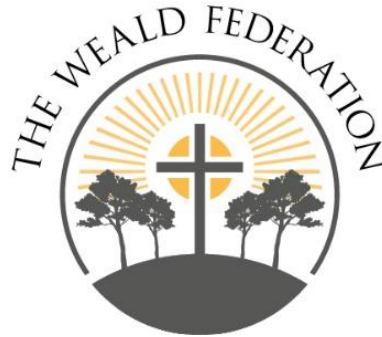


The Weald Federation

Of Five Ashes, Frant, Mark Cross and Mayfield Church of England Primary Schools



With God's love we grow and learn together

With God's love we grow and learn together to inspire every child and adult to flourish within our community. Through our Christian ethos, excellent teaching and shared learning, we aim to encourage everyone to discover who they are in relation to God, the world and others. This is in order to prepare for, and positively contribute to, our ever changing and diverse world.

Anti-Bullying Policy

Led by:	Joanna Challis and Jo Warren (EHTs)
Date implemented:	October 2025
Date for next review:	October 2026
Approved by:	FGB
ESCC /School policy	School/govt guidance

All staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse). And that it can happen both inside and outside of school.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online

Introduction:

With God's love, we grow and learn together at The Weald Federation. Our community strives for every child to flourish both academically and in their personal development.

Bullying is an anti-social behaviour that affects everyone. It is unacceptable and we recognise that bullying, especially if left unaddressed, can have a detrimental impact on an individual's mental health and emotional wellbeing at school and in later life. When a child bullies another child, this is referred to in our safeguarding policy as 'child-on-child' abuse.

Definition of Bullying:

There is no legal definition of bullying. However, The Weald Federation has referred to the DfE guidance and defines bullying as behaviour that is:

- **Repeated over a period of time**
- **Intended to hurt someone physically or emotionally**
- **Often involves a relationship where there is an imbalance of power**
- **Can be prejudice based or discriminatory** (e.g. race, religion, gender, gender identity, special educational needs or disabilities)

Bullying can be direct or indirect and takes many forms such as:

- **physical bullying** (e.g. pushing, kicking, biting, punching, violence)
- **emotional bullying** (e.g. excluding, hiding belongings, gestures, graffiti, false friendship)
- **verbal bullying** (e.g. name calling, teasing, sarcasm, spreading rumours, threats)
- **sexual bullying** (e.g. sexual harassment/violence, upskirting, sexually abusive comments)
- **cyber bullying** – via mobile phone or online (e.g. offensive messages, videos or photos through gaming, websites, social media sites and Apps etc.)

It is important to understand that bullying is different from other experiences that could be hurtful for children such as:

- isolated incidents of rudeness, unkind words, physical hurting or exclusion;
- isolated or ongoing friendship conflicts;
- unthoughtful words or actions.

Incidents involving the types of behaviour described above are also taken seriously and will be dealt with in line with each school's Behaviour Policy. We support children to recognise positive relationships and develop skills to repair them, when required, as part of our therapeutic approach.

Aims and Objectives:

The aim of our Anti-bullying Policy is to ensure that all of our pupils and staff can learn and work in a safe, nurturing environment without fear of being bullied. The Weald Federation is committed to ensuring that the school community works together to create a safe and caring ethos where everyone is valued, respected and takes responsibility for their behaviour as well as speaking out and taking appropriate action in accordance with our Federation policy when bullying occurs.

Preventing Bullying:

The Weald Federation:

- creates an inclusive environment, a culture of mutual respect and challenges behaviour that does not uphold this;
- monitors and reviews our Anti- Bullying Policy and procedures annually or sooner if required;
- has a progressive PSHE curriculum in place. Opening Young Minds
- provides opportunities for pupils to learn about and reflect on our Christian values and the British Values;
- supports pupils in developing their emotional, social and personal skills, including building their resilience and self-esteem;
- supports pupils to understand, develop and maintain positive relationships;
- helps pupils to understand what bullying is and what to do if it happens. In KS2, this is supported by the use of our Anti-Bullying Agreement (see Appendix 4);
- has an Anti-Bullying Agreement in place for pupils;
- encourages pupils to use technology responsibly and respectfully;
- provides information for staff, pupils and parents regarding steps they can take to protect themselves and children online;
- ensures that pupils are aware that all bullying concerns will be taken seriously and dealt with sensitively and effectively in line with our policy;
- recognises that some members of our community may be more vulnerable to bullying than others;
- is vigilant to behaviours such as anxiety, isolation, attendance patterns, appearing withdrawn, low self-esteem, ill health, sleeping problems etc.
- supports pupils, parents and staff in identifying and addressing bullying appropriately and promptly;
- ensures that all incidents of anti-social behaviour and bullying are recorded and monitored on CPOMS;
- provides support for both the victim, bully and those impacted by the bullying;
- seeks to learn from anti-bullying good practice elsewhere and accesses support when appropriate.

