



Anti-Bullying Policy

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Document Control

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Approval		
Meeting	Date	Chair
Teaching & Learning Committee	26.03.13	D. Rodgers
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Anti-Bullying Policy

Wirksworth Junior School fosters an atmosphere of care and consideration for all members of the school community. It takes very seriously any allegation of bullying and makes every effort to investigate and resolve all reported cases. Wirksworth Junior School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, e.g. learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- [DfE \(2025\) 'Keeping children safe in education 2025'](#)
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy
- Relationships and Health Education Policy
- Suspension and Exclusion Policy
- Child-on-child Abuse Policy
- Remote Education Policy

Bullying is defined as:

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+ or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person’s gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Bullying can be very complicated and related to many reasons, often with more than one type of bullying but most are focussed on differences to the perpetrator.

Roles and responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a log of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.
- Ensure governors are informed of work on anti-bullying via the Teaching and Learning Committee.

- Ensure all parents are made aware of the policy through the school website and the procedure for dealing with complaints.
- Ensure new staff and supply staff are briefed on the school's approach.
- Making sure **all staff** are regularly updated and trained on the restorative approach and listening to both sides.

Teachers/teaching assistants and midday supervisors are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying. Not using phrases such as: girls being girls or boy being boys; it's only a joke; it's only banter.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.
- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents when more serious bullying incidents occur.
- Teachers will ask children to identify key issues and concerns about bullying and are asked to suggest anti-bullying strategies.
- Encourage vulnerable children to share their issues or concerns with staff and build their self-esteem.
- Teach children strategies to minimise bullying and to become more assertive. Give children STEM sentences to explain to others they are not happy. i.e. I don't like it when you it makes me feel sad/angry/unhappy.
- Give vulnerable children counselling, emotional support such as a circle of friends.
- To inform parents if their child is being bullied or showing bullying behaviours. To have good communication between home and school.
- To deal with the situation in a timely manner.
- To listen to all the children sympathetically and respectfully; encouraging open dialogue between the children to form positive healthy relationships. The children's truth to be acknowledged as their truth.

Parents are responsible for:

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.
- Encouraging their children to talk to each other so restore the situation and stop the bullying.
- To have good communication between home and school.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

- The School Council will be consulted regarding behavioural issues and engaging in questionnaires honestly to share their views with the DSL to bring about positive changes and reduce/prevent bullying.
- To be willing to change the negative bullying behaviours and learn from their behaviours.

Statutory requirements

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Proactive steps - Prevention

The school will clearly communicate a whole-school commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole school.

All members of the school will be made aware of this policy and their responsibilities in relation to it and have been actively asked to participate in its writing and annual review. All staff members will receive training on identifying and dealing with the different types of bullying. All staff will look out for bullying, and it is their responsibility to act to support the child who is being bullied.

All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Relationships and Health Education Policy, PSHCE curriculum, learning about the British Values, learning about our school values which are embedded in the school curriculum and through collective worship.

The curriculum will explore and discuss issues at age-appropriate stages such as:

- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.
- How to recognise abusive relationships and coercive control.
- Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through all lessons, with the curriculum planned to enrich their cultural capital, developing an understanding of diversity. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities, educational visits and cultural groups. Children are also taught how to manage their relationships with others. This is underpinned through whole school assemblies, circle time etc.

During Anti-bullying week, held during November, the children will take part in activities which help them to challenge bullying behaviour. As a result of this, posters will be displayed around school advising children to share their concerns and report incidents and their child friendly antibullying policy is updated.

The children understand and are taught that bullying is unacceptable behaviour which occurs:

**Several
Times
On
Purpose**

The school community recognises that bullying can happen between children, between children and adults, and between adults. No form of bullying is acceptable in our community and, in order to deal with it, children or adults being bullied need to:

**Start
Telling
Other
People**

Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others.

School acknowledges that the playground can be an over-stimulating place to be when all the children are out playing. School will ensure there is always a safe place that is supervised by a teacher during free time to go to if they feel threatened or wish to be alone. The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

Pupils deemed vulnerable will meet with a trusted member of staff regularly, where appropriate, to ensure any problems can be actioned quickly. Trusted adults will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

Before a new pupil joins the school, particularly when this happens in-year, the pupil will be given a buddy to support them in the classroom but also to support them at playtime. Where a new pupil is deemed vulnerable, this strategy may involve further observation or intervention on the part of the nurture team.

