



Willow Wood Community Primary School

Anti-Bullying Policy 2026

“Everyone at Willow Wood has the right to feel safe. We do not accept bullying, and we will help anyone who is being treated unfairly.”

This policy has been developed in line with guidance from the **Department for Education**, including *Preventing and Tackling Bullying*, and reflects expectations within the **Ofsted Education Inspection Framework** regarding behaviour, safety and pupil wellbeing.

The policy also supports the school’s commitment to achieving and maintaining the **Sunderland Anti-Bullying Charter Mark**, part of the Sunderland Healthy Schools Award programme led by Together for Children.

Through this policy, Willow Wood Community Primary School demonstrates its commitment to creating a safe, inclusive environment where all pupils, staff and families feel valued and protected and bullying is actively prevented.

Commitment

At Willow Wood Community Primary School our approach to relationships and behaviour is underpinned by our core values:

Inspire - Believe - Challenge - Achieve

These values guide how we work together as a school community and shape our expectations for how pupils treat one another.

- **Inspire** – We inspire pupils to be kind, respectful and supportive members of the school community.
- **Believe** – We believe every child deserves to feel safe, valued and confident within our school.
- **Challenge** – We challenge bullying behaviour and encourage pupils to speak out when something is wrong.
- **Achieve** – We help pupils develop the social and emotional skills needed to build positive relationships and resolve conflict.

Through these values we aim to create a culture where **bullying is not accepted and positive relationships are actively promoted.**

Willow Wood Community Primary School has a zero-tolerance approach to bullying; although we realise that it can occur at any time. Any behaviour that causes physical or emotional harm will be taken seriously and addressed promptly.

Preventing bullying is the responsibility of everyone in the school community, including pupils, staff, parents and governors.

At Willow Wood Community Primary School, we work together to:

- Promote positive relationships.
- Challenge bullying behaviour and behaviour that is perceived as being of a bullying and unkind nature.
- Support pupils and parents who have experienced bullying or unkind behaviours.
- Help pupils who display bullying behaviour to understand the impact of their actions and to change their behaviour through direct work and support as well as curriculum teaching.

Alongside clear expectations and consequences, the school uses restorative practices to help children understand the impact of their behaviour, repair harm and rebuild positive relationships.

To ensure transparency and safeguarding, the school uses the CPOMS system to record incidents and maintains a clear, chronological record of concerns and actions taken.

By working together, we aim to create a culture where **everyone feels safe and respected**.

Definition of Bullying

The school recognises the definition of bullying used by the Anti-Bullying Alliance:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, where there is an imbalance of power. Bullying may be physical, verbal, social or online, and can include discriminatory behaviour.”

Bullying may take different forms including:

- Physical bullying
- Verbal bullying
- Emotional or social bullying
- Cyberbullying
- Discriminatory bullying related to:
 - race

- religion
- disability
- gender
- sexual orientation
- family circumstances

Bullying may also be considered a form of **peer-on-peer abuse** and will be addressed following the school's safeguarding procedures and with reference to our Peer-On-Peer policy where appropriate.

It is important to distinguish bullying from one-off incidents or conflicts between pupils, which are not defined as bullying but will still be addressed through the school's behaviour procedures. We recognise that children fall out and make up and they will be supported to understand the difference between instances such as these and bullying.

Before any incident is deemed to be bullying, an investigation led by a senior member of staff will take place.

Factors considered may include:

- Frequency of behaviour.
- Intent and language used.
- Age or power imbalance between pupils.
- Impact on the child experiencing the behaviour.

All incidents confirmed as bullying are recorded and reported through the Headteacher's termly report to Governors.

Aims of the Policy

- To provide a safe and supportive learning environment for all pupils.
- To develop a school culture where bullying is not tolerated.
- To promote respect, empathy and positive relationships.
- To ensure clear procedures for reporting and responding to bullying.
- To promote a restorative approach which supports children to repair harm and learn from mistakes.
- To ensure all members of the school community feel confident that concerns will be listened to and acted upon.

Objectives

- To create a positive ethos where pupils feel safe to speak openly to adults and peers.
- To provide clear guidance for staff, pupils and parents in responding to bullying.
- To equip pupils with social and emotional skills to manage conflict and relationships.
- To support pupils who have engaged in bullying behaviour to reflect, repair harm and change behaviour.

- To provide short-term and long-term support for pupils affected by bullying
- To encourage pupils and staff to report concerns and challenge bullying behaviour.

Preventative Strategies

At Willow Wood Community Primary School, we believe the best way to tackle bullying is through prevention and the development of strong relationships.

Children are made aware of the school's approach to bullying through:

- The RE curriculum.
- PSHE / Social and Emotional Learning programmes
- Assemblies focusing on themes such as:
 - friendship
 - respect
 - empathy
 - trust
 - forgiveness
 - inclusion
- Opportunities for discussion, drama and role-play.
- Pupil-designed posters, displays and campaigns.
- Clear expectations around Rights, Rules, Rewards and Consequences.
- Participation in national and local anti-bullying initiatives.
- Work towards Sunderland City Council Anti-Bullying Charter accreditation.
- Pupil voice through School Council discussions.
- Annual pupil questionnaires about feelings of safety and bullying.
- Learning about online safety and cyberbullying.
- Nurture programmes
- 1-1 or group sessions
- Healthy Heads

Staff Awareness and Professional Development

To ensure a consistent approach across the school:

- All staff receive professional development on behaviour, safeguarding and restorative practices annually.
- Staff are informed of any pupils or situations that require monitoring weekly.
- Communication between staff is encouraged through CPOMS and team discussions.
- Supervision arrangements at break and lunchtime are regularly reviewed.
- Staff receive training in inclusive practice and supporting pupils with additional needs.

Working in Partnership with Families

The school will work very closely with parents and carers to ensure pupils feel safe.

This includes:

- Providing opportunities for parents/carers to raise concerns.
- Annual parent questionnaires regarding bullying.
- Sharing outcomes and actions taken where appropriate.
- Contacting parents where concerns are raised through questionnaires (where not anonymous) or where their child has been involved / raised concerns
- Informing parents of incidents where appropriate.
- Providing information or sessions on online safety and cyberbullying.
- Providing leaflets at open evenings re online bullying and appropriate age to access apps etc.

Responding to Incidents

When an incident occurs:

- The member of staff who observes or is approached responds immediately.
- The safety and wellbeing of pupils and staff is the priority.
- The incident is reported to the class teacher and senior staff where necessary.
- All incidents are recorded on CPOMS to maintain a detailed chronology.
- Incidents are treated fairly and investigated with an open mind with appropriate support for the victim and the perpetrator of the bullying.

Where behaviour has occurred:

Willow Wood Community Primary School uses restorative approaches to address conflict and bullying behaviours. Restorative conversations help pupils understand the impact of their actions, repair harm and rebuild relationships while ensuring accountability for behaviour.

- Pupils may complete restorative reflection sheets.
- A restorative conversation will take place. This is always completed by a member of the Senior Leadership Team.

Restorative conversations help pupils to consider:

- What happened?
- What they you thinking or feeling at the time?
- Who has been affected and how?
- What needs to happen now to make things right?
- How this can be prevented from happening again?

Recording and Reporting

All incidents must be recorded on CPOMS as soon as possible. If the incident is severe or of a safeguarding nature, this must be brought to the attention of a Designated Safeguarding Lead as soon as possible.

Records should include:

- Name of the child/children affected.
- Name of the child/children responsible.
- Nature of incident (verbal, physical, online etc.)
- Factual description.
- Action taken.
- Whether parents/carers were informed and their response if applicable.
- Next steps and actions taken.

Records must be fact-based and not speculative or contain opinion.

The decision to inform parents/carers will be made in consultation with the Headteacher or senior leadership team where appropriate.

Consequences

Consequences are applied in line with the school's Behaviour Policy.

When addressing behaviour, staff will:

- Investigate incidents thoroughly.
- Ensure consequences are fair, proportionate and clearly explained to both the child and their parent/carers.
- Help pupils understand the impact of their actions.
- Use restorative approaches alongside appropriate consequences.

The aim is always to support pupils to:

- Take responsibility.
- Repair harm.
- Rebuild relationships.
- Make better choices in the future.

Monitoring

- The senior leadership team and designated safeguarding leads review incidents termly.
- Patterns or trends are identified through CPOMS data.
- The Headteacher reports bullying incidents to the Governing Body.

Self-Evaluation and Review

Information gathered through monitoring, feedback and questionnaires will inform:

- Updates to this policy.
- The school's Self Evaluation Form.
- Future developments in anti-bullying practice.
- Priorities within the School Improvement Plan.
- The termly headteacher's report to governors.

This policy will be reviewed annually by school leaders and governors or in response to updated guidance and legislation.

Policy Reviewed March 2026