Wimbledon Chase Antibullying Policy

Empowering individuals to thrive and contribute positively in a diverse and ever-changing world

Anti-Bullying Policy

September 2026

At Wimbledon Chase Primary School, policies are designed to ensure that the child is at the centre of all our decision making. All staff are aware that whole school and class systems are established to ensure that every child is able to share and express their concerns in a safe and confidential manner. We constantly strive to ensure that all children know their worries and views will be taken seriously by all staff and that every child will be treated with respect.

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WIMBLEDON CHASE PRIMARY SCHOOL



ANTI-BULLYING POLICY

1. Introduction

"In schools where all feel that they belong, the behaviour "agenda" is owned by everyone. Staff and pupils know what it is: have helped shape it; think it's fair. There is a common language and shared set of practices. Entering into these schools is a warm and welcoming experience."
(Place and Belonging in school: why it matters today: Riley et al 2020)

At Wimbledon Chase we want our school to be a warm and welcoming one. We want our children to be successful and happy learners, who feel safe and secure in their learning environment. Through its aims and contents, this policy sets out how, by following the Positive Management of Relationships and Behaviour Policy and the strategies identified below, our school will seek to establish an anti-bullying ethos and the means by which bullying will be dealt with should it occur.

2. Aims

This policy aims to:

- Support a whole-school culture that promotes positive relationships, excellent behaviour and ensures that all children and staff are free from all forms of bullying and discriminatory behaviours
- Define bullying and discriminatory behaviours within a school context in the 21st Century
- Establish a whole-school approach to anti-bullying that reflects Wimbledon Chase values, our Cornerstone aims and the school's status as a Rights Respecting School
- Raise the awareness within our wider school community about the school's stance towards bullying behaviour
- Provide strategies to support all those involved in incidents of bullying
- Recognise bullying behaviour as a means of communication

3. Wimbledon Chase Anti-Bullying Principles

- As a Rights Respecting School all governors, staff, student teachers and volunteers have a duty to uphold Children's Rights as defined by the United Nations in relation to our stance against bullying in particular. These rights are the basis of our Anti-Bullying Principles and these articles are of particular relevance:

Article 3 - The best interests of the child

Article 13 - The freedom of expression
Article 14 - The freedom of thought, belief and religion.
Article 15 - The freedom of association
Article 19 - The protection from violence, abuse and neglect
Article 28 - The right to education
Article 29 - The right to the goals of education
Article 31 - The right to leisure, play and culture

- The Wimbledon Chase Values of Kindness and Respect, Inclusivity and Equality, Positivity and Safety are promoted through every aspect of school life
- Every child understands that they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- Every child understands that they have the responsibility to allow others to feel safe, valued and respected and to be able to learn free from the disruption of others
- All children, governors, staff, student teachers and volunteers are free from any form of discrimination
- Governors, staff, student teachers and volunteers set an excellent example to children at all times understanding that fostering positive relationships and a sense of belonging with all in our community is key
- All in our school community work collaboratively towards building and maintaining an anti-bullying ethos in the school.
- Children and adults feel able to report bullying behaviour, confident that they will be listened to and action taken to remedy the situation.
- The anti-bullying policy is understood by children, staff and families
- Children are helped to take responsibility for their actions
- Families are involved in anti-bullying incidents to ensure support is given to all involved

4. Definition of bullying

We use the The Anti-Bullying Alliance's definition of bullying:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace."

5. Bullying behaviour may include, but is not limited to:

- **Physical** – pushing, hitting, kicking, pinching, any form of violence, threats
- **Verbal** – name-calling, sarcasm, spreading rumours, persistent teasing, threats, unidirectional "roasting" and/or "banter"
- **Emotional –** tormenting, threatening behaviours, ridicule, humiliation, exclusion from groups or activities, graffiti, gestures, use of social media
- **Cyber Bullying** - unkind messages left on social media, hacking into online accounts of others, persistent ridicule or humiliation when playing games online, manipulation of photographs and the use of AI to create conversations, images, audio or video hoaxes that look real

6. Bullying can take place between:

Pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyber-bullying methods.

7. Reasons why bullying may occur

i. Protected Characteristics

Prejudice related bullying is recognised under the Equalities Act 2010. It is against the law to discriminate against anyone because of:

- age
- being or becoming a trans person
- being married or in a civil partnership
- being pregnant or having a child
- disability, including learning disabilities
- race including colour, nationality, ethnic or national origin, including Gypsy, Roma, Traveller heritage
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'. As part of the requirement on schools to promote fundamental British Values, schools must proactively challenge derogatory and discriminatory language and behaviour including that, which is racist, homophobic, biphobic, transphobic and disablist in nature.

ii. Further reasons why pupils may be bullied:

- appearance or health conditions
- young carers, looked after children, or otherwise related to home circumstances
- level of academic achievements

There is no "hierarchy" of types of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. However, there may be bullying behaviours which are more serious than others, resulting in a sliding scale of consequences.

iii. Bullying of staff

With regard to the bullying of school staff, see DfE, "Preventing and Tackling Bullying", 2017. Merton has its own guidelines and procedures about workplace bullying. At Wimbledon Chase Primary School we will not tolerate bullying of school staff, whether by pupils, parents/carers or other staff.

