



## ANTI-BULLYING POLICY

This policy promotes the values in our Worthy Way.



*"Each of us deserves the freedom to pursue our own version of happiness. No one deserves to be bullied." Barack Obama*

### Aims

The intention of the Anti-Bullying Policy is to educate the whole school community (pupils, staff, parents/carers and governors) about bullying by providing both the awareness strategies to recognise it and the procedures to deal with it.

With Worthington's Anti-Bullying policy we aim:

- To provide a welcoming, caring environment where positive relationships are based on respect and tolerance.
- To develop strong self-esteem in each child.
- To create strong links between home and school, with an emphasis upon a sense of decency, self-reliance, responsibility and respect for others.
- To promote an ethos within which children feel confident to report incidents of bullying.

The objectives are that:

- The whole school community should know about, understand and adhere to the policy.
- Processes are put in place for educating pupils and adults.

- Clear procedures are provided for dealing with bullying.
- Bullying is dealt with swiftly and effectively if it should occur.

Worthington supports the right of each child to be educated in a safe environment where they can learn in a supportive and secure environment.

*At Worthington, we are kind to everyone and we follow The Worthy Way. We show respect and make sure that everyone at Worthington feels happy and safe. We are all special and unique and we look after each other.  
(Pupil statement November 2024)*

Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one has the right to bully another person and no-one deserves to be a victim of bullying. Everybody has the right to be treated with respect.

At Worthington Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and wellbeing of our pupils. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively.

At Worthington Primary School, we acknowledge that bullying does happen from time to time – indeed, it would unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a **TELLING** school. This means that **anyone** who knows that bullying is happening is expected to tell the staff. All staff are dedicated to this cause and regard bullying as a serious breach of our behaviour code. Firm action will always be taken against any bullying.

### **What Is Bullying?**

The children were all asked this question during Anti-bullying week and these are their responses:

- ❖ *When people hurt others with their body or words. It happens many times. It is being mean to someone more than once or doing it over and over again.*
- ❖ *Bullying is when you are not kind to someone and make them feel upset more than once.*
- ❖ *It can happen face to face or online, one person or a group can do it.*
- ❖ *Bullying is the repeated harassment of somebody.*
- ❖ *Bullying can be a range of things such as verbal or physical.*
- ❖ *Bullying is when someone is being mean again, and again and again.*
- ❖ *Bullying sometimes is not just words it might be leaving people out or ignoring them.*
- ❖ *Bullying is when someone makes fun of someone that is different from themselves.*
- ❖ *Bullying is when someone makes fun of what someone does, wears, or says.*

- ❖ *Continuous, intentional negative remarks, comments or actions towards people that causes upset and harm to them. If someone purposefully comes and says something to you every day about your appearance. If someone knows something that you're insecure about they might use that against you. It can be online or in person.*
- ❖ *Persistent targeting of a person either in person or online.*
- ❖ *Persistent physical violence.*
- ❖ *Persistent verbal abuse.*
- ❖ *Emotional manipulation.*
- ❖ *Consistently hurting others feelings.*
- ❖ *Spreading rumours.*
- ❖ *Bullying is the consistent act of making someone feel unsafe or upset.*

*We should not let this happen because it is not our Worthy Way.*

*Bullying at Worthington is not tolerated.*

*It is taken seriously.*

*It is not okay.*

*It is not allowed.*

*It is not appropriate.*

*You have the right to walk away.*

*Children have a voice- you have the right to say no and share your views.*

*(Class definitions November 2024)*



Bullying can be:

- **Verbal** - name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone, insulting racist, sexist or homophobic remarks.
- **Indirect** – spreading rumours/ stories, excluding someone from social groups or social media platforms
- **Physical** - pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- **Emotional** - isolating others, tormenting, hiding books/belongings, threatening
- gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- **Extortion** - demanding money / goods with threats
- **Racist**- refers to a range of unacceptable behaviour, both physical and psychological, that make the person feel unwelcome, excluded or worthless because of their colour, ethnicity, faith, national origin or national status.
- **Sexual** - unwanted physical contact, inappropriate touching, sexually abusive or sexist comments, homophobic abuse, exposure to inappropriate images / videos etc
- **Prejudice-related** – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have

a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

- **Online/cyber** setting up 'hate websites', sending offensive text / Whatsapp messages, emails and abusing the victims via their mobile phones. This is the use of information technology to deliberately upset someone. It can involve the invasion of home and personal space, with a potentially bigger audience.

