



Woolmore
Primary School

Anti-Bullying Policy

October 2025

“Togetherness is a word that sums up Woolmore.” — Ofsted, 2022

Vision: *All children can achieve success.*

1. Purpose

At Woolmore Primary School, we are committed to providing a safe, caring, and respectful environment where everyone can learn and thrive. Bullying is never tolerated. This policy sets out how we prevent, respond to, and monitor bullying — ensuring that pupils, staff, and parents feel supported and heard.

This policy reflects:

- **Our School Values:**
 - **Kindness** – We treat others as we would like to be treated.
 - **Respect** – We value difference, speak politely, and listen.
 - **Ambition** – We aim high and support each other to improve.
 - **Teamwork** – We work together and look after each other.
- **Our School Rules:**
 1. Be gentle – no hurt, physical or verbal.
 2. Be kind and helpful – use kind words, include others, say sorry.
 3. Be honest – always tell the truth.
 4. Be a good listener – respect others when they speak.
 5. Work hard and try your best.
 6. Respect property – school and other people's.
 7. Be safe – use sensible behaviour, especially online.

2. Legislation and Guidance

Our policy is underpinned by:

- **Keeping Children Safe in Education (2025)** – including peer-on-peer abuse and online safety.
- **Relationships, Health & Sex Education statutory guidance (Updated 2025)** – teaching children about respectful and caring relationships and online behaviour.
- **Equality Act 2010** – preventing discrimination and harassment.
- **Preventing and Tackling Bullying (July 2017)** – advice for schools.
- **Childnet / UK Safer Internet Centre guidance** on cyberbullying.
- Local Authority guidance from Tower Hamlets.

3. What is Bullying?

Bullying is **repeated behaviour, by an individual or group, that intentionally hurts another person physically, verbally, emotionally, or online.**

Examples include:

- **Physical:** hitting, kicking, damaging belongings.
- **Verbal:** name-calling, insults, threats.
- **Emotional:** exclusion, spreading rumours, humiliation.
- **Prejudice-based:** targeting race, faith, gender identity, disability, sexuality.
- **Cyberbullying:** using messaging, gaming, or social media to harm, threaten, or humiliate.

- **Sexual harassment / bullying:** unwanted sexual comments, contact, or behaviour.

Bullying is recognised as a form of peer-on-peer abuse and can seriously affect a child's mental health and ability to learn

4. Prevention

We prevent bullying by:

- **Curriculum:** Teaching PSHE, RHE, and online safety to all pupils, including respectful relationships and digital citizenship.
- **Assemblies and workshops:** Promoting kindness, respect, and celebrating diversity.
- **Visible values:** Displaying rules and values across school and modelling them daily.
- **Safe spaces:** Giving pupils trusted adults to talk to and peer support opportunities.
- **Staff training:** Ensuring staff recognise signs of bullying and respond consistently.
- **Partnership with parents:** Sharing expectations and guidance on online safety.

5. Reporting Bullying

Anyone (pupil, parent, staff) can report concerns to:

- Class teacher or trusted adult.
- The Designated Safeguarding Lead (DSL) or deputy DSL, Phase Leader or DHT.
- School office (in person, phone, or email).

Reports are taken seriously, recorded, and investigated promptly.

6. Responding to Bullying

When bullying is reported:

1. **Immediate safety** – ensure the child is safe and supported.
2. **Investigation** – staff speak with all parties involved and witnesses.
3. **Record & monitor** – log details in.
4. **Inform parents** – of both the child being bullied and the child displaying bullying behaviour.
5. **Support** – pastoral support, counselling if needed, help to rebuild confidence.
6. **Sanctions & education** – proportionate consequences and restorative work for the perpetrator, following the behaviour policy (see Bullying Report Appendix 1)
7. **Follow-up** – regular check-ins to ensure bullying has stopped and relationships are restored (see Bullying Report).

If criminal behaviour is suspected (e.g., assault, hate crime, online threats), police and external agencies will be involved.

7. Cyberbullying

We respond to online bullying by:

- Acting as soon as it is reported.
- Supporting the victim to keep evidence (screenshots, messages).
- Requesting removal of harmful content where possible.
- Applying school sanctions, even if behaviour happens off-site, if it impacts a pupil's education or wellbeing.

- Supporting families to take steps to ensure they are safe online when they are at home and in the community.
- Educating all pupils about safe, responsible online behaviour.

8. Roles and Responsibilities

Role	Responsibility
Pupils	Follow school rules, report bullying, support others.
Parents/Carers	Support school approach, report concerns quickly, work with staff to resolve issues.
Staff	Be vigilant, take reports seriously, act quickly, record and follow policy.
DSL / Leadership	Monitor incidents, coordinate response, analyse patterns, report to governors.
Governors	Review policy and data termly, hold school accountable for creating a safe culture.

9. Monitoring and Review

- Termly analysis of bullying records to identify patterns and act early.
- Pupil voice (School Council, surveys) to check pupils feel safe.
- Annual staff training refreshers.
- Policy reviewed every two years or sooner if required.
- Policy shared with parents via the website and newsletters.

10. Key Message

At Woolmore, we believe:

“Every child can achieve success.”

Creating a safe, respectful, and ambitious environment is everyone's responsibility. Bullying will be challenged, not ignored, and together we will ensure that every child feels they belong.

Policy updated	September 2025
Shared with Governing Board	Autumn Term 2025
Date of review and update	September 2026

Appendices

Woolmore Primary School

Bullying Investigation from Pupil/Staff Report



Date:	Reported by:			Recorded by:		
Who is it done to?				Who does it?		
First Name: Maliha	Family Name:	Class:	First Name:	Family Name:	Class:	
What type of bullying is it? (please tick)						
Bullying related to physical appearance			Bullying of young carers, children in care or otherwise related to home circumstances			
Bullying related to physical/mental health conditions			Physical bullying			
Emotional bullying			Bullying via technology, known as online or cyberbullying			
Prejudicial bullying (against people/pupils with protected characteristics): <i>race, religion, faith and belief and for those without faith ; ethnicity, nationality or culture; Special Educational Needs or Disability (SEND); to sexual orientation (homophobic/biphobic bullying); Gender based bullying, including transphobic bullying</i>			Other			
What happens? (victim's report)						
Next steps: (as agreed with victim)						
Perpetrator's viewpoint:						
Which staff informed:		Victim's parent/carer informed?		Perpetrator's parent/carer informed?		
Next step(s) to ensure incident is resolved including frequency of monitoring of behaviours / feedback from both victim and perpetrator;						
This report has been shared with the DSL on:						
Follow up (a chronology of conversations and check-ins with the victim and or alleged perpetrator – this can continue for days / weeks / months – becoming less frequent over time)						
Date	Notes					