Welwyn St Mary's C of E Primary School

Believe and Achieve

'With God, all things are possible' (Matthew 19:26)

Anti-Bullying and Anti-Discrimination Policy 2026

Frequency of review	Annually
Source	Updated from 2025 policy
Reviewed by staff	September 2026
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Date of next review	September 2027

WELWYN ST MARY'S C of E PRIMARY SCHOOL

Special Educational Needs (SEND) Information Report

Our Vision – Believe and Achieve: 'With God, all things are possible' (Matthew 19:26)

At Welwyn St Mary's our school vision is 'Believe and Achieve' taken from St Matthew's gospel (Chapter 19, Verse 26 – 'With God, all things are possible'). By this, we aspire that all members of our community will flourish and be inspired to be the best that we can be by believing in ourselves, each other and in the teachings of Jesus. Believing in ourselves will give us the confidence to succeed. Believing in each other will empower others to do their best and by following the teaching of Jesus shows that His teaching drives all aspects of school life.

This vision is embodied and rooted in the Bible story of ***'The Miracle Catch of Fish'*** *(Luke 5: 4-11)*. It exemplifies our aspirations for our pupils and the importance our school places on believing in oneself (even when things may appear impossible or when solutions seem exhausted), in believing in each other and in putting one's trust and faith in God to give us the spiritual support, encouragement and determination to continue trying our very best to achieve, what may first appear unreachable, aspirational goals.

BULLYING IS NOT TOLERATED AT WELWYN ST MARY'S

Welwyn St. Mary's is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

Incidents of bullying must be distinguished from random acts of aggression and from minor friendship disputes.

These procedures are to be read in conjunction with Welwyn St Mary's Positive Behaviour Policy and anti-discriminatory procedures – appendix 1.

At Welwyn St. Mary's children, staff, governors and parents have agreed upon the following criteria to define bullying:

Bullying is hurtful or unkind behaviour which is deliberate or repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The **STOP** acronym can be applied to define bullying **S**everal **T**imes **O**n **P**urpose.



The nature of bullying can be –
Physical – such as hitting or physically intimidating someone or using inappropriate or unwanted physical contact towards someone.
Attacking property – such as damaging stealing or hiding someone's possessions.
Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone.
Psychological – such as deliberately excluding or ignoring people
Cyber – such as using text, email or other social media to write or say hurtful things about someone.
Sexual Harassment - 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment.

Bullying can be based on any of the flowing things:

- Race
- Religion or belief
- Culture or class
- Gender
- Sexual Orientation
- Gender identity
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people (Young Carers)
- Jealousy

No form of bullying will be tolerated and all incidents will be taken seriously.

Through our Positive Behaviour Policy, we aim to encourage, reinforce and praise positive behaviour, thus creating an ethos where bullying is seen as totally unacceptable. We believe prevention is better than cure and expect all members of Welwyn St. Mary's to work together to create an environment where antisocial behaviour towards others is eradicated and where children have the confidence to believe in themselves, be assertive and achieve the outcomes that support all those involved in a positive way.

Reporting Bullying

Pupils who are being bullied: If a student is being bullied, they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a teacher – such as a class teacher
- Tell an adult at home
- Report to a peer mediator
- Report to other school staff [Teaching assistants, lunch time supervisor]
- Call ChildLine to speak with someone in confidence on 0800 1111

Reporting – roles and responsibilities

Staff: All school staff, both teaching and non-teaching (for example midday supervisors, site manager, admin staff) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform a relevant member of the Senior Leadership Team.

Senior staff: The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying lead, Sam Branch, is the Senior Leader responsible for anti-bullying.

Parents and Carers: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office.

Pupils: Pupils should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They are encouraged not to be bystanders to incidents of bullying. If pupils witness bullying, they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

Responding to bullying

To investigate whether bullying has occurred, Appendix 8 (Factors to help determine if incident constitutes bullying) will be referred to and used to judge the incident(s). All parties involved, including any witnesses or bystanders, will be interviewed, as well as consulting with any staff members and adults, who are familiar with the children, the incident and/or the relationships between the children involved. Using the determining factors from Appendix 8, the school will then decide if, on the balance of probabilities, the incident(s) constitutes bullying.

Once bullying has been established, the following actions will be taken:

- Staff will record the bullying on an incident reporting form (appendix 7) and also record the incident centrally in the school log (school office). This will involve hearing both parties
- Support will be offered to those who are the target of bullying from key adults in school, using restorative justice or other programmes. This may involve both parties working directly together
- Staff will pro-actively respond to the bully, who may require support. They will discuss, with the class teacher of the other child involved to devise a plan of action/support, where applicable. The bully and any of their supporters may be brought together with or without parental approval.
- Staff will inform parents and carers, and involve them with any plans of action/support

- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly where actions take place outside school.
- Staff will monitor incident reporting forms and information recorded analysing and evaluating the results
- Headteacher will produce termly reports summarising the information, which will be reported to the governing body

Even in instances when bullying is not established, measures are still put in place to support individuals, where allegations have been made, and to support and repair any potentially fractured relationships between children.

Bullying outside school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on students' well-being beyond the school day. Staff, parents and carers, and students must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded on a Time to Reflect sheet and monitored on the behaviour database and follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as incident logs (appendix 5) and placed in pupil's individual file.