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Worthington recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. Worthington will treat any use of AI to bully pupils in line with this policy.

Bullying can be directed by and inflicted on adults or children.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

Our school understands that banter is an increasingly relevant part of discussions relating to bullying; however, it is important to acknowledge that banter is not inherently bullying, and it can be an important part of social bonding and friendships. At the same time, we know that some bullying in society is passed off as 'just banter', and we know that banter can quickly escalate to inappropriate or harmful exchanges and bullying. Our school defines 'prosocial banter' as 'playful, typically funny, teasing between friends'. Prosocial banter can occur both online and offline and includes a range of behaviours that may be verbal, physical, or information/message sharing (online). Banter can include some of bullying behaviours set out in this policy document, so it is important to distinguish between shared positive social bonding and inappropriate banter and bullying. School staff will distinguish between banter and bullying by taking careful consideration of the intention, content and topic of reported incidents.

**Vulnerable Groups** – we recognise that some groups of pupils may be more vulnerable to bullying including;

- Looked after children
- Gypsy, Roma, traveler and Showman's Guild.
- SEND children
- Ethnicity – including those of dual heritage
- FSM – Free School Meals
- EAL – English as an Additional Language
- Children who are / perceived as LGBTQ+
- Children who are young carers to parents or siblings

However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups

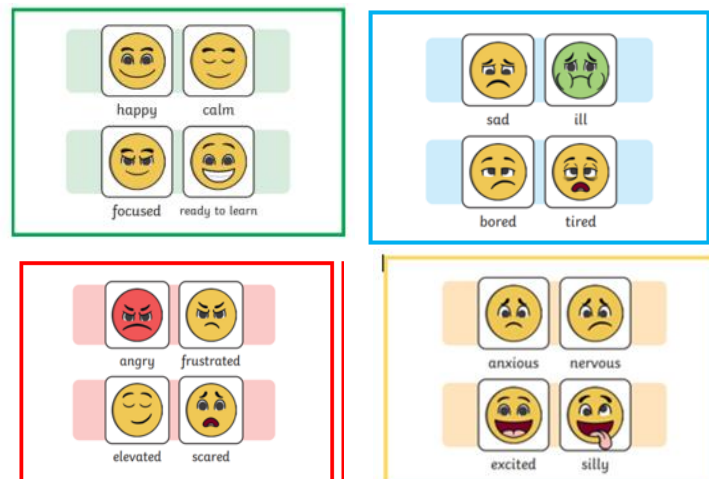
who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware that occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as 'bystanders'.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings.

As a school we use Zones of Regulation to support pupils to express their feelings and emotions.



Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

### Where does bullying happen?

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground. Bullying may also happen on the way to and from school or online. In such cases, the Headteacher is empowered by law to deal with such incidents but will do so in accordance with the school's policy.

At Worthington Primary School, we are concerned with our children's conduct and welfare outside, as well as inside school and we will do what we can to address any bullying issues that occur off the school premises.

The following steps may be taken:

- Talk to the local Community Police Officer about problems on the streets
- Talk to the transport companies about bullying on public transport
- Talk to the Head Teachers of other schools whose children may be involved in bullying off the premises
- Highlight safe routes to school for our pupils
- Access reporting tools for online bullying
- Discuss coping strategies with parents and pupils

### **Why is it important to respond to bullying?**

Bullying hurts. It has a damaging and harmful impact on the lives of thousands of children and young people each year. Bullying can affect children's ability to learn, their relationships and their enjoyment of life.

No-one deserves to be a victim of bullying. Everyone has the right to be treated with respect.

#### *In our school community:*

- *Everybody has the right to be treated with respect.*
- *Everybody has the right to feel happy and safe.*
- *No-one deserves to be a target of bullying.*
- *Pupils who bully need to learn different ways of behaving.*

### **Signs and Symptoms**

A child may indicate, by different signs or behaviour, that he or she is being bullied.

Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school
- doesn't want to go on their usual form of public transport
- begs to be driven to school
- changes their usual routine/route to school
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to underperform in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

### **Procedures for managing incidents of bullying:**

- Report bullying incidents to school staff.
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
- Incidents will be reported and recorded on CPOMs
- In serious cases parents of both parties should be informed. If their child is being bullied or is bullying, it is important that they are involved.

### **What can pupils do if they are being bullied?**

Wherever they are in school, our pupils have the right to feel safe. Nobody has the right to make them feel unhappy. If someone is bullying them, it is important to remember that it is not their fault and there are people who can help.

The following are strategies that pupils are encouraged to use:

- Try not to let the bully know that he/she is making the victim feel upset.
- Try to ignore the bully.
- Be assertive - stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group, bullies usually pick on individuals.
- Get away as quickly as possible.
- Tell someone they can trust – it can be a teacher, a teaching assistant, a midday supervisor, a parent, a friend, a brother, a sister or a relative.
- If they are scared, ask a friend to go with them when they tell someone.
- When they tell an adult about the bullying give as many facts as possible (What? Who? Where? When? Why? How?).
- Keep a diary of what's been happening and refer to it when they tell someone
- Keep on speaking out until someone listens and helps them.
- Never be afraid to do something about it and quick.
- Don't suffer in silence.
- Don't blame themselves for what is happening.
- Call a helpline -- Childline 0800 1111

<https://www.childline.org.uk/get-support/contacting-childline/>



*Bullying at our school:*

*If it does happen, we should tell the teacher straight away.*

*At first, if it happens, you could try and work it out yourself, but if it carries on, we should tell a teacher.*

*If we report bullying, the teacher talks to the person who has done it and there is a consequence - e.g. time out/missed play etc.*

*If it happens again after the punishment, we should still tell the teacher and something more serious will happen e.g. get sent to head teacher or ring parents.*

*The older children at school need to look out for the younger children as they can be more vulnerable to older children picking on them. Bullying doesn't happen very often at Worthington and we can tell a teacher or lunchtime supervisor who will speak to the those doing it.*

*We all think that bullying should not be tolerated and shall be taken seriously. We need to make sure everyone is happy at school by looking out for one another. Every child is treated equally and are made to feel safe at Worthington.*

*(Pupil statement November 2024)*

### **What can pupils do if they see someone else being bullied? (The role of the bystander)**

Ignoring bullying is unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways a bystander can help without putting themselves in danger. Some of the strategies that are suggested to pupils are listed below:

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If they can, let the bully know they do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that they are going to get help.
- Tell a member of staff as soon as they can.



- Encourage the person to talk to someone and get help.
- Ask someone they trust about what to do.
- Call a helpline for some advice – Childline 0800 1111  
<https://www.childline.org.uk/get-support/contacting-childline/>

*“Strong people stand up from themselves. But the strongest people stand up for others.”*

### **Bullying of children with Special Educational Needs and / or a disability**

Worthington Primary School is an inclusive school. We aim to provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are.

Everyone involved in the school is very aware that pupils with additional needs can be especially vulnerable to bullying and we are therefore particularly vigilant at all times.

High attainers, gifted or talented pupils can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying.

### **Procedures for reporting and responding to bullying incidents**

All staff will respond calmly and consistently to all allegations and incidents of bullying at Worthington Primary School. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

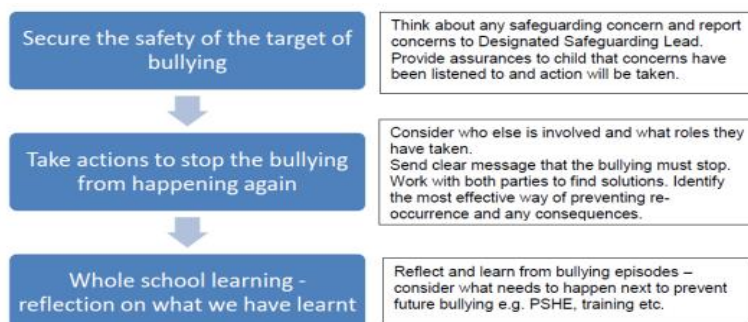
The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

1. Report all bullying allegations and incidents to staff.
2. Staff will make sure the victim(s) feel(s) safe.
3. Appropriate advice will be given to help the victim(s).
4. Staff will listen and speak to all children involved about the incident separately.
5. The problem will be identified and possible solutions suggested.
6. Staff will attempt to adopt a problem solving approach which will move children on from them having to justify their behaviour.
7. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
8. Staff will reinforce to the bully that their behaviour is unacceptable.
9. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied.
10. If possible, the pupils will be reconciled.
11. An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
12. Incidents of bullying will be recorded by staff on CPOMs. Department Leads and Senior Leaders will have access to these reports.