Staff Training

The Weald Federation ensures that all members of staff receive appropriate training on preventing, identifying and addressing bullying behaviour, following the school's policy and procedures. Staff have access to a confidential Staff Counselling Service should they wish to discuss an experience of bullying. Senior leaders are also available to offer support if needed.

Personal, Social and Health Education (PSHE) Curriculum

The Weald Federation's PSHE Curriculum teaches children the following about bullying:

- understanding what bullying means
- learning about different forms of bullying
- developing an understanding of the feelings associated with bullying
- what children should do if they are a witness or a target of bullying
- knowing where and how to seek support both in and outside of school should they be worried about bullying
- knowing ways to support others who have experienced bullying
- encouraging a collective responsibility for actively tackling bullying

The Federation supports national anti-bullying awareness week, uses NSPCC materials to help children understand different types of abuse and provides opportunities for pupils to discuss bullying in the news. All of these issues are addressed in a sensitive, child friendly and age/stage appropriate way.

Further details on the progression of skills for each Key Stage can be found in Appendix 3.

Responding to Reported Bullying

- If bullying is suspected or reported, the incident will be acted on immediately by the member of staff who has been approached or witnessed the concern.
- If appropriate, a member of staff will check that the person being bullied or reporting bullying is not at risk of immediate harm. The DSL may be involved.
- The incident/concern will be investigated by the Head of School with input from the class teacher. Another Head of School within The Federation will review the findings, before the final outcome is communicated, to ensure a robust review has taken place. Notes (using Appendix 1) will be added to CPOMS.
- The Head of School/DSL will establish whether it is a bullying incident (see definition) and update CPOMS accordingly with an unfounded or founded outcome recorded.
- The Head of School, will inform parents, staff and/or outside agencies as appropriate.
- A plan of action will be agreed by all parties including appropriate support, consequences, monitoring arrangements and review dates. (see Appendix 1).

When there is a confirmed case of bullying, The Weald Federation will work together as a community to resolve the situation and learn from what has happened.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss their experience with a trusted member of staff.
- Reassurance that they have done the right thing in reporting their bullying concerns.
- Offering nurture support where required to restore self-esteem and confidence.
- Checking in with the pupil to ensure they feel safe and secure.
- Seeking specialist support e.g. CAMHS, Early Help Services, where required.

Pupils who have bullied others will be supported by:

- Discussing what happened.
- Establishing why the pupil engaged in bullying in line with our therapeutic approach to understanding behaviour.
- Helping the pupil to understand why the behaviour is not acceptable.
- Helping the pupil to change their attitude/behaviour.
- Requesting the removal of content by online service providers in some instances.
- Helping the pupil with restorative action as appropriate.
- Working with the pupil's parents to encourage respectful behaviour.

Consequences taken by the Head of School/Executive Headteacher should be fair, reasonable and proportionate but could include:

- Informing the pupil's parents.
- Exclusion from certain areas of the school.
- Internal exclusion
- Fixed term suspension
- Permanent exclusion

Links with Other Policies

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- PSHE Policy and Subject Progression Document
- Online Safety Policy
- Whistleblowing Policy

Useful Websites

- Anti-Bullying Alliance (www.antibullyingalliance.org.uk)
- Childline (www.childline.org.uk)
- NSPCC (www.nspcc.org.uk)

Appendix 1 - Bullying Incident Report Form (to be uploaded to CPOMS)