Prejudice-based incidents

A prejudice-based incident is an incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- A student-friendly anti-bullying policy ensures all students understand and uphold the anti-bullying policy
- The PSHE programme of study includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying
- Whole-school and year group assemblies help raise pupils' awareness of bullying and derogatory language
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events such as Anti-bullying week, Feel Good week and Celebrating Diversity week.
- The school values of equity and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and students across the school
- Peer Mediating programmes offer support to all pupils including those who may not have been the target of bullying
- Restorative justice exercises provide support to targets of bullying and those who show bullying behaviour
- Pupils are continually involved in developing school wide anti bullying initiatives through consultation with groups (School Council, Worship Group, Pupil Voice, Peer Mediators)
- Working with parents and carers, and in partnership with community organisations, to tackle bullying where appropriate

Training
The headteacher is responsible for ensuring that all school staff, both teaching and nonteaching receive regular training on all aspects of the anti-bullying policy.

Monitoring and reviewing
The head teacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

The policy is reviewed every 4 years, in consultation with the whole school community including staff, students, parents and carers and governors.

Appendix 1

Anti-discrimination procedures

Discrimination is not tolerated at Welwyn St Mary's Primary School.

These procedures are to be read in conjunction with Welwyn St Mary's Equalities Policy.

Definition

A discriminatory incident is any incident which is perceived to be discriminatory by the victim or any other person.

General

- All forms of discriminatory behaviour should and must be dealt with as a serious matter.
- Lack of intent does not excuse behaviour. Unintentional harassment should also be dealt with as a serious matter.
- A 'victim' does not have to be present or targeted for an incident of discriminatory behaviour to have occurred.
- Harassment includes 'subtle' behaviour such as isolation, ignoring, teasing and negative body language.
- All incidents of discriminatory behaviour should be challenged, including that of adults, not to respond may be seen to condone the behaviour and may result in serious incidents of retaliation.

Responding to Discriminatory Incidents

Members of staff should apply the Equality Policy and discrimination procedures consistently.

The perception of the person who has experienced harassment should be given priority.

The children should be initially spoken to individually. On some occasions, at a later stage, it may be appropriate to have a discussion of what happened and for each to share their feelings.

Procedure
The Victim
- Give the victim an immediate, sensitive and supportive response to the incident.
- Take their complaint seriously.

Person initially dealing with incident
- Allow a full expression of feelings.
- Find out what happened, at least in general terms.
- Agrees with the individual(s) what will happen next and/or when you will talk to them.
- Refer to Headteacher.

Head (or member of Leadership Team in Head's absence)
- Inform the parents of the child/children involved.

- Keep the victim informed throughout the process.
- Ensure that they know that you have dealt with the matter seriously.
- Report back to parents on the outcome of the investigation.
- Consider what further support/counselling may be needed and can be afforded beyond the specific incident.

The Offender

Person dealing with the incident:

- Finds out what happened, at least in general terms.
- Makes known to them the complaint and asks for their response.
- Agrees with the individual(s) what will happen next and/or when you will next talk to them.
- Speaks to all those who may have witnessed the incident and asks them to give an account of what they personally saw and heard.
- Refer to Headteacher

The Head

- Record incident in the "Discriminatory Incident File" housed in the School Office.

If it is clear that the complaint is upheld (including where it was unintentional):

- Define the unacceptable behaviour and explain to the offender why it is unacceptable.
- State clearly what change in behaviour you expect. Check the offender understands what you have explained.
- Agree what the offender is going to do, to re-dress the situation.
- Parents of the offender(s) involved to be informed of the situation.
- If appropriate/necessary, notify the parents in writing of the school's expectations and possible consequences if the behaviour is repeated.
- Internal exclusion followed by external exclusion if repeated.

No child will be deemed 'guilty' on the uncorroborated word of another child. However, all incidents must still be recorded and the report sent to the Headteacher.

The broader school community

Ensure that the seriousness and unacceptability of any incident is communicated to all who have knowledge of it.

Ensure that the children more broadly involved in incidents, e.g. bystanders or witnesses, are actively involved in understanding:

- what has happened.
- their responsibility.
- their feelings about the incident.

This is often best dealt with through circle time. Remember, when issues of this nature are being dealt with by a class, individual's names are not used. It is the behaviour which we are rejecting not the child.

Unintentional Discriminatory Comments

Definition: Curious comments, questions or observations made or asked by a child which were not meant to be hurtful but may be perceived to be discriminatory by another person.

Action:

- Discuss issue with all parties involved.
- Discuss with parents of both parties.
- Inform the Headteacher.
- Record incident in the 'Discriminatory Incident File' housed in the school office.

Reporting

The school’s Discriminatory Incident File should be used for the reporting of all discriminatory incidents.The Headteacher will monitor the number and type of incidents every term and submit details in their report to Governors, for discussion and action where appropriate.

Appendix 2

Investigation into a hurtful or prejudice related incident or allegation of bullying

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date: Signed:

Factors to help determine if incident constitutes bullying

☐ Incident was bullying (all 3 amber warnings confirmed)

- ☐ Hurt has been deliberately/knowingly caused (physically or emotionally)
- ☐ It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
- ☐ Involves an imbalance of power:
  - target feels s/he cannot defend her/himself, or
  - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)

☐ Incident was not bullying on this occasion because it was

- ☐ the first hurtful incident between these children
- ☐ teasing/banter between friends without intention to cause hurt (should not happen again)
- ☐ falling out between friends after a quarrel, disagreement or misunderstanding
- ☐ conflict that got out of hand (should not happen again)
- ☐ activities that all parties have consented to and enjoyed (check for subtle coercion)
  - got out of hand
  - parental concern
- ☐ Other _____

The definition of a prejudice related incident

A prejudice related incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics of age, disability, faith, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, sex or sexual orientation.

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief/faith		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		