8. Relationships

At Wimbledon Chase school we recognise that children are learning about their relationships with others, how to sustain friendships and how to resolve conflicts. We support our children and their families by teaching the difference between Friendship Conflict and Bullying as described by The Anti-Bullying Alliance.

Friendship conflict **Equal power** **Happens occasionally** **Accidental**	vs	**Bullying** **Imbalance of power** **Repeated negative action** **Deliberate**

Additional characteristics

Remorseful **Effort to solve problem**	**No remorse** **No effort to solve problem**

9. Identifying Bullying

Children who are being bullied may not always be prepared to tell someone. It is important therefore that members of staff, parents and others who deal with the children are observant and alert for signs of bullying. These might include:

- Unwillingness to come to school
- Feels ill in the morning
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Being easily distressed
- Performance in school work begins to drop
- Is frightened of walking to or from school
- Changes their usual routine
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering or shows other signs of anxiety
- Talks about or attempts self-harm
- Talks about or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Asks for money or starts stealing money
- Has unexplained cuts or bruises
- Displays bullying behaviours themselves
- Changes in eating habits
- Afraid to use the internet or mobile phone
- Gives improbable excuses for their behaviour

10. Preventing bullying

By promoting an anti-bullying ethos, our school endeavours to create an environment in which bullying is not able to develop. Members of staff regularly use PSHE lessons, assemblies or circle time to explore issues such as the causes of bullying, the effects of being bullied or being the child who displays bullying behaviours, and how to stop bullying. Pupils will be given advice on what to do if they are being bullied or if they observe someone being bullied.

A pupil questionnaire will be carried out yearly to identify which of these issues need to be explored further in class and what additional advice the children need.

i. Proactive strategies

These strategies include, but are not limited to:

- Our relational approach to connecting with pupils and adults as detailed in the Management of Positive Relationships and Behaviour Policy
- Ensuring that all staff are adequately trained to spot bullying, including undertaking Prevent Training and Safeguard Training
- The school will foster a sense of belonging for all pupils and staff e.g. through the House System, Wellbeing Wednesdays
- Our status as Rights Respecting School will underscore our anti-bullying ethos

- Our Cornerstones Curriculum and Behaviour Curriculum will promote equality, diversity and inclusion
- Pupil leadership opportunities will encourage pupil voice and a sense of agency
- A safe environment is created in the playground by careful supervision and rotas eg buddy bench, buddy bags, worry box, etc.
- School, Phase or class rules - as appropriate - for popular games are co-constructed with the children
- 'Peer Mediator' and "Young Interpreter" systems operate whereby children can talk to an older pupil in Year 5 or 6 if they have a problem and need help sorting it out or if they need to speak to someone in their home language
- The school will promote anti-bullying strategies through assemblies, PSHE, circle time and other appropriate lessons such as drama
- The school will use the Equaliteach "STOP" approach to empower and educate pupils – see Child Friendly of the Anti Bullying Policy
- The School will take part in National Anti-Bullying week annually
- Pupils will be regularly reminded to know who their trusted adult might be if they needed to report being bullied
- Pupils should be encouraged to tell a trusted adult if they are being bullied or observe bullying

ii. Reactive approaches to bullying

Procedure

When a disclosure is made, it should always be treated seriously, with appropriate discretion and carefully investigated. The procedure for dealing with bullying is set out in Appendix A, together with a copy of the incident form – Appendix B.

11. Our use of language when dealing with bullying

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different. Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our schools even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying

12. Monitoring

The policy will be monitored by the Senior Leadership Team and, for the Governing Body, by the Pupil and Community Committee. It will also be monitored by the School Council and discussed with parents at Parent Rep meetings and other parent forums.

13. Roles and Responsibilities

i. The Headteacher and Senior Leadership Team will:

- Foster a sense of belonging for all children and staff
- Be key role-models demonstrating a relational approach to managing behaviour
- Have a strategic overview of the behaviour across the school and well-being of all children

- Ensure this policy is implemented by all members of staff
- Ensure that staff have the appropriate training and emotional containment to successful manage the Anti-bullying Policy
- Keep the Governing Body informed about the developments in behaviour and well-being across the school (with a particular focus on bullying) and the impact on children and staff
- Ensure that anti-bullying remains high profile in the school's improvement work
- Ensure that the school's statutory duties regarding anti- bullying are met
- Support Deputy/Assistant Heads or other member of staff with any bullying behaviour incident if they deem it necessary for Head teacher involvement

ii. The Governing Body will:

- Review and ratify policy
- Make visits to the school and meet the PSHE curriculum leader as well as Phase Leaders and SLT and discuss areas for development
- Stay up to date with whole school outcomes in regards to anti-bullying
- Act as a 'critical friend' and support and challenge the schools' development of anti-bullying

iii. All Staff will:

- Follow the Management of Positive Relationships and Behaviour Policy
- Follow the school Anti-bullying Policy both proactively and reactively
- Listen to any child who identifies themselves or others as potentially being bullied or bullying
- Act on this information with urgency and escalate it to other appropriate staff members where necessary
- Investigate any form of bullying and record on the appropriate system
- Reinforce our school ethos at all times

iv. PSHE, Wellbeing, Rights Respecting and Computing Leads will:

- Lead, manage and monitor the teaching and learning of PSHE, Computing and Rights Respecting curriculums across the school
- Ensure the PSHE, Wellbeing Computing and Rights Respecting curriculums actively include lessons that address all forms of bullying, including cyber bullying.
- Be aware of and act upon research and national and local developments
- Establish and maintain contacts beyond school, such as community organisations
- Facilitate parental involvement by organising workshops, support pamphlets, blogs etc. Keep the Governing Body informed about the progress of the scheme of work
- Work to achieve equality of opportunity throughout the school
- Ensure that anti-bullying remains a high profile in the school's development work
- Organise and review all anti-bullying based resources, ensuring they are readily available and well maintained

v. Children will:

- Follow the Cornerstone Rules of being: kind, respectful, equal , inclusive, safe and positive
- Tell a trusted adult if they think they are being bullied
- Tell a trusted adult if they see bullying behaviour

vi. The Parents will:

- Support the school.
- Ensure that their child follows the school rules and behaves well.
- Communicate with the school any special medical needs, or any special circumstances at

home that may affect a child's learning, behaviour or ability to do homework.
- Communicate with the school if they are concerned about bullying behaviour
- Refrain from talking to parents of a child who might be displaying bullying behaviours and understand that it is best to communicate via the school
- Read all information sent home as this gives them important details of relevant policies, meetings, workshops, activities etc.

14. Links with other policies:

Management of Positive Relationships & Behaviour Policy	Equality & Diversity Policy	Merton Workplace Bullying Policy
PSHE Policy	EYFS Policy	SEND Policy
Equality Statement	Online Safety Policy	Parent Code of Conduct
Home School Communication Policy	eQqualiteach Child Friendly Ant Bullying Policy	

School Development Area Leader: Caroline Gibbins

Linked Governor: **Fiona Hunter**

Signed: Caroline Gibbins

Signed: Fiona Hunter

Date agreed: September 2026

Review date: September 2028

15. APPENDIX A - PROCEDURE FOR DEALING WITH BULLYING

1. Once the behaviour is identified as bullying the incident should be reported to the Headteacher or a member of the Senior Leadership Team.
2. The target child and the child undertaking bullying behaviours should be interviewed separately.
3. The target child's experiences should be listened to and the pupil reassured that they have done the right thing by reporting the situation. Targets of bullying often feel powerless and vulnerable. They may end up believing that they deserve to be bullied. Everything should be done to re-establish the target's self- esteem and self-confidence.
4. The child who has displayed bullying behaviour should be spoken to and the reasons why they have bullied are identified. They should be helped to recognise their unsociable behaviour and given support and counselling if necessary to address that behaviour.
5. On some occasions it may be possible to sit the target child and the child who has displayed bullying behaviour down together to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached.
6. On other occasions the child should be told firmly to stop their anti-social behaviour immediately and to stay away from the target child.
7. In all instances, the parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they should be invited into the school to discuss the matter.
8. Follow up meetings with the targeted child should be arranged to find out whether the solution has been effective or not, and the situation should be monitored.
9. Bullying behaviour could result in one or more of the following consequences:
    - writing an explanation or apology for the incident
    - withdrawal of break or lunch time with others if the behaviours occurred in the playground
    - monitoring of lunchtimes and break times
    - bespoke behaviour system for the child who is showing bullying behaviour
    - withholding participation in school trips or sports events that are not an essential part of the curriculum
    - removal from a particular lesson or peer group if the behaviour was displayed in these situations
    - temporary removal from the class if logical
    - interview with the Headteacher or Deputy Head
    - reporting the incidents to the Governing Body
    - increased communication with parents
    - fixed term suspension
    - permanent exclusion
10. Supportive strategies will be considered for both the targeted child and the child displaying the bullying behaviours:
    - Emotional Literacy Support - ELSA
    - Involvement of external agencies
    - Involvement of social worker if appropriate
    - Bespoke sessions to reflect on behaviours
    - Counselling
    - Referral to CAMH

11. As part of the school's safeguarding procedures a record should be made of every incident of bullying using the school's recording procedures (which might include but not limited to,

the class Behaviour Logs, an ABC form or the MyConcern safeguarding system). The record should indicate who was involved, where and when the incident occurred, what happened, what action was taken, whether the parents were informed and how the incident was followed up.