Name of Person (Parent/Staff/Pupil) Reporting Alleged Bullying	
Date	
Name of Victim	
Class and Year Group	
Summary of Incident	
Action Taken	
Review comments by the other Head of School within The Federation	
Pupil Reflection	
Core Behaviours/Values Broken	
Action Plan to Improve the Situation	
Review Date	
Outcome (founded or unfounded)	
Signed (Head of School/Executive Headteacher)	
Date	

The Weald Federation's Anti-Bullying



Information for Parents and Carers

Your child's school must by law have an anti-bullying policy and use it to reduce and prevent bullying. The Weald Federation's Anti-Bullying policy can be found on our website or a copy made available on request. This leaflet provides parents with a summary of the policy and guidance for what to do if you think your child is being bullied or using bullying behaviour.

Definition of Bullying:

The Weald Federation has referred to the DfE guidance and defines bullying as behaviour that is:

- **Repeated over a period of time**
- **Intended to hurt someone physically or emotionally**
- **Often involves a relationship where there is an imbalance of power**
- **Can be prejudice based or discriminatory** (e.g. race, religion, gender, gender identity, special educational needs or disabilities)

Bullying can be direct or indirect and takes many forms such as:

- **physical bullying** (e.g. pushing, kicking, biting, punching, spitting, violence)
- **emotional bullying** (e.g. excluding, hiding belongings, gestures, graffiti, false friendships)
- **verbal bullying** (e.g. name calling, teasing, sarcasm, spreading rumours, threats)
- **sexual bullying** (e.g. sexual harassment/violence, upskirting, sexually abusive comments)
- **cyber bullying** – via mobile phone or online (e.g. offensive messages, videos or photos through gaming, websites, social media sites and Apps etc.)

It is important to understand that bullying is different from other experiences that could be hurtful for children such as:

- isolated incidents of rudeness, unkind words, physical hurting or exclusion;
- isolated or ongoing friendship conflicts;
- unthoughtful words or actions.

Working With Parents and Carers

Parents/carers and families have an important part to play in helping schools deal with bullying.

What can you do?

1. Discourage your child from using bullying behaviour at home or elsewhere. Show them how to resolve difficult situations calmly and assertively, without using violence or aggression.
2. Watch out for changes in your child's behaviour that may indicate they are being bullied, or is bullying others. Contact the school immediately if you are worried.
3. Speak to the school about any concerns. Furthermore, read this leaflet, look at the recommended websites and read the Federation's policy if you have concerns about bullying.

If your child has been bullied or has witnessed bullying:

- listen to your child describe what they have experience in their own words;
- remain calm as you talk to your child about their experience;
- make a note of what your child says, particularly who was said to be involved, how often the bullying has occurred, where it happened, when it happened and what happened;
- reassure your child that telling you about the bullying was the right thing to do;

- explain that further incidents should be reported to a teacher immediately;
- make an appointment to see your child's class teacher in the first instance;
- explain to the teacher the problems your child is having;
- work with the school to resolve the problem.

Help your child to:

- stay calm and look as confident as they can;
- be firm and clear – e.g. 'Stop doing that. I don't like it.'
- move away from the situation as quickly as possible;
- tell an adult what has happened straight away;
- keep speaking up until someone listens and does something to stop the bullying;
- not blame themselves for what has happened.

Talk to the teacher about bullying:

- try and stay calm - the teacher may be unaware that your child is being bullied or may have heard conflicting accounts of an incident/situation;
- be as specific as possible about what your child has reported;
- make a note of what action the school intends to take, allowing time for the school to investigate the situation;
- ask if there is anything you can do to help your child or the school;
- stay in touch with the school - let them know if things improve as well as if problems continue.
- if you are unsatisfied with how the school has managed a case of bullying, please follow the Federation's Complaints Policy.

If your child is bullying other children:

Children may be involved directly or indirectly in bullying other pupils. Children sometimes bully others because:

- they don't understand that it is wrong;
- they are copying friends, siblings or other family members who they admire;
- they haven't learnt other, positive ways of socialising with their friends;
- others encourage them to bully or they feel pressured to do so;
- they are going through a difficult time themselves.

