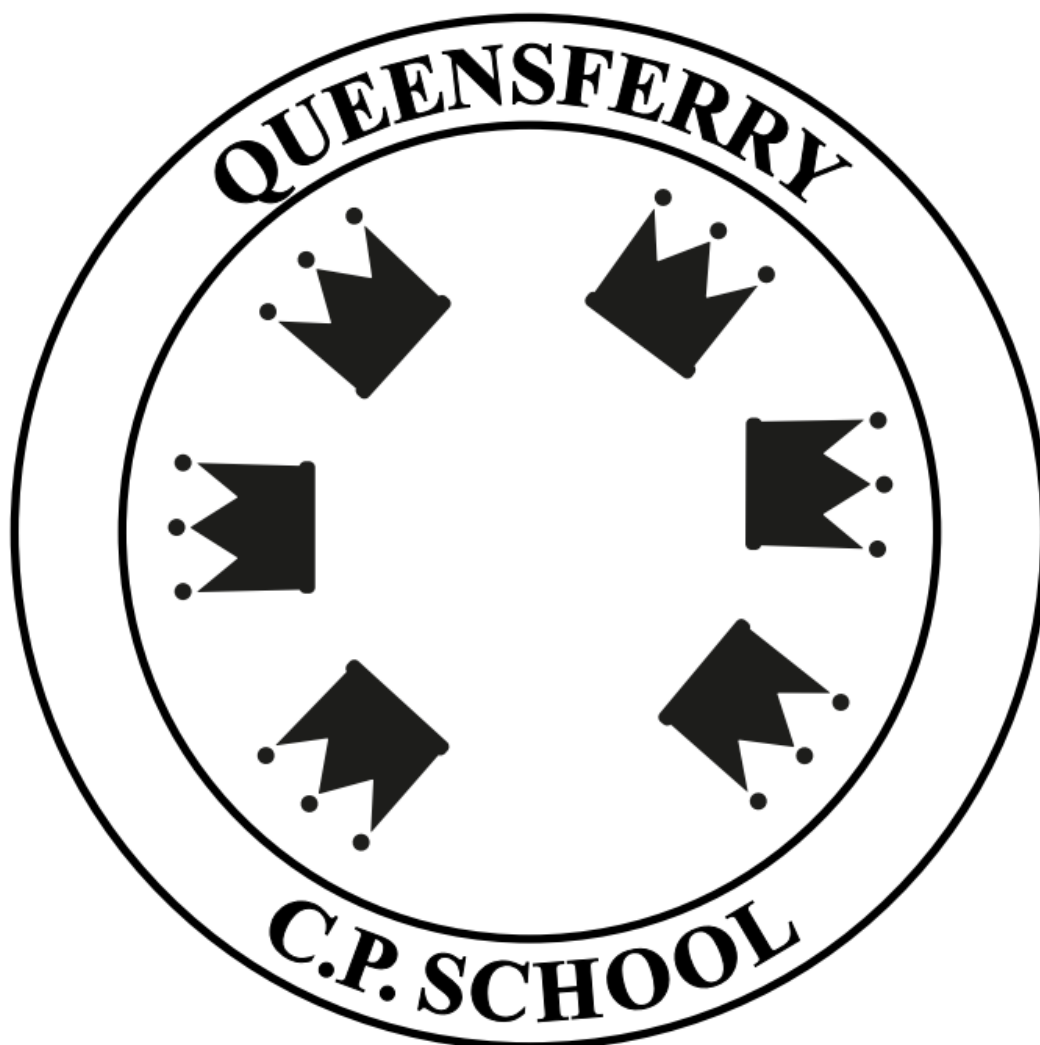




Anti-Bullying Policy

2025-2026

Policy adopted and approved by the Governing Body on:	October 2025  Signed: _ Chair of Governors
Review Date Annually	November 2026

In defining bullying at Queensferry CP we have considered the following:

Welsh Government Respecting Others Guidance Circular 050/2011, which states:

'There are many definitions of bullying, but most consider it to be:

- *Deliberately hurtful (including aggression)*
- *Repeatedly often over a period of time (whilst recognising that a one off incident can leave a pupil traumatised and nervous of future recurrence)*
- *Difficult for victims to defend themselves against.*

and

Estyn blog: Why we need to keep talking about bullying 2019, which outlines:

There is no legal definition of bullying, but essentially it's behaviour that is:

- repeated, whilst recognising that even a one-off incident can leave a learner traumatised and fearful that it will happen again in the future
- difficult for victims to defend themselves against
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, disability, religion, gender or sexual orientation

It can be both direct and indirect, for example by spreading nasty rumours about someone or excluding them from social groups.

When deciding whether behaviour is bullying, it's important to take the **child's perspective** into account.

Our school council define bullying as:

- hitting or hurting someone repeatedly.
- Using unkind, curse words or racist language towards other people.
- Repeatedly talking behind someone's back and spreading rumours.
- Purposefully peer pressuring others.

At Queensferry CP we strive to create a secure and caring environment that actively discourages bullying. Our ethos throughout our school values individuality and we endeavour to always cater for and support our pupils social and emotional needs.

All children deserve to receive their education free from humiliation, oppression and abuse.

Every person who is a part of Queensferry Primary School has a responsibility to take action to care for each other.

Bullying can take many forms, but the principal forms of bullying are persistent: verbal, physical and manipulative behaviours.

Verbal bullying may:

- Involve name calling
- Make use of written notes, social media and messages through digital technology
- Include threats of physical violence

Physical bullying:

- Often consists of deliberate jostling, bumping, pushing or shoving. Those responsible may easily maintain that it is accidental when detected for the first time.
- Deliberate physical assault of children or staff.
- May involve theft or damage to property (accompanied by the threat of violence). Not all theft or damage is bullying, but it is where the intention is to create fear and use power improperly.

Manipulative/ Cyber bullying:

- Manipulates social networks with the intention of excluding, ostracising or marginalising individuals from their friends and normal relationships.
- Spreads rumours or malicious accusations.
- Bullying by text messages on mobile phones and malicious communication

Research commissioned by the Anti-Bullying Alliance from Goldsmiths College, University of London, defines cyber bullying as follows:

"Cyber bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself."

Bullying may also fall into the following categories:

- Racist bullying
- Sexual bullying
- Gender-based bullying
- Bullying on the basis of sexual orientation
- Bullying on the basis of special educational needs or disabilities
- Bullying of those with long-term health conditions.

Whole School Prevention Measures

At Queensferry Primary School we operate preventative strategies to create a school ethos founded on equality, fairness and respect for others in which individual differences are celebrated and seen as a source of enrichment. In order to help children learn and develop appropriate responses to others, all staff at all times will treat each other and children, parents with courtesy and respect and will model appropriate and acceptable behaviour.

We strongly believe that to tackle bullying effectively we need a consistent whole school approach, working with appropriate outside agencies.

Within school we use the following approaches to raise awareness, identify and tackle incidents of bullying:

- Through the use of our PSHE scheme Jigsaw. Regular lessons in the week look at the rights of the child, discuss scenarios and involve children in problem solving.
- Throughout the school year we incorporate anti-bullying week and children's mental health week into our planning and also collapse the curriculum to have a well-being week where we create bespoke learning to identify and support the personal, social and emotional needs of our children in more depth.
- We use data from assessment tools such as Happen surveys, RISE surveys and Boxall profiles to identify children who may need additional nurture support and use our targeted provision to do this.

