



Woodfield
PRIMARY &
NURSERY SCHOOL

Anti Bullying Policy

This Policy was adopted and ratified by the Full Governing Body of Woodfield Primary and Nursery School at the meeting held in Summer 2026.

Signed: *D. Johns*
Chair of Governors (Debbie Johns)

Dated June 2026

Signed: *P. Kowalski*
Head Teacher (Paul Kowalski)

Dated June 2026

Policy Approved: Term 6 2026
Policy for Review: Term 6 2027



The Woodfield Way

At Woodfield Primary and Nursery School, we believe that children's fundamental needs need to be met in order for children to thrive and achieve success.



Our Belief

At Woodfield Primary and Nursery School, we believe that every child matters and has the right to feel safe, valued and respected. Children thrive when their emotional and social needs are met, and positive relationships are at the heart of successful learning. We believe that bullying behaviour is unacceptable and that all members of our school community share a responsibility to prevent it.

Vision

Our vision is for Woodfield Primary and Nursery School to be a welcoming, inclusive and nurturing environment where all pupils feel safe, valued and able to learn, develop and achieve their full potential. We strive to ensure that children feel confident to be themselves, secure in their relationships, and empowered to speak up if something feels wrong.

Through our approach to anti-bullying, we aim for pupils to become confident individuals, successful learners and responsible citizens who demonstrate kindness, empathy and respect for others.

Ethos

Our ethos is rooted in The Woodfield Way and underpinned by a relationship-based, trauma-informed approach. Behaviour is everyone's responsibility and we actively promote visible kindness, consistency and respect across the school.

We recognise that behaviour is a form of communication and we work proactively with pupils, staff and families to support positive relationships, emotional wellbeing and personal growth.

Purpose of This Policy

This Anti-Bullying Policy should be read alongside all safeguarding and child protection policies held by Woodfield Primary and Nursery School, including the Child Protection and Safeguarding Policy, Behaviour Policy and Online Safety Policy.

The purpose of this policy is to:

- Clearly define what bullying is and how it may present
- Set out Woodfield's approach to preventing and responding to bullying
- Ensure all children feel safe and supported in school
- Promote a whole-school culture of respect, empathy and inclusion
- Provide clear guidance for pupils, staff, parents/carers and governors

Aims

At Woodfield Primary and Nursery School, the aims of our Anti-Bullying Policy are to:

- Create a safe, inclusive and nurturing environment where all children feel confident to learn, play and express themselves
- Prevent bullying wherever possible and respond quickly and effectively when it does occur
- Promote positive relationships built on kindness, empathy and respect, in line with The Woodfield Way
- Encourage pupils to develop self-confidence, emotional awareness and responsibility for their actions
- Support both children who experience bullying and those who display bullying behaviours through restorative and trauma-informed approaches
- Foster a whole-school culture where speaking up is encouraged and adults respond consistently

What is bullying?

Bullying is defined as unwanted, aggressive behaviour among school-aged children that involves a real or perceived imbalance of power. The behaviour is usually repeated, or has the potential to be repeated, over time.

Bullying can cause serious and lasting harm to both those who experience bullying and those who engage in bullying behaviours.

For behaviour to be considered bullying, it usually includes:

- An **imbalance of power** – physical strength, popularity, access to information or social status
- **Repetition** – behaviour that happens more than once or is likely to happen again
- **Intent to hurt, harm or upset**

Types of Bullying

Bullying may take many forms, including:

Verbal Bullying

- Name-calling, teasing, mocking, taunting, threats or inappropriate comments

Social (Relational) Bullying

- Deliberately excluding someone, spreading rumours, encouraging others not to be friends with someone, or public embarrassment

Physical Bullying

- Hitting, kicking, pushing, tripping, spitting, or damaging belongings

Cyber Bullying

- Misuse of phones, messaging apps or online platforms to harass, threaten or embarrass

Bullying can also be racist, homophobic, transphobic, sexist, related to disability or additional needs, or directed at vulnerable groups.

School Rules and Shared Expectations

Our Anti-Bullying Policy is underpinned by Woodfield's 3 School Rules, which are central to the school's behaviour culture.

Our 3 School Rules are...

1. Be safe
2. Be ready
3. Be respectful



These rules are explicitly taught, modelled by adults, and regularly revisited with pupils. They provide a shared language for behaviour, support positive relationships, and support consistency across the school.

Prevention of Bullying

We take a whole-school approach to preventing bullying. This includes:

- Explicit teaching of respectful behaviour through PSHE and assemblies
- Circle Time and restorative discussions
- Regular reference to the 3 School Rules
- Participation in National Anti-Bullying Week
- Ongoing staff training (including trauma-informed practice)
- Clear systems for reporting and responding to concerns
- Strong relationships between pupils, staff and families

All children are encouraged to **speak up and tell a trusted adult** if they are worried about bullying. At Woodfield, **we listen and we act**.

Responding to Bullying Incidents

All incidents of bullying are taken seriously and dealt with promptly, sensitively and consistently. Concerns are recorded on CPOMS so that patterns can be monitored over time. Our approach is supportive, restorative and educative, rather than purely punitive. Consideration is always given to a child's age, stage of development, SEND needs and any identified vulnerabilities.

Stage 1

- Concern reported by a pupil, parent/carer or staff member
- Class teacher investigates and speaks with all children involved
- Restorative conversations used to explore the impact of behaviour
- Initial strategies agreed to support positive behaviour and relationships
- Parents/carers informed where appropriate
- Incident recorded and monitored closely

Stage 2

- Concerns continue or behaviour is repeated
- Class teacher meets parents/carers individually
- A senior leader is informed
- Support strategies reviewed and adapted as necessary
- Clear expectations and outcomes shared with all parties

Stage 3

- Senior leader works alongside the class teacher to manage the situation
- Formal meetings held with parents/carers
- Targeted support put in place, which may include pastoral support or behaviour intervention
- Ongoing monitoring and review recorded on CPOMS

Stage 4

- Headteacher or Deputy Headteacher becomes directly involved
- Further actions agreed, including increased monitoring or specialist support
- External agency involvement considered where appropriate
- Any concerns regarding self-harm, suicidal ideation or significant mental health needs will be referred immediately to the Designated Safeguarding Lead.

Stage 5

In serious or persistent cases, internal sanctions or exclusions may be considered. Any actions taken will be in line with the school's Behaviour Policy and current DfE statutory guidance.

Supporting All Children

We recognise that behaviour is communication. Children who experience bullying, or who display bullying behaviour, may require emotional, social or pastoral support.

Support may include restorative work, pastoral intervention, SEND support or involvement of external agencies.

Staff recognise that bullying can have a significant impact on a child's emotional wellbeing and mental health. Any concerns relating to self-harm, suicidal thoughts, suicidal ideation or behaviours indicating a risk of harm to self will be treated as a safeguarding concern and responded to in line with the school's Child Protection and Safeguarding Policy. Appropriate support will be provided and parents/carers involved where it is safe and appropriate to do so.

Signs of Possible Bullying

Parents and staff should be alert to changes such as:

- Reluctance to attend school
- Withdrawal or anxiety
- Changes in mood or sleep patterns
- Loss or damage of belongings
- Unexplained injuries
- Reduced progress or confidence

These signs do not always indicate bullying, but concerns should always be shared.

Roles and Responsibilities

Staff: Model respectful behaviour, respond consistently to concerns, record incidents appropriately and support pupils.

Pupils: Follow school rules, treat others with kindness and respect, and speak up if something feels wrong.

Parents/Carers: Communicate concerns promptly and work in partnership with the school.

Governors: Monitor, challenge and review the effectiveness of this policy.