

Anti-Bullying Policy



Together we learn and grow

Wookey Primary School

ADOPTED BY GOVERNORS:
December 2025

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values

1. Policy Statement and Rationale

This policy must be read in conjunction with Wookey Primary School's Relational Behaviour Policy, which contains detailed information on our core principles, including the use of PACE, the Stepped Boundaries system, Emotion Coaching, and Restorative Conversations.

Wookey Primary School is committed to providing a safe, secure, and supportive environment where every child feels they belong and are included. Bullying is completely unacceptable and will be met with a certainty of intervention and restorative action. This policy establishes clear procedures for preventing, reporting, investigating, and resolving all incidents of bullying, ensuring that every member of our community adheres to our core rules of being Ready, Respectful, and Safe.

Our anti-bullying approach is firmly rooted in the philosophy of our Relational Behaviour Policy. We believe that by fostering strong, consistent, and empathetic relationships, we can successfully prevent most bullying behaviour and effectively restore relationships when harm has been caused.

1.1 Addressing 'Zero Tolerance' Concerns

Wookey Primary School does not operate a 'zero tolerance' policy in the traditional sense. We recognise that punitive 'zero tolerance' models often fail to address the root causes of behaviour and disproportionately affect vulnerable children.

Instead, we commit to certainty of intervention. Every reported incident will be investigated, and restorative processes will be used to ensure the child who caused harm learns to take responsibility, understands the impact of their behaviour, and agrees to repair the relationship. This approach focuses on teaching, reflection, and resolution rather than simply immediate exclusion or rigid punishment.

2. Defining Bullying

Bullying is defined as repetitive, intentional actions conducted over time that create an imbalance of power, causing distress and harm to the victim. It is not a single act of unkindness or a one-off disagreement, which are addressed through our standard Stepped Boundaries and Restorative Conversations.

2.1 Types of Bullying

Bullying can be:

Type of Bullying	Examples of Behaviour
Physical	Hitting, kicking, pushing, tripping, stealing or damaging possessions.

Verbal	Name-calling, teasing, insulting, making offensive or abusive remarks.
Relational/Social	Excluding a child from games or groups, spreading rumours, damaging a child's reputation.
Cyber (Online Safety Policy applies)	Sending malicious messages, sharing embarrassing photos, or setting up fake accounts using technology. This includes bullying that originates outside of school (e.g., on social media platforms) but which directly impacts the safety, well-being, or learning of children within the school environment.

2.2 Prejudice-Based Bullying (Serious Harm)

Bullying that targets a child based on a characteristic protected by the Equality Act 2010 is treated as a severe incident causing immediate harm.

- This behaviour by-passes the Stepped Boundaries and is managed using the specific Action Plan detailed in Appendix G of the Relational Behaviour Policy.
- This includes bullying motivated by: Racism, Sexism/Gender (including homophobia and transphobia), Disability, Religion or Belief, and other protected characteristics.

3. Prevention and Culture

Prevention is the primary focus of our relational policy, achieved through explicit teaching and a consistent, supportive environment.

Strategy	Link to Relational Policy
Emotional Literacy	We teach the Zones of Regulation framework (Appendix H) so children can label their feelings and use strategies to regulate, reducing reactive behaviour that can lead to conflict.
Explicit Teaching	We use the PSHE Association's programme to teach children how to value differences, and resolve disagreements peacefully.
Upstander Culture	Children are explicitly taught to 'speak up, reach out and be kind' when witnessing unkind or bullying behaviour. Upstander Certificates are awarded to reinforce this positive action.
Safety and Consistency	All staff consistently use the PACE approach and the common language of Ready, Respectful, Safe to ensure the school is a predictable and safe environment.

4. Reporting and Response Procedure

4.1 Reporting an Incident

Any adult, child, or parent who suspects bullying must report it immediately.

- **Children:** Are encouraged to report to any trusted adult
- **Staff:** Must take the complaint seriously, reassure the child, and immediately escalate to the Class Teacher or a member of the Senior Leadership Team (SLT).
- **Parents:** Should contact the Class Teacher in the first instance, or the Headteacher or SENCO for serious or unresolved concerns.

4.2 Investigation and Recording

1. **Immediate Action:** The receiving adult ensures the immediate safety and emotional regulation of the child who has been harmed.
2. **SLT Notification:** The incident is passed to the Class Teacher and a member of SLT for investigation.
3. **Recording:** All suspected and confirmed bullying incidents must be recorded immediately on CPOMs under the appropriate behaviour category.
4. **Investigation:** The designated adult (SLT/Teacher) speaks separately to the child(ren) harmed and the child(ren) who caused harm, as well as any witnesses, to establish the facts.

4.3 Parental Liaison

Parents of both the child harmed and the child causing harm will be contacted promptly by a member of SLT once the facts have been established. This initial contact is to share factual information, discuss the restorative process, and work together on the subsequent support and accountability plan.

5. Resolution and Repair (Restorative Approach)

5.1 Accountability and Consequences

- Bullying is a behaviour causing harm and will by-pass the Stepped Boundaries.
- Consequences will be logical and restorative. These may include limitations around play, an agreed repair task (e.g., an apology letter), or working with a teaching assistant or ELSA to build empathy and regulation skills.
- **Serious or Repeated Incidents:** If a child shows serious negative behaviour (including confirmed bullying) three times in a half term, a Responsive Co-Regulation Plan will be required.

5.2 Restorative Conversations

The primary intervention tool is the Restorative Conversation:

- The goal is for the child who caused harm to understand the impact of their

actions, take responsibility, and agree on a way to make things right (repair and restore).

- The conversation will be facilitated using the standard Restorative Questions that all members of staff wear on their lanyards (What happened? Who has been affected? What do you think needs to happen to make things right?).
- The conversation is facilitated to ensure accountability and empathy, not shame. The child who was harmed must feel safe, listened to, and cared for as the other child takes full responsibility for the impact of their actions.

5.3 Ongoing Support

- **For the Child Harmed:** The school will provide ongoing care, using support strategies such as ELSA or daily check-ins to rebuild their sense of safety and belonging.
- **For the Child Causing Harm:** The school will seek to understand the underlying unmet needs being communicated by the behaviour and provide targeted support to help them develop the skills needed to show Ready, Respectful, and Safe behaviour

6. Monitoring and Review

The impact of this policy is monitored as part of the overall Relational Policy review cycle:

- **Data Review:** Senior leaders, Designated Safeguarding Leads and Governors responsible for safeguarding regularly review serious incidents of bullying and repetitive behaviours logged on CPOMs to identify patterns, evaluate the effectiveness of interventions, and determine necessary training.
- **Annual Review:** The policy is reviewed annually in conjunction with the Relational Behaviour Policy.
- **Policy Dissemination:** The school will ensure the core principles of this policy, including how to report bullying and the restorative process for resolution, are regularly communicated to children through assemblies, PSHE lessons, and through whole class rules and Upstander posters presented in every classroom.
- **Stakeholder Voice:** Child and parent voice is gathered through annual wellbeing questionnaires to assess confidence in the school's approach to bullying and overall safety.