We also address bullying through a range of other approaches:

- **At Whole School level** - whole school and key stage assemblies, Anti-bullying week, School Rules, VIP's, Worry Box and Circle Time, behaviour role models.
- **At Classroom level** - Oasis Room, Pupil posters, Circle Time, class discussions, and cross-curricular activities.
- **At an Individual Pupil level** - children who are felt to be at risk of bullying will be offered additional support and guidance.
- **At a Parent level** - Parent evenings, Anti-Bullying Policy and Behaviour policies available on school website, Open door policy.
- **At a Teacher level** - Restorative Practice and Behaviour management, NSPCC assemblies with our older children.

The school recognises that there are particular times and locations when children may be more vulnerable to bullying e.g. lunch and break times and the beginning and end of the school day. Arrangements are in place to ensure that at key times and places there is adequate supervision available to reduce the risk of bullying incidents.

Clarification of Roles

The role of Governors

The Governing Body supports the head teacher in all attempts to eliminate bullying from Queensferry CP. This policy statement makes it very clear that the Governing Body does not condone bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy. The Governors require the head teacher to keep accurate records of all incidents of bullying and to report to the Governors on an annual basis about the effectiveness of school anti-bullying strategies.

The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the Governing Body.

The role of the Head teacher

It is the responsibility of the head teacher 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 deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy and ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying.

The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this when appropriate e.g if an incident occurs, the head teacher may use an assembly as a forum in which to raise bullying and reinforce key messages.

The head teacher 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 Teachers

All staff involved in the education and supervision of children at Queensferry CP are made aware of the issue of bullying and will apply the school's policy consistently when episodes of bullying are witnessed or reported. Staff will undertake appropriate training in order to tackle bullying and will reinforce the message that bullying is unacceptable and will take positive action to prevent and control it.

All staff at Queensferry CP take all forms of bullying seriously, and intervene to prevent incidents from taking place. They record incidents that happen in their own class or to children from their class or those incidents that they become aware of in the school in general. Teachers will support all children in their class to establish a climate of trust and respect for all. By praising and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of Parents

Queensferry CP is firmly committed to working in partnership with parents/carers and believes that the best outcomes emerge when professionals and parents are able to work together when bullying occurs.

Parents/carers who believe their child is the target of bullying should share their concerns with school at the earliest opportunity. All expressions of concern will be taken seriously and investigated thoroughly.

If a child is involved in a single serious incident of bullying or there is evidence that the same child is involved repeatedly in less serious incidents (either as a targeted individual or a perpetrator) the school will inform parents/carers and invite them to become involved in the management of the problem and the prevention of further incidents. Isolated and less serious incidents will be managed by school staff and parents/carers informed.

In the event where parents/carers are unhappy with the way the school has investigated an alleged incident of bullying, then they have the right to complain to the head teacher / Governing Body through the Chair of Governors, in accordance with the schools Complaints Policy.

Parents/carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Management of Bullying Related Incidents

Queensferry CP is committed to creating a safe environment and will ensure that this policy is applied rigorously. All staff involved in the teaching and supervision of children will take responsibility for addressing incidents which fall with the school's definition of bullying and ensure that the target receives support. All incidents will be recorded on CPOM's - our school incident reporting system.

All children need to be aware that they need to tell staff of any incidents or concerns and that action will be taken when bullying is reported. The exact course of action will vary with each situation but the main objectives should be that bullying incidents are brought into the open, discussed and strategies agreed to help resolve the problem.

It is always important to make clear that:

- The bully's behaviour is unacceptable and the bullying must stop.
- Everything that happens is carefully recorded.
- The application of sanctions will depend on the individual circumstances of each incident.
- Revenge is not appropriate for the victim.
- The school will work with the parents of both the victim and the bully.
- Support will be available for the victim.
- Support will be available for the bully to help change his/her behaviour.

Support for the Targeted Individual

Queensferry CP will offer a proactive, sympathetic and supportive response to children who are the targeted individuals of bullying. The exact nature of the response will be determined by the particular child's individual needs and may include:

- Immediate action to stop the incident and secure the child's safety
- Positive reinforcement that reporting the incident was the correct thing to do
- Reassurance that the targeted individual is not responsible for the behaviour of the bully
- Strategies to prevent further incidents
- Sympathy and empathy
- Raising self esteem
- Extra supervision/monitoring
- Create a circle of friends.
- Peer mediation/peer mentoring
- Informing/involving parents/carers
- Adult mediation between the perpetrator and the targeted individual (provided this does not increase the targeted individual's vulnerability)
- Arrangements to review progress

Support for the Bully

Queensferry CP takes bullying behaviour very seriously and will adopt a supportive, pragmatic, problem-solving approach to enable bullies to modify their behaviour, which may include:

- Positive reinforcement for the child in order to promote change and bring unacceptable behaviour under control.
- Restorative conversations.
- Immediate action to stop an incident of bullying in progress.
- Engagement with the bully to reinforce the message that their behaviour is unacceptable.
- Loss of lunch/break time privileges.
- Removal from class/group (Time-out) - removing the pupil from the group, not so much as a punishment, but rather as a time when he or she can think about their behaviour and often a solution.
- Individual Educational Behaviour Plan (IEBP)
- Parents/carers informed.
- Referral to appropriate outside agency - Early Help Hub, Nurture Support.
- Fixed periods of exclusion
- Permanent exclusion (in extreme cases which may involve violence)

Recording of Incidents

In the event that teachers determine that there has been an incident of bullying, records will be maintained using the Flintshire Respecting Others Incident and Review forms as recommended by the Flintshire Respecting Others Steering Group.

We will utilise the following forms to record incidents of disrespect or bullying and to review any outcomes of the support given to children and young people. Children and young people are likely to report incidents to a teacher or adult they trust. Therefore, the forms have been designed so that anyone can complete them.

Confidentiality and Safeguarding

It may be necessary to invoke local Child Protection Procedures if a pupil's safety or welfare (or that of another pupil) is under threat. **A duty is placed upon those professionals involved to exchange information in order to safeguard a "child" adhering to the All Wales Child Protection Procedures 2008.** Teachers and professionals cannot offer unconditional confidentiality to pupils in bullying incidents and this should always be made clear at the outset.

If a pupil discloses information which is sensitive, not generally known and which the pupil asks not to be passed on, it will be discussed with the head teacher/safeguarding coordinator. The request will be honoured, however confidentiality will be broken against the wishes of a pupil when:

- There is a safeguarding issue
- The life of a person is at risk or serious harm to others
- *Criminal offences are disclosed*

However, we will make every effort to inform the pupil first, explain why this needs to happen and secure the pupils agreement to the way in which the school intends to use any sensitive information.

This policy has been developed with reference to the following Welsh Government documents:

- Respecting Others: Anti Bullying Guidance Series (2011):
- Bullying around race, religion and culture
- Bullying around special educational needs and disabilities
- Homophobic bullying
- Sexist, sexual and transphobic bullying
- Cyber bullying
- Personal and Social Education Framework (2008)
- The Framework for Children's Learning for 3 to 7 Year Olds in Wales (2008)
- School Crime Beat Policy - A Protocol for Police Supporting Schools with Incidents for Crime and Disorder. A Reference Document for School Staff (2012)
- All Wales Child Protection Procedures (2008)

Links to other school policies

This policy should not be seen in isolation as it has clear links with the following school policies:

- Behaviour Policy -this is reviewed annually to ensure the guidelines of this policy are consulted.
- Safeguarding Policy
- Equality and Diversity Policy
- Acceptable Use Policy
- Healthcare Needs Policy

- This policy will be reviewed on an annual basis
- The head teacher and governing body are responsible for monitoring incidents (e.g. the number, nature, outcomes of incidents and how many referrals were made to outside agencies) and reviewing incident management procedures.
- The head teacher will ensure that the findings from staff, parent/carers and pupil evaluations contribute to our school's self-evaluation process and to the policy review process.
- The policy will be discussed in a whole school staff meeting at the beginning of each new school year.