To stop your child bullying other children:

- try to understand why your child is bullying others;
- help your child to understand different feelings and to talk about them;
- talk to your child, explaining that bullying is unacceptable and makes others unhappy;
- discourage other members of the family from bullying or using controlling/aggressive behaviour to get what they want;
- show your child how to join in with other children without bullying;
- make an appointment to see your child's class teacher;

- regularly check with your child and the schools how things are going;
- give your child lots of praise and encouragement when they are co-operative or kind to other people.

What will your child's school do?

- If bullying is suspected or reported, the incident will be acted on immediately by the member of staff who has been approached or witnessed the concern.
- If appropriate, a member of staff will check that the person being bullied or reporting bullying is not at risk of immediate harm. The Designated Safeguarding Lead (DSL) may be involved.
- The class teacher will discuss the incident/concern with all involved and record this.
- The Head of School/DSL will establish, through discussion with the class teacher and all involved whether it is a bullying incident (see definition) and update records accordingly.
- The Head of School, will inform parents, staff and/or outside agencies as appropriate.
- A plan of action will be agreed by all parties including appropriate support, consequences, monitoring arrangements and review dates.

The school will also:

- discuss, monitor and review its policy and procedures on a regular basis;
- support staff in identifying and managing bullying appropriately;
- support pupils to develop positive relationships;
- support pupils in developing their emotional, social and personal skills;
- help children to understand what bullying is and how to respond to it;
- ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively;
- seek to learn from cases of bullying, anti-bullying good practice elsewhere and utilise support when appropriate;
- work together as a whole school community to resolve cases of bullying so that everyone feels happy and safe.

Appendix 3 – Anti-Bullying Curriculum

Key Stage 1	<ul style="list-style-type: none"> • Explore the similarities and differences between people and how these make us unique and special. • Learn what bullying is and what it isn't. • Talk about how it might feel to be bullied and when and who to ask for help. • Discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. • Discuss being nice to and looking after other children who might be being bullied. • Learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK. • Explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied. • Share feelings associated with bullying and how and where to get help. • Explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.
Lower Key Stage 2	<ul style="list-style-type: none"> • Learn about families, that they are all different and that sometimes they fall out with each other. • Practise methods to calm themselves down and discuss the 'Solve it together' technique. • Revisit the topic of bullying and discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place. • Talk about using problem solving techniques in bullying situations. • Discuss name-calling and practise choosing not to use hurtful words. • Learn about giving and receiving compliments and the feelings associated with this. • Consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. • Explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. • Discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. • Share their own uniqueness and what is special about themselves. • Talk about first impressions and when their own first impressions of someone have changed.
Upper Key Stage 2	<ul style="list-style-type: none"> • Explore culture and cultural differences. They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. • Revisit the topic of bullying and discuss rumour spreading and name-calling. • Learn that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. • Consider happiness regardless of material wealth and respecting other people's cultures. • Discuss differences and similarities and that, for some people, being different is difficult. • Learn about bullying and how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues. • Learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.



The Weald Federation's Anti-Bullying Agreement (Appendix 4)



At The Weald Federation, and in line with the UN Convention of Rights of a child, every pupil is valued as an individual and has the right to learn and play happily in our schools. We all have the right to feel safe and be treated with respect, without bullying for:

- How we look
- Where we are from
- What we believe
- Who we love
- How we were born

What is Bullying?

- Bullying is repeated over a period of time.
- Bullying is intending to hurt someone physically or emotionally.
- Bullying often involves an imbalance of power.
- Bullying is often aimed at certain groups because of their religion, gender, race etc. This is called discrimination.
- Bullying can happen face to face or online.

I agree that:

I will try my best to follow the school's behaviour rules.
I will use kind words and actions. both online and in person.
I will show respect to other children and adults.
I will take responsibility for my own actions and the words that I use.
I will treat people fairly.
I will try to include others and make sure that no-one is left out.
I will let an adult know if I am feeling hurt or bullied.
I will speak out if I know that bullying is happening in our school.

I will not use my body or words to hurt another child or adult.
I will not use racist or other discriminatory language.
I will not take my anger out on another child or adult.
I will not be unkind to others because they are different from me or have different views from my own.
I will not be unkind to others about their appearance.

I understand The Weald Federation's Anti-Bullying Agreement and agree to help make our school community a happy and safe place for everyone.

Signed:

Date: