



Anti-Bullying Policy

2025 - 2028

All our policies are written to reflect, support and develop our ethos statement

Honeywell Ethos Statement

"A community that cares about excellence, wonder and learning for life"

We provide a safe and exciting space where:

There is community

-  *There is a strong, friendly and respectful spirit within the immediate and extended communities, supporting learning and progress of and for all pupils*
-  *There is a sense of belonging*

There is care

- 1. Everyone focusses on valuing and developing the whole child, nurturing a happy and kind atmosphere where asking for help and listening is what we expect of each other*
- 2. We understand our actions and nurture respect for each other and the environment*

There is excellence

- 3. There is a strong sense of ambition and high academic achievement along with excellent personal progress built around quality first teaching and research informed learning,*
- 4. There is enrichment and high expectations beyond the curriculum*

There is wonder

- 5. Every experience is more memorable than the last*
- 6. Learning powers are nurtured and grow and grow*
- 7. The implementation of the curriculum is rich, vibrant and creative*

There is learning for life

- 8. There is an unstinting dedication to diversity and equality*
- 9. There is motivation for the preservation of our environment and a thirst to become a conscientious contributor to making the world a better place*
- 10. Pupils leave us with a thirst for knowledge and love of learning, autonomous and self-motivated, ready for their next stage and beyond*

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Statutory Duty of Schools

The Head Teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and carers and pupils. All school staff are alert to signs of bullying and will act promptly and firmly against it in accordance with school policy.

Legislation and Guidance

This policy reflects the requirements of:

- the [National Curriculum programmes of study](#), which all maintained schools in England must teach.
- inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#)
- [Equality Act 2010](#)
- curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#)
- promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#)
- DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents.
- the DfE statutory guidance "Keeping Children Safe in Education" and 'Sexual violence and sexual harassment between children in schools and colleges' guidance.
- Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools" and
- DfE research into antibullying practices: www.gov.uk/government/publications/approaches-to-preventing-andtackling-bullying

It is also supported by the Local Authority as Wandsworth is a core member of the Anti-Bullying Alliance and receives updates on research, training, events and the tools to prevent and tackle bullying in all its forms.

This policy will be implemented in conjunction with the following school policies and procedures:

- Junior Behaviour and Well-Being Policy
- Infant Behaviour Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Equalities Policy and Equalities Objectives

Anti-Bullying Policy 2025 2028



- Suspension and Exclusion Policy
- Special Educational Needs and Disability (SEND) Policy
- Sex and Relationships Policy

Intent

- We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a secure atmosphere.
- We are inclusive of all social and cultural backgrounds and provide equal opportunities for the whole school community.
- Bullying of any kind is unacceptable in our schools. If bullying does occur, all pupils should be able to tell an adult and know that incidents will be dealt with promptly and effectively.
- All pupils have an age appropriate understanding of what bullying is and what it could look or feel like to them.
- Pupils know what to do if they recognise that someone else is being bullied.
- All staff and parents/carers have an understanding of what bullying is, what it could look like and how to report it.

Implementation

- Children have a range of trusted adults that they can tell if they believe they are being bullied or recognise that someone else is being bullied.
- Staff know how to report incidents of bullying to class teachers, phase leaders and SLT.
- Parents and Carers feel they can report any concerns they have with their child's class teacher in the first instance but then to Phase leaders or SLT if necessary.
- Opportunities for pupils to reflect and embed learning regarding issues of bullying are weaved across the curriculum
- As part of the PSHE/PSHCE curriculum, children are taught how to recognise the signs and types of bullying, how to prevent and report it. Learning is built upon each year in an age appropriate manner and consistently reinforced through assemblies, as well as in class.
- Both schools take part in the annual National AntiBullying awareness week (typically in November).
- In the Junior school our Rights Respecting ethos reinforces this policy; in both schools our consistent message is that we respect one another and all have a right to feel safe and happy.

Impact

- All children report that they feel safe and secure at school. This will be evident in their daily behaviours and well being as well as reported in the pupil surveys.
- Any instances of bullying are dealt with effectively in order to prevent any escalation or ongoing upset for a child.
- All staff report instances so patterns can be constantly monitored and acted upon with urgency.
- All Parents and Carers feel supported and that any concerns they have are dealt with quickly and effectively. They are then kept up to date with a review if needed.
- Children can recognise the signs of bullying for themselves or others and report it, therefore reducing any ongoing issues and hugely minimising bullying in the first place.

Roles and Responsibilities

The Head Teachers will:

- Have a strategic overview of the behaviour across the schools and well-being of all children
- Ensure this policy is implemented by all members of staff
- 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 pupils 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

The Pupil Welfare and Community Committee will:

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

The Parents'/Carers' will: (published in the Home/School Agreement):

- Support the school. Any worries or concerns should be shared PRIVATELY with the class teacher and/or a member of the Senior Management Team. "Please do not voice your concerns in front of your child or other children in a public place. Make an appointment. We are always willing to listen and come to a shared understanding. If the parent/carer criticises the school, the child will do the same, and this will affect his/her learning. Parents/carers who do not co-operate reasonably with school staff or who become abusive may not be allowed on the school premises until the situation has been resolved."
- 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.
- Endeavour to provide a safe, secure and happy environment at home for their child.
- Read all information sent home as this gives them important details of relevant policies, meetings, workshops, activities etc.
- Please note: During the school day all parents, carers and visitors must report to the school office before contacting any other member of the staff or children.

Deputy/Assistant Head Teacher will:

- Have a strategic overview of the behaviour across the school and well-being of all children (with a particular focus on anti-bullying).
- Support all members of staff with behaviour incidents where necessary

Phase Leaders will:

- Have a strategic overview of the behaviour and well-being of all children in their phase
- Support all members of staff in their phase with behaviour incidents where necessary

PSHE/PSHCE and Computing Subject Leaders will:

- Lead, manage and monitor the teaching and learning of PSHE/PSHCE, Computing and Rights Respecting curriculums across the school
- Ensure the PSHE/PSHCE, Computing and Rights Respecting curriculums actively include lessons that address all forms of bullying, including cyber bullying. These will be evident in the curriculum maps for these subjects and show how each lesson builds on the next as the children progress up the school
- Liaise with other leaders to ensure coherence across subject areas

- Develop and regularly update a curriculum and progression of skills map for the whole school
- Be aware of and act upon research and national and local developments
- Establish and maintain contacts beyond school, such as the Collaborative and 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
- Be enthusiastic about anti-bullying and demonstrate good practices
- Ensure that anti-bullying remains a high profile in the school's development work
- Organise and review all anti-bullying resources, ensuring they are readily available and well maintained

All Staff will:

- 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 Arbor escalating onto CPOMS if required.
- Follow each specific schools' Behaviour and Well-Being Policies in regards to consequences
- Reinforce our school ethos at all times

Children will:

- Follow the values of Kindness, Curiosity and Respect (Infant School) or 'Everyday Expectations' and Rights Respecting Class Charter (Junior School)
- Strive to become a Rights Respecting Role model (Junior School)
- Behave sensibly and respectfully towards staff, each other and school property in class and communal areas
- Always use positive and appropriate language with each other. Talk to each other as they would want to be spoken to and report any inappropriate language to an adult immediately
- Ensure that every child's gender, ethnicity, religion and characteristics are celebrated by one another positively
- Report any signs of bullying for themselves or others immediately to an adult

Definitions

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of internet, such as email & internet chat room misuse
 - Mobile threats by text messaging & calls
 - Misuse of associated technology, i.e. camera & video facilities

Social media platforms, including WhatsApp groups

- SEND based Derogatory insults and terminology

What Are the Signs of Bullying?

A child may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person:

- is frightened of walking to or from school or changes route
- doesn't want to go on the school / public bus
- begs to be driven to school

- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious or lacking in confidence
- becomes aggressive, abusive, disruptive or unreasonable
- starts stammering
- threatens or attempts suicide
- threatens or attempts self-harm
- threatens or attempts to run away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- performance in school work begins to drop
- comes home with clothes torn, property damaged or 'missing'
- asks for money or starts stealing money
- has dinner or other monies continually 'lost'
- has unexplained cuts or bruises
- comes home 'starving'
- bullying others
- changes in eating habits
- is frightened to say what is wrong
- afraid to use the internet or mobile phone
- nervous or jumpy when a cyber message is received
- gives improbable excuses for their behaviour

Behaviours That Can Be Associated with Bullying

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter - The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter:

- Friendly Banter- There is no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry
- Malicious Banter- Done to humiliate a person-often in public

Child on Child Abuse - All staff must be aware that children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as 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 sexual harassment, which may be stand-alone
- or part of a broader pattern of abuse;
- Up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or
- alarm

- Sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.
- Please refer to Safeguarding and Child Protection Policy for more detail

Sexist and Sexual Bullying

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline. This behaviour is considered to violate a child’s dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment. Again, this needs to be considered by cross referencing with the Child on Child section within the Safeguarding and Child Protection Policy but the initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying and child on child abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

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
- 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. We will record these types of bullying, even those which represent a one-off incident.

Other vulnerable groups include:

- young carers
- looked after children
- bullying related to home circumstances
- bullying related to appearance or health

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. We have a designated lead for looked after children in both schools who will liaise with staff and children to ensure that they are supported and know where to go for help.

There is no hierarchy of bullying - all forms will be taken equally seriously and dealt with appropriately.

Use of Prejudiced Based Language 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/carers, 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.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school. Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include:

- Hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone on line
- Public posting of images and videos
- Exclusion
- Threats and manipulation
- Stalking
- Generative Artificial Intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. We recognise that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. We will treat any use of AI to bully pupils in line with our policy.

We will ensure that our children are taught safe ways to use the internet and encourage good online behaviour. Refer to our Online Safety Policy and Computing progression maps for further information.

What Are Our Strategies for Prevention of Bullying?

The primary strategy for the prevention of bullying is set out in our ethos and values as a federation. We constantly reinforce an inclusive, caring and respectful environment through our behaviour and wellbeing expectations and therefore all our pupils are constantly reminded of the expectation that bullying goes against our whole school ethos. This is repeated daily as part of the children's behaviour expectations around the whole school and reinforced by all staff.

Other prevention strategies include:

- Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values
- Weekly PSHE/PSHCE/Citizenship lessons
 - Celebration events such as Black History Month
 - National Anti-Bullying Week is recognised annually in November
 - Specific curriculum input on areas of concern such as Cyberbullying and internet safety
 - Pupil Voice (e.g. pupil surveys)
 - School Council
 - Rights Respecting Ambassadors (Junior School)
 - Playground Buddying for all new pupils and specifically Year 3 to aid transition
 - Visits from external agencies (e.g., NSPCC, Community Police Team etc.)
 - Modelling of positive relationships amongst all adults around the school
 - Staff and young people are actively encouraged and supported to challenge prejudice related behaviour relating to all protected characteristics and vulnerable groups
 - Ensuring that images and materials used reflect all groups in British society

- Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled pupils, children who have been bullied or are displaying bullying behaviour

How Are Children Supported If Bullying Does Occur?

If an incident does occur, it is treated seriously and dealt with immediately. All incidents are recorded. There are various strategies that can be applied if more than one pupil is involved in bullying another. The social and emotional aspects of Learning are taught through our curriculum, particularly in PSHCE/PSHE and a range of resources are used throughout the school to develop empathy and emotional intelligence. Circle time, Role Play and other techniques are used to support work in tackling bullying. Explicit assemblies are held. Teachers and SLT are supported by Place2be when dealing with specific incidents or underlying difficulties a child may be having which may have caused them to be a bully themselves or have become a victim. Victims need to feel secure in the knowledge that assertive behaviour and walking away can be effective ways of dealing with bullying.

The following steps may be taken when dealing with incidents:

- Children will be taken seriously and listened to
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been informed
- All parties involved will be interviewed to establish the facts
- The incident will be investigated by the class teacher or phase leader on the first instance and the facts established
- A clear account of the incident will be recorded and a senior member of staff will be alerted
- Class teachers will be kept informed
- Parent/carers will be kept informed
- All incidents will be logged on Arbor
- Consequences will be followed in line with the Junior school's Behaviour and Well-Being Policy and the Infant school's Behaviour policy

When a report of bullying is received, pupils will be supported by:

- Being offered an immediate (or next appropriate quiet opportunity) to discuss the experience with a class teacher, member of the inclusion team or any member of staff
- Further investigation into the report will take place. On the first instance, this will be by the class teacher, supported by the phase leader. If incidents persist, this will be escalated to a member of the senior leadership team
- Ways forward to include actions and strategies will be planned – these may be written as a personal plan
- The positive self-image of the child will be considered, alongside strategies that deter and block bullying behaviour
- There will be a planned review
- Parents / carers will be informed

Pupils who have bullied will be helped by:

- Adults at school will work to establish the inappropriate action and provide support to change their attitudes and behaviour
- Informing parents / carers to help change the attitude of the pupil
- Additional support from outside agencies may be sought if necessary i.e. ELSA, Place2be or Battersea Trailblazers

The following disciplinary steps may be taken:

- Official warnings to cease offending
- Exclusion from certain areas of school premises
- Permanent exclusion

Please refer to our Suspension and Exclusion Policy for more details.

The Prevent Duty

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty. All staff are required to undertake Prevent training and this is included in our new staff induction programme.

A Prevent Duty plan is in place to protect our children from the risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. School staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately.

By promoting the fundamental British Values, we aim to build pupils’ resilience to radicalisation and enable them to challenge extremist views. It is important to emphasise that the Prevent Duty is not intended to stop pupils debating controversial issues. On the contrary, we aim to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Review

This policy will be reviewed and adopted on an annual basis by the Pupil Welfare and Community Committee with a detailed review every two years or earlier if necessary. All members of staff are required to familiarise themselves with this policy as part of their induction programme.

Record Keeping

All information collected in relation to this policy will be stored in accordance with our Privacy Policy and will not be shared with third parties unless it hinders the safety of the child.

Appendix 1: Useful Links and Supporting Organisations The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk

- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/ukcouncil-for-internet-safety
- DfE ‘Cyberbullying: advice for headteachers and school staff’: www.gov.uk/government/publications/preventing-and-tackling-bullying

- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bully

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- 10
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srrc.org/educational

LGBTQ+

- Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame