.

16. Roles and responsibilities

The Governing Board monitors the effectiveness of this policy and receives reports on bullying and prejudice-based incidents.

The Headteacher ensures the policy is implemented, staff are trained and governors are informed.

All staff are responsible for challenging bullying behaviour, listening to pupils, recording concerns and following procedures.

17. Complaints

If concerns are not resolved, parents and carers may follow the school's Complaints Policy.

Compassion

Courage

Cooperation

18. Monitoring and review

This policy is reviewed regularly by the Governing Board and updated to reflect changes in legislation, guidance and school practice.

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