The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour.

Social model thinking

1. Child is valued
2. Strengths and needs defined by self and others
3. Identify barriers and develop solutions
4. Outcome based programme designed
5. Resources are made available to Ordinary services
6. Training for parents and professionals
7. Relationships nurtured
8. Diversity welcomed, child is Included
9. Society evolves

The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

The school uses the social model thinking to ensure all disabled adults and pupils have a right to belong and feel valued by their community. We start by looking at the strengths and celebrating these through our

SEMH curriculum educating on being a kind and caring part of the school and their community.

Proactive steps - Minimising bullying and dealing with incidents

Children are frequently reminded of the need to report any incident or concern about bullying. ("It's all right to tell"). This will be done by staff reminding the children in assembly, staff being proactive in their response to concerns and being supportive of the children involved in the incident.

Posters will be displayed around school advising children to share their concerns and report incidents. Parents are encouraged to report incidents.

Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in schoolwork
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the headteacher/DSL who will discuss the next steps and actions to be taken to support all the children involved.

Proactive steps- Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.

Staff will always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

Child-on-child abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual “jokes” or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children's social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.

The school's Child-on-child Abuse Policy outlines the school's stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school's approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents.

All members of staff will receive training on an annual basis on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying will be similar to those found in the '[Signs of bullying](#)' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

Parents will also be regularly invited to attend online training sessions to keep their children safe and signposted to support networks or reading, in order to educate them on the signs and symptoms of cyberbullying. They will be advised to report to the teacher if their child displays any of the signs outlined in this section.

All learning at home will follow procedures outlined in the Remote Education Policy. During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online, and explaining how filtering and monitoring procedures work.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

Staff and pupils will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, e.g. taking screenshots. Staff will report incidents to the headteacher and recorded on My Concern, and it will be investigated and support to be provided. **Pupils will report incidents to a trusted member of staff through speaking to them directly, use of the worry box, stop signs or via their parents who can inform school.**

Where offensive content is posted online targeting a staff member or pupil, the person targeted will be encouraged to use the reporting mechanism on the website or social media platform to request its removal. Where the person who has posted it is known to the school, the headteacher will request they remove it directly. If this is a member of staff the school will follow its disciplinary procedures and gain support from Human Resources.

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobile phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed.

Procedures

Minor incidents will be recorded on My Concern and reported to the headteacher. The headteacher will decide of who will investigate the incident, they will set appropriate sanctions for the perpetrator and ensure a member of staff contacts the parents to explain the incident and actions taken. A no blame approach is sometimes adopted to examine the cause of the problem and ways to resolve it.

When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses are all interviewed separately.
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication.
- If a pupil is injured, members of staff take the pupil immediately to a first aider in school for medical opinion on the extent of their injuries, and parents contacted to discuss if they wish to take them to the doctors.
- A room is used that allows for privacy during interviews.
- A witness is used for serious incidents.
- If appropriate, the alleged perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture. The school will use the restorative questioning.
- The headteacher will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim.
- Premature assumptions are not made, as it is important not to be judgemental at this stage.
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete.
- All pupils involved are informed that they must not discuss the interview with other pupils.
- The incident and action should be written onto My Concern.

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Sanctions

If the headteacher is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. **The headteacher/teacher/teaching assistant will inform the perpetrator of the type of sanction to be used in this instance, e.g. missing of break time, time away from the other child in another part of the school, nurture/ social stories activities, and future sanctions if the bullying continues.**

If possible, the staff member will attempt reconciliation and will obtain an apology from the perpetrator via a restorative approach. This will either be in writing to the victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

Parents are informed of bullying incidents and what action is being taken.

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions and should be conducted simultaneously to encourage more positive behaviour in future.

The school will avoid unnecessarily criminalising pupils for bullying or abusive behaviour where possible, as young people with criminal records face stigma and discrimination in future aspects of their lives. The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future. This is known as 'calling it in.'

The DSL informally monitors the pupils involved over the next half term.

