



Anti-Bullying Policy

Seen by:

School Governing Body

Date: March 2024

Last reviewed on:

December 2023

**Next review due
by:**

March 2025

1. Rationale

At Wordsworth Primary School we are committed to providing a caring, supportive, and safe environment that allows all students and staff to flourish.

Wordsworth is an environment where individuality and diversity is celebrated. We are committed to working in partnership with parents/carers to ensure that all pupils are protected from being bullied, everyone is responsible for the prevention of bullying and this policy sets out how we will achieve this.

Our Anti-Bullying policy should be read in conjunction with our school's Behaviour Policy, Child Protection Policy and our Safeguarding Policy, Online Safety Policy, Acceptable Use Policy and Remote Learning Policy.

2. Principles

1. Everyone is valued, appreciated and treated with respect and fairness. This is irrespective of age, gender, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sexuality, physical appearance or learning needs.
2. The school will make it clear to all students, staff, parents/carers and the wider community that bullying in any form is unacceptable.
3. Guidance and support will be provided to the victim of bullying.
4. Where/as appropriate, a student found to be bullying will be assisted to reflect and repair their behavior, through education and restorative practice and with the support of multi-agencies if needed.
5. In all cases, the value of individuality and inclusion will be held-in-mind.

3. Definitions

What is bullying?

At Wordsworth Primary School, we use the Anti-Bullying Alliance definition of bullying. The Anti-Bullying Alliance and its members have an agreed shared definition of bullying based on research from across the world over the last 30 years: *'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online'*.

We recognise that bullying is hurtful and can make those being bullied feel powerless to defend themselves. We strongly encourage anyone who feels bullied to report it to school staff.

Bullying has four key elements as defined above:

1. Hurtful
2. Repeated over time
3. Power Imbalance
4. Intentional

At Wordsworth Primary, we have adopted the NSPCC acronym of 'STOP' as a child-friendly definition of 'bullying' and to enable easy identification for our students:

S – Several

T – Times

O – On

P - Purpose

Bullying can take many different forms, but the main ones are often:

- Physical - when students use physical actions to gain power and control over their targets. Examples include kicking, hitting, punching, slapping, shoving and other physical attacks.
- Verbal – when students use words, statements, and name-calling to gain power and control over a target. Typically, verbal bullies will use relentless insults to belittle, demean and hurt another person. They often choose their targets bases on the way they look, act, or behave. Examples include name-calling, sarcasm, and spreading rumours.
- Emotional – when students exclude others from a group, spreads rumours, manipulate situations and break confidence. The aim is for the bully to increase their social standing by controlling or bullying another student. Examples include being purposely unfriendly, excluding, tormenting, and threatening behaviour.
- Sexual – repeated, harmful, and humiliating actions that target a person sexually.
- Online/Cyber – when a student uses the internet, smartphone, or other technology to harass, threaten, embarrass, or target another student. Technology makes the bully feel anonymous, insulated, and detached from the situation. Examples include posting hurtful images, online threats, and hurtful comments on social media/chatrooms.
- Indirect - the repeated, negative use of actions, which are neither physical nor verbal, to intentionally hurt others e.g. spreading rumours, purposefully excluding another person, damaging, or stealing someone's property, cyber bullying.

What bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP).

Children sometimes fall out and say things because they are upset. When occasional problems of this kind arise, although unkind, it is not classed as bullying. It is an important part of children’s development to learn how to deal with friendship breakdowns or a childish prank. We all must learn how to deal with these situations and develop skills to repair relationships.

4. Aims

1. To raise awareness of bullying.
2. To develop adult sensitivity to the signs of a child being a victim of bullying e.g. becoming withdrawn, “tummy aches”, not wanting to go out to play.
3. To ensure that children and parents/carers understand the definition of bullying.
4. To ensure that children understand that bullying will not be tolerated within the school.

5. To encourage children to inform an adult immediately if they are bullied or witness an incident of bullying.
6. To deal with any incident promptly and if possible, to resolve the problem with both the victim and perpetrator present.

5. Procedures to follow

1. Any incident must be reported to the class teacher, who will investigate fully.
2. The investigating adult must listen to all accounts and not make premature assumptions.
3. Restorative practice will be carried out in the first instance.
4. Parents/carers of both perpetrator and victim will be informed/involved as is deemed necessary.
5. All actions will be recorded on CPOMs.
6. The victim must be made to feel safe and secure, and the perpetrator must be made aware of the impact of their actions.
7. The teacher must follow up an incident, checking that the bullying has not resumed.
8. Incidents outside of school will also be investigated when brought to the attention of school, for example bullying using technology.

Monitoring, evaluation, and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

6. Strategies to prevent bullying

1. A focus on values and ethos of our inclusive school for all pupils.
2. Regular assemblies reinforcing school rules and developing knowledge and understanding of friendship and relationships.
3. Raising awareness through holding class 'circle time' at least every half term to discuss relationship difficulties.
4. Each class agreeing and understanding the behaviour expectations, as set out in our Behaviour Policy.
5. Making national Anti-Bullying Week a high-profile event each year.
6. Using drama and role-play activities to help children be more assertive and teach them strategies to help them deal with bullying situations.
7. Regular school council meetings in which pupil voice is sought.
8. Pupil 'worry jar' and an 'Ask it Basket' in each class which are checked regularly (at least weekly) by the teachers.
9. Designated 'play leader' action teams for pupil support.
10. Regular teaching about relationships and bullying through the PSHE curriculum.
11. CPOMS records seen by all senior leaders and class teachers to maintain awareness and record chronologies.
12. Training to support adults as is deemed necessary.
13. Introducing playground improvements and initiatives, e.g. restorative tables during lunchtime.

14. All staff on duty support children in their play and are on hand to deal with any incidents; they are vigilant when monitoring play and children's interactions.
15. Using praise and rewards to reinforce good behaviour.
16. Involving parents/carers and the wider community.
17. Multi agency work – working with CAMHS, Children's Social Care, police etc.
18. Staff have an awareness that mental health problems can in some cases arise when children have been bullied.
19. Wordsworth primary is a Trauma Informed School. The staff team has undertaken Trauma-Informed training, which helps us decide which support is best for children who are experiencing mental health difficulties due to bullying, or other reasons.
20. If staff have a mental health concern about a child that is also a safeguarding concern, the DSL should be notified immediately, and it should be recorded on CPOMS.
21. Teachers talk to children about issues of difference and equality in lessons in class, also through dedicated events and through assemblies.

Anti-Bullying Education is delivered with consideration to our whole school aims and philosophy on equal opportunities and pupil development and due regard will be given to the following principles:

- Setting suitable learning challenges
- Responding to pupils diverse learning
- Overcoming potential barriers to learning and assessment for individuals and groups of children.

Bullying of adults:

All members of our school community, including staff, parents/carers and governors have a right to feel safe in our school. If a parent or student is verbally or physically abusive to any member of staff, or other adult on school site, a violent incident form will be completed. Any adult who feels threatened in the workplace is deemed to be suffering from bullying. Incidents should be taken to the Headteacher or Safeguarding Governor who will resolve the situation as speedily as possible.

More information about responding effectively to bullying is available:

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "No health without mental health":
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- 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

7. Legislative links

1. Schools' duty to promote good behaviour: [Section 89 Education and Inspections Act 2006](#)
2. [Power to tackle poor behaviour outside school.](#)
3. [The Equality Act 2010](#)

This policy was written in conjunction with pupils at Wordsworth School in March 2024. It will be reviewed in March 2025.