13. Parents will be informed of incidents of bullying and it is requested that home and school work together to address the incidents.

14. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place – key personnel will be aware to ensure the situation is monitored at the various parts of the school day.

16. If necessary and appropriate, the Designated Safeguarding Lead (DSL), Children's Services or police will be consulted.



### The following sanctions may be used:

The children have also discussed this question in their classes and some of the sanctions they suggested are included in the list below:

- Engage in restorative practice. Apologise to the victim(s) verbally or in writing
- Lose privileges / positions of responsibility e.g. being an ambassador or school councilor
- Spend playtimes and lunchtimes with an adult – inside or outside of the classroom
- Engage in PSHE / RSE work to explore the
- Have playtime or lunch in a different area in the school
- Parents invited in to school
- Report to the Headteacher, Deputy Headteacher, Assistant Headteacher or Department Lead within school
- Be withdrawn from participation in school visits, clubs and events not essential to the curriculum.
- Fixed term exclusion
- Permanent exclusion

A restorative approach will always be the first port of call for resolving any incidents.

Exclusions of any type are a final resort and all other avenues of action will have been explored. The Headteacher (and in the absence of the Headteacher, the deputy Headteacher) is the only member of staff who has the authority to issue an exclusion of any type. Further information regarding exclusions can be found in the school's Behaviour Policy.

### Procedures for parents:

- If a parent has any concerns about their child they should speak to the class teacher immediately, either in-person, telephone, Dojo message or email.
- If a parent is unable to speak to the class teacher, please contact the Department Lead for your child's phase.

- The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
  - Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.
  - The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.
  - If parents feel that their concern has not been dealt with appropriately they should escalate to a member of the Senior Leadership team.
- If a parent continues to feel that their concern has not been dealt with appropriately, then the schools complaints policy should be followed.

### **Strategies for the prevention and reduction of bullying**

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These can include:

- Involving the school community in developing our policy including a child/ pupil friendly version of our policy.
- Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Citizenship, social and emotional learning programmes, circle time, peer mediation and playground buddies.
- Secure the safety of the target of bullying Take actions to stop the bullying from happening again Whole school learning - reflection on what we have learnt
- Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- Provide assurances to child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- Raising awareness of online bullying through regular e-safety lessons.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills
- Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.

- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.
- High profile of The Worthy Way and Zones of Regulation

Anti-bullying forms part of the PSHE curriculum where issues are revisited each year, at different levels, considering the children's development and maturity. We also invite outside agencies to deliver part of this curriculum. At Worthington, we place great emphasis on preventing bullying, by talking about these issues openly within a safe environment e.g. assembly/PSHE time. Children are made to feel comfortable talking about issues to do with bullying and more importantly made aware of where to go if they need to talk to someone.

Children are also made aware of other agencies who can make them feel safe (Childline/NSPCC) outside school and their contact details are displayed around school and within school there are adults they can talk to.

Children also take part in the National Anti-Bullying Week which takes place very year

### **Monitoring and evaluation of the policy**

To ensure this policy is effective, it will be monitored and evaluated. Following any review, any amendments will be made to the policy and everyone informed.

### **Sources of further information, support and help**

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Anti-Bullying Alliance (ABA)	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>
BBC	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>
Childline 0800 1111	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
Family Lives	<a href="http://www.familylives.org.uk/">www.familylives.org.uk/</a>
Kidscape 020 7730 3300	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>
NSPCC	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
Safer Internet Centre	<a href="https://saferinternet.org.uk/">https://saferinternet.org.uk/</a>
The Children's Legal Centre	<a href="http://www.childrenslegalcentre.com">www.childrenslegalcentre.com</a>

### **Building on the school's existing policies:**

The following documents include clear guidelines on what constitutes acceptable/unacceptable behaviour towards other people:-

- The Worthy Way
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Equal Opportunities Policy
- Online Safety Policy

The Anti-bullying initiatives reflect the principles contained in these documents.

Worthington welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to disability, ethnicity, sex (gender), religion/belief, sexual orientation, transgender (and in relation to staff and parents: age, marriage/civil partnership and pregnancy/maternity).