The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour and will not exclude pupils unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Suspension and Exclusion Policy.

Support

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the nurture team.
- Reassurance that it was right to report the incident and that appropriate action will be taken.
- Liaison with their parents to ensure a continuous dialogue of support.
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff.
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online.
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents).

The headteacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities.

Staff, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional coaching etc.

The school will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend a mandatory counselling session to assist with any underlying mental health or emotional wellbeing issues. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

Children who observed the incidents will be given an opportunity to share their thoughts and offer ideas on how things could change in school to keep everyone safe. This will be via worry boxes in the classrooms, weekly circle time, pupil voice questionnaires via Antibullying and E-safety week in school, school council, STOP signs to tell a trusted adult they need to talk in school and through school council.

In consultation with parents they have requested if they find out their child is showing bullying behaviours they would want:

- Their child to be listened to sympathetically/
- For them to have a trusted adult/teacher/teaching assistant to talk this through with them in a safe place where they can understand why they are bullying.
- To be supported by school to change their child's behaviour and stopping them showing bullying behaviours.
- Effective communication with school and home.
- Behaviour charts going home to parents so we can also acknowledge these behaviours at home and support the steps the school is taking by putting sanctions in place at home too.
- Isolation away from the other child if their child is not listening and changing their behaviours from education, restorative approach or report.

Follow-up support

The progress of both the perpetrator and the victim will be monitored by their teachers. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate. If appropriate, follow-up correspondence will be arranged with parents on an agreed timeframe after the incident. (no longer than 6 weeks)

Pupils who have been bullied will be offered continuous support through the nurture team. The trusted adult will hold a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will be recorded on My Concern and will continue to take place once a month until the trusted adult and victim are confident the bullying has stopped. The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions.
- Being able to discuss what happened.
- Being helped to reflect on why they became involved.
- Being helped to understand what they did wrong and why they need to change their behaviour.
- Appropriate assistance from parents.

Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to CAMHS.

In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the headteacher and DSL will look to transfer the pupil to another mainstream school with the consent and involvement of the pupil's parents.

Where a pupil who has been the victim of bullying has developed such complex needs that alternative provision is required, the pupil, their parents, the headteacher and DSL will meet to discuss the use of alternative provision.

Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy and the Child-on-child Abuse Policy.

The headteacher has a specific statutory power to sanction pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to sanction pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, e.g. on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only sanction the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police will be informed.

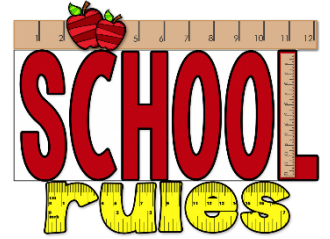
Record keeping

The DSL will ensure that robust records are kept regarding all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g., sanctions, support, escalation of a situation and resolutions. All concerns and incidences will be recorded on My Concern.

The headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

What is expected of me?



In school I am expected to:

- Be kind to others.
- Show respect.
- Keep myself and others safe.
- Have good manners.
- Follow instructions.



Appendix B: Summary of what parents can expect from school if they report their child is being bullied.



Antibullying policy for pupils



At Wirksworth Junior School we are caring and respectful of all of the members at our school. We all learn about bullying and what to do if we are bullied. Teachers and teaching assistants will help us to resolve our problems and make us feel safe.



Updated November 2025 by pupils at Wirksworth Junior School.

What is bullying?


Bullying is when someone keeps hurting or upsetting you more than once.

It can be with words, actions, or online.

Remember STOP. Remember STOP – Start Telling Other People.


You maybe bullied if someone is unkind to you.....

- **Several**
- **Times**
- **On**




What are the different types of bullying.

- Name-calling or teasing about how you look, talk, or what you wear.
- Being mean because of your religion, skin colour, or beliefs.
- Online bullying when using the internet or games.
- Physical bullying like hitting, kicking, or pushing.



What do I do if I think I am being bullied?

Start, Telling, Other People.



- **STOP** – Start Telling Other People.
- Tell a friend, a grown-up at school, or someone at home.
- If you don't want to talk, use the STOP sign in your classroom or playground, write what happened, or move your name on the Zones board.
- Always tell a trusted adult like your teacher, teaching assistant, lunchtime helper, or caretaker so they can help stop it.

