



# **Anti Bullying Policy**

**Wadsworth Fields  
Primary School**

**2022**

## **Introduction**

At Wadsworth Fields Primary School in line with Every Child Matters we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils to feel safe in school, including that they understand the issues relating to safety, such as bullying and that they feel confident to seek support from school should they feel unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

## **Policy Development**

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers, children and young people, and Lorna Naylor (Nottinghamshire County Council Anti Bullying Coordinator).

Pupils contribute to the development of the policy through the school council, circle time discussions, etc.

## **Roles and Responsibilities**

**The Head teacher** - Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti -bullying Coordinator in our school is: Mrs Claire Porter

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies

- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying is: Mrs Elizabeth Sanders.

### **Definition of Bullying**

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

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

### **How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?**

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

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 sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

### **What does bullying look like?**

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings

- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

### **Why are children and young people bullied?**

Specific types of bullying include:

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual 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, Travellers
- 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 disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

### **Other vulnerable groups include**

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

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

### **Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling 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 different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school 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.

### **Where does bullying take place?**

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

### **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 forms of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

### **Reporting and Responding to Bullying**

Our school has clear and well publicized systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

#### **Procedures**

All reported incidents will be taken seriously and investigated involving all parties.

The steps the school will take include:

- Interviewing all parties

- Informing parents
- Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Following up, in particular keeping in touch with the person who reported the situation, parents/carers.
- Having a clear complaints' procedure for parents/carers who are not satisfied with the school's actions
- Having a range of follow up responses and support appropriate to the situation for all involved such as - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders, referral to outside agencies if appropriate
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

### **Recording Bullying and Evaluating the Policy**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying coordinator.

Prejudice related bullying/incidents should be reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools: Bullying and Prejudiced - related incidents (August 2014). **These should be sent in electronic format, ideally encrypted, with a password sent in a separate email, to [ecas@nottsc.gov.uk](mailto:ecas@nottsc.gov.uk)**

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings as incidences are dealt with.

This information will be presented to the governors as part of the annual report.

The policy will be reviewed by Mrs Claire Porter and updated annually.

### **Strategies for Preventing Bullying**

As part of our on going commitment to the safety and welfare of our pupils we at Wadsworth Fields Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Involvement in Jigsaw including Celebrating Differences Unit.
- Involvement in Healthy Schools
- Anti-Bullying week annually in November.
- PSHE/citizenship
- School Council
- Parent groups/extended schools
- Playground Peacemakers
- Parent information events/information
- Staff training and development for all staff
- Restorative Justice
- Counselling and/or Mediation schemes

### **Links with other policies**

Behaviour Policy

Safeguarding Policy

Acceptable Use Policy

Equalities Policy

PSHE and RHSE Policy

Confidentiality Policy

Peer on Peer Abuse Policy

### **Dyslexia Statement (to include in all policies)**

At Wadsworth Fields we are strongly committed to supporting all children with a Special Education Need. We are aware of the many complex and different needs of individuals (Dyslexia, Dyspraxia, ADHD and ASD) and aim to make provision for these in all lessons. Through training and resources children are supported by all adults both within and outside of the classroom.