These duties and intentions reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. The duties to promote equality in relation to sexuality, transgender and gender identity are relatively new to many in our community. This policy is provided to support the school community in moving forward to fulfil these duties.

In fulfilling the legal obligations we are guided by the following principles:

**Principle 1: All learners and other members of the school community are of equal value.**

All members of our community have the right to feel safe and valued. It should be understood that there are lesbian, gay and bisexual, transgender people and those who experience gender dysphoria in every community including, every cultural and religious group. The leadership of all faith communities in Britain confirm that they do not condone or encourage homophobia or transphobia.

**Principle 2: We recognise and respect difference.**

We must take account of differences and provide a welcoming and inclusive community for all, including in relation to sexual orientation and gender identity. Lesbian, gay, bisexual and transgender people are welcome as employees, governors, parents, visitors and pupils in our school community.

**Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards diversity including with regard to sexual orientation and gender identity
- positive interaction and good relations between different groups and individuals in an absence of prejudice-related bullying and incidents, including specifically homophobia, transphobia and the stereotyping of gender behaviours

**Principle 4: We aim to reduce and remove inequalities and barriers that already exist**

We will challenge all instances of homophobic/transphobic bullying or derogatory language and work towards removing any inequalities and barriers that may exist in relation to sexual orientation and gender identity. The senior leadership and governing body will monitor progress towards equality in relation to sexuality and

gender identity. No-one within our community has the right to discriminate against any other member of the school community.

*All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.*

## **Roles and Responsibilities**

All members of staff are expected to:

- promote a fully inclusive ethos in the classroom, curriculum and playground in which different families are represented
- teach pupils that it is unacceptable to be hurtful or negative about any aspects of sexuality and gender
- deal with any prejudice-related incidents that may occur
- teach and support pupils to respect and understand diversity

*'Everyone has the right to feel safe, secure and confident in school. Bullying is behaviour which undermines this. We want to foster an environment where children feel they can approach adults and will be listened to.*

*We will have a clear understanding of what bullying is and be watchful for it. Any incidents of bullying will be dealt with quickly, fairly and inclusively'.*

*(WPS Staff Team November 2024)*

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

The governing body has a watching brief regarding:-

- the implementation of this policy in relation to staffing, employment and recruitment practices, well-being and whistle blowing.
- the implementation of this policy in relation to the school site, visitors, and the learning environment.
- the implementation of this policy in relation to the curriculum, the barriers to learning for vulnerable groups and any incident trends.

*'Bullying is unacceptable. The governors will: support the Head Teacher and the staff in the implementation of this policy; be fully informed on matters concerning anti-bullying; regularly monitor incident reports and actions taken; and review of the effectiveness of this policy'.*

The Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

*'We will to ensure that our curriculum supports children with their understanding of bullying and how to keep themselves and others safe. We must work together to address any incidents of bullying promptly and appropriately.'*

Parents are expected to support the equality and diversity principles of the school and actively ensure their children do not discriminate against others on grounds of sexuality or gender identity, including supporting the school to prevent the use of derogatory language and any forms of social exclusion.

*'We as parents want our children to be able to feel safe and happy at school and to understand how to ensure they are kind and thoughtful members of the school community. We therefore commit to supporting the school community in its approach to bullying.*

*We will make ourselves familiar with the school policy on bullying and the school ethos (The Worthy Way). We understand what these guidelines mean for our conduct as parents and stakeholders in a positive school environment.*

*Alongside the school staff we will support our children to understand what bullying is and that it is never acceptable. In being familiar with what is considered bullying behaviour according to the school guidelines we will be vigilant and seek to ensure we do not miss signs of bullying and know what steps to take should we have concerns.*

*We will support our children in their understanding of the school policies and how these policies provide protection from bullying behaviour and can guide their decisions and actions in school life, most importantly in terms of their role in speaking up about any issues.*

*We will provide positive examples of how to act in a caring and pro-active way to ensure bullying has no place within the school and the wider school community.*

*We will help the teachers and staff to build a community where bullying is not tolerated and work through any issues that may involve our children in a collaborative a manner in keeping with the spirit of the policies.*

*As parents we are here to support our children to learn and grow in the happiest school environment possible and as such will contribute to a safe and happy school community as outlined in the Anti-Bullying Policy and The Worthy Way'.*

*(Parent working party, November 2024)*

Last review: November 2024

Next Review November 2025