A trusted adult in school is any adult who you feel you can share this with – your teacher, teaching assistant,

What will the trusted adult do?

- Teach us what bullying is and how to spot unkind friends.
- Show us what to do if we feel sad or bullied.
- Listen and help stop it by taking action.
- Tell our parents what happened and how we'll keep you safe.
- Give you a safe place like the quiet area, reading corner, or Medway. Ask a teacher to find your safe space.


What you can expect to happen?

- We promise to listen to you and take action.
- You can talk to the bully with an adult to say how you feel, if you want to.
- Adults will check later to make sure it's stopped, and if not put more actions in.
- Offered the opportunity to build your confidence through whole class social stories, group sessions in nurture and 1:1 discussions if this is right for you.

How will the bully be dealt with?

- We promise to listen to them too.
- Find out what has been happening.
- Help them to change their behaviours, and possibly manage their emotions, by keeping calm.
- Give them an opportunity to say sorry or resolve the situation
- Remind them, it is not ok to bully or be unkind to other children in school, even if they have problems or worries.

Creative. Curious. Caring. We make every moment count.



Parent reports their child is being bullied.



School staff to investigate the incident reported and talk to all children involved in getting their point of view.



Staff to offer the opportunity for children to talk to one another if they are happy and feel safe to do so. Children decide what steps they want to take to restore the situation.



If the child is not ready to talk to the bully or they are finding it difficult to come up with ideas. Suggestions are given or they are asked if they would like to write down their thoughts and feelings.



If the bully is not able to support the restorative approach, they will be given proportional consequences/sanctions - see Appendix D



School to write up the incident on MyConcern and the actions taken. Both sets of parents are updated on the outcome and actions taken.



A trusted adult will check-in with the children after the event to see if there has been any repeat incidences and actions put in place if needed. This is updated on My Concern.

Appendix C: Summary of what parents can expect from school if they report their child is being bullied more than once.

Parent reports their child is being bullied more than once.

School staff to read back the notes from the previous recorded bullying incident and note the actions taken.

School staff to investigate the incident reported and talk to all children involved in getting their point of view.

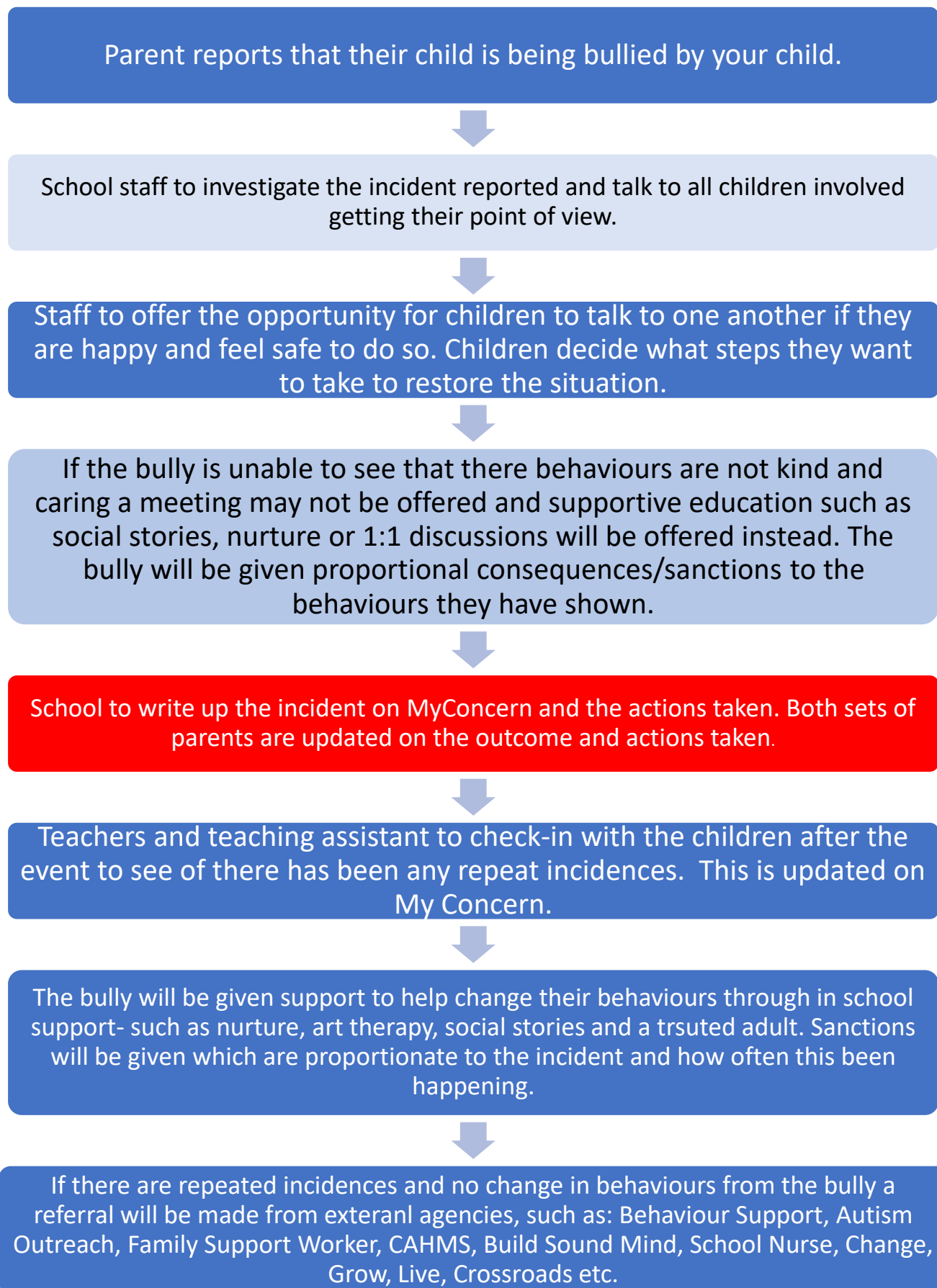
Reflecting on the previous actions with the children, decide together what actions they would like to take, reiterating the bullying behaviours has to stop.
Sanctions to be given to the bully if their behaviours do not stop- see support for bully in Appendix D.

Staff to offer the opportunity for children to talk to one another if they are happy and feel safe to do. Children decide what steps they want to take to restore the situation. Children could write this down if they do not want to say this out aloud.

School to write up the incident on My Concern and the actions taken. A meeting will be arranged for parents to discuss the actions taken and if they would like to suggest other actions to keep their child safe.

If appropriate the child who is bullied will be offered nurture, 1:1 counselling or support to build confidence, resilience and support their mental wellbeing. A trusted adult will ensure their is regular check-ins with your child and offer them a safe space and to listen to their concerns and worries.

Appendix D: Summary of what parents can expect from school if they report their child is showing bullying behaviours.



School example 1

Situation: Jamie is being bullied in his French class by a group of children. They are directing disablist language towards him and throwing things at him on a regular basis

Medical model solution: The school moves Jamie to another class where the children who were bullying him no longer have contact with him.

Social model solution: The school spends time with Jamie and discusses possible courses of action. They set up some restorative meetings with the young people involved so they understand better the impact of their actions.

Why is the social model a better solution? Under the medical model solution in this example Jamie is the person who has to change – not the children bullying him. Under the social model solution Jamie leads the decisions made about the situation and the pupils who are bullying Jamie understand why their actions are wrong.

A young person we spoke to in a recent consultation said: *“They finally did something. They removed me from my tutor group. I was taken out of the class and put into a new one. It was me that had to change, not them.”* – this kind of action, whilst done with the best of intentions, sends the wrong message to all involved.



School example 2

Situation: Shanice is a type one diabetic and has to administer insulin three times a day and check her blood sugar on a regular basis.

Medical model solution: Shanice disappears from class numerous times a day to check her blood sugar and to administer her insulin. Pupils who ask where she is going are told to not talk about it so they don't upset Shanice.

Social model solution: Shanice decides she is happy to share information with other pupils about her medical condition. She sits down with her class and her teacher and explains what she has to do and how she regulates her blood sugar. The pupils ask questions about it and she doesn't feel she needs to hide her condition anymore.

Why is the social model a better solution? Under the social model in this example Shanice is given the chance to talk openly about her medical condition with the pupils. As the pupils understand Shanice's condition they are less likely to see her as 'different' and therefore she is less likely to experience bullying.



7. Guidelines on respectful language¹⁷

In this section we discuss the specific language associated with disability, what's appropriate and the history of this language. All teaching staff should understand this guidance and be able to explain to children the history of disablist terms and appropriate language.



- Avoid using medical labels as this may promote a view of disabled people as patients. It also implies the medical label is the over-riding characteristic, which is inappropriate.
- If it is necessary to refer to a condition, it is better to say, for example, 'a person with epilepsy' not an epileptic, or 's/he has cerebral palsy' not a spastic or Down's.
- The word disabled should not be used as a collective noun (for example as in 'the disabled').
- Although disabled people have impairments, they are not people with disabilities. They are disabled by outside forces. They choose to be called "Disabled People" because of collective oppression and solidarity.

More specifically, the following are recommended:

- **Avoid able-bodied person as the opposite of disabled: Use Non-disabled person** 'Disability' is not a description of a personal characteristic. A disabled person is not a 'person with a disability' as the person does not own the disability in the way that you might be 'a person with brown hair'. Consequently, the opposite of 'disabled' is not 'able-bodied' or 'abled', but '**non-disabled**'
- **Avoid afflicted or affliction:** Use '**impairment**' or **disabled people** depending on the context. Afflicted is used in the Bible and implies that some higher being has cast a person down ('affligere' is Latin for to knock down, to weaken), or is causing them pain or suffering.
- **Avoid cripple(d):** Use **person who has / person with** - The word comes from Old English crypel or creopel, both related to the verb 'to creep'. These, in turn, come from old (Middle) German 'kripple' meaning to be without power. The word is extremely offensive.
- **Avoid the disabled, the blind, the deaf:** To call any group of people 'the' anything is to dehumanise them. Use **blind people, deaf people or disabled people**. If Deaf people are sign language users, use a capital D as they see themselves primarily as a linguistic minority.
- **Avoid Dumb or Dumbo:** Popularised in films such as 'Dumb and Dumber' which makes fun of people with a learning difficulty. The original meaning is not to be able to speak. This has come to be seen as negative from the days when profoundly deaf people were thought of as 'stupid', because non-deaf people did not understand their communication systems.
- **Avoid Dwarf:** Use **small or short person**. Dwarf had origins in Old English *dweorh*, Norse *dvergr* or Old Saxon *dwerg* meaning 'very short human being'. The Brothers Grimm popularised the ancient folklore of Europe and portrayed them as not human, shy, retiring, heathenish, hating the clearing of forests, agriculture, new fangled pounding-machinery for

ore¹⁸ - the idea of malevolent gremlins against progress. In stories such as Rumpelstiltskin and Snow White, ideas of 'otherness' are popularised.

- **Avoid Feeble-minded: Use person with learning difficulty.** The word feeble comes from old French meaning 'lacking strength' and from Latin 'febilis', which meant 'to be lamented'. Its meaning was formalised in the Mental Deficiency Act 1913, indicating 'not an extremely pronounced mental deficiency, but one still requiring care, supervision and control'.
- **Avoid Freak:** This should not be used. It means strange or abnormal and is associated with *freak show* where people who were very small, tall, large or with other visible differences or impairments were put on display for the public gaze in 17th, 18th and 19th century. See the film the 'Elephant Man'. There is often a harassing prurience involved in staring at people who are different or their internet images.
- **Avoid handicapped: Use disabled people,** handicap means having an imposed disadvantage. The word may have several origins:
 - from horse races round the streets of Italian City States, such as Sienna, where the best riders had to ride one-handed, holding their hat in their other hand to make the race more equal.
 - by association with begging. Penitent 'sinners' (often disabled people) in many parts of Europe were forced into begging to survive and had to go up to people 'cap in hand'.
 - from a 17th century game called 'cap i' hand' in which players showed they accepted or rejected a disputed object's valuation by bringing their hands either full or empty out of a cap, in which forfeit money had been placed. This practice was used in the 18th century to show whether people agreed to a horse carrying extra weight in a race (i.e. deliberately giving it a disadvantage).
- **Avoid Idiot:** The word dates from the 13th century and comes from the Latin word 'idiota', meaning 'ignorant person'. Again, it featured in the Mental Deficiency Act 1913 (see Feeble-minded), where it denoted someone that they should be detained for the whole of their lives.
- **Avoid Imbecile, Moron(ic) or Stupid:** Imbecile has been around since the 16th century and comes from the Latin, imbecillus, meaning 'feeble' (literally 'without support' and was originally used mainly in a physical sense). It was similarly defined in the Mental Deficiency Act, as someone incapable of managing their own affairs. Moron, Greek, meaning 'foolish, dull, sluggish or stupid' was used in America at the start 20th century 'scientifically' to denote 'one deficient in judgement and sense'. 'Stupid' should also be avoided.
- **Avoid Invalid: Use disabled person.** Literally means 'not valid', from Latin 'invalidus'. In the 17th century it came to have a specific meaning, when referring to people, as 'infirm' or disabled.
- **Avoid Lame: Use disabled person.** Coming from Old English *lama* Old German *lahm* and Old Norse *lami* meaning crippled, paralytic or weak. In Middle English came to mean 'crippled' in hands or feet. A variant is lame duck meaning any disabled person or thing or lame brain meaning learning difficulties. In modern slang 'lame' is used for someone or something that is un-cool, boring, not exciting, not funny, weak, annoying, inadequate or a loser. In this respect 'lame' is used like 'gay' and should be challenged as it derives from the original disablist meaning.
- **Avoid the Mentally Handicap(ped): Use person with a learning difficulty.** In the UK over 500,000 people with learning difficulties were locked away in 'Mental Handicap Hospitals'

because tests showed they had low Intelligence Quotients (IQ). These tests have since been shown to be culturally biased and only to measure one small part of how the brain works. People with learning difficulties have chosen the name "people with learning difficulties".

- **Avoid Mental, Nutter, Lunatic, Loony, Insane, Weird, Weirdo, Crazy, Bonkers, Psycho or Mad and other such words:** All these are informal (slang) and offensive words that originate from historic disruptions of people with mental health issues. One in four people have a major bout of mental distress or become mental health system users. 1 in 10¹⁹ of school age students are diagnosed with mental health issues at some point in their schooling. Such young people need understanding, support and counselling, not harassment and name calling.
- **Avoid 'Mong': Use person with Down's Syndrome if their impairment is relevant otherwise use person with learning difficulty or disabled person.** Langdon Down was a doctor who worked at the London Hospital in Whitechapel in the 1860s. He noticed that around 1 in 800 babies were born with pronounced different features and capabilities. Their features reminded him of Mongolian people. He wrongly postulated that there was a hierarchy of races (in descending order) - European, Asian, African and Mongols. Each was genetically inferior to the group above them. This was a racist theory. People with Down's Syndrome find the use of the word 'mong' extremely offensive.
- **Avoid 'people with disabilities':** The term is used in the US and literature from overseas: but it assumes that the *person* has the disability. **Use 'Disabled people'** as this recognises the social oppression and barriers beyond the person.
- **Avoid Retard(ed): Use person with learning difficulty or disabled person.** The word "retard" or "retarded" comes from the term "mental retardation" which has historically been used in America to describe delayed development in a person. The words "retard" and "retarded" have evolved into general insults.
- **Avoid Spazz, spazzie or spastic: Use person with Cerebral Palsy if their impairment is relevant, otherwise disabled person.** The medical term "spastic" became used to describe cerebral palsy. However, the word began to be used as an insult and became a term of abuse used to imply stupidity or physical 'clumsiness'. It was often shortened to forms such as "spaz". Most people use it now for someone or something who is considered 'useless'.
- **Avoid suffering from/sufferer: Use person who has/ person with an impairment.** In this way we can denote the difference between illness, difference, and social oppression.
- **Avoid victim (of): Use person who has / person with.** These are neutral terms, unlike victim. Disabled people are not victims of their impairment because this implies they are singled out for punishment. Similarly, the word sufferer can imply someone upon whom something has been imposed as a punishment.
- **Avoid wheelchair bound: Use wheelchair user.** Wheelchair users see their wheelchair as a means of mobility and freedom, not something that restricts them, apart from problems with lack of access.

