



# Whinfield Primary School

## Anti Bullying Policy

We now participate in the RRSA which promotes the rights of the child as laid down by UNICEF Convention of Rights of the Child (CRC). As participants in this scheme we:

- Ensure that coverage of any relevant UNICEF Articles is undertaken.
- Listen to the views of the children in our school regarding equality, diversion and cohesion if required.

UNCRC Article 28: All children have the right to an education.  
Policy and practice in Whinfield Primary School respects children's dignity.

**Policy agreed and accepted by:** Full Governing Body

**Date:** September 2022

**WHINFIELD PRIMARY SCHOOL**  
**Anti - Bullying Policy**

**WHINFIELD SCHOOL STATEMENT ON BULLYING**

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness. Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority.

We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain.

These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study. We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures. We aim to develop an ethos in which bullying is unacceptable.

**The whole school policy on bullying at Whinfield Primary School**

This school:

- Encourages a listening, telling and believing environment where the concerns of the individual are taken seriously and dealt with appropriately,
- Encourages the view of the school as a community where each individual has an important and valued role to play;
- Minimises confrontation and encourages mutual respect;
- Has adults who provide good models of behaviour for children;
- Develops a sense of common purpose between staff, pupils and parents
- Has consistent use of clearly defined procedures for dealing with any inappropriate social behaviour. The procedures are those followed in the Behaviour Management Policy;
- Provides a positive learning environment and appropriate curriculum for all pupils;
- Develops close links with agencies which might be able to help reduce bullying, such as the Family Support Service, Social Services Department, the School Nurse, the Educational Psychology Service, the Police, The Anti-Bullying Alliance, NSPCC;
- Develops cross-curricular approaches in dealing with issues which arise from bullying, i.e., PSHCE, Circle Time activities, the Rights Respecting Agenda and SEAL (Social and Emotional Aspects of Learning) materials.
- Provides opportunities for the training of teaching and non-teaching staff in identifying and dealing with bullying.

- Staff are trained to help pupils talk about any problems.
- Guidelines for pupils are discussed in school and referred to during Assembly at the beginning of the new academic year and when appropriate.
- The school recognises that some bullying may be racist, homophobic, biphobic, transphobic and appropriate action is taken (see Equality and Inclusion Policy and Relationships Education Policy)
- The school is part of The Diana Award which involves children becoming involved in promoting anti-bullying through child led ambassadors monitoring play/break times and recording any incident reported to them.

## DEFINITION OF BULLYING

Bullying is hurtful or unkind behaviour which is deliberate and 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 - **Several Times On Purpose**.

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 (social exclusion)
  - **Cyber** – such as using text, email or other social media to write or say hurtful things about someone.
- The guidance from the DfE reminds us that cyberbullying can be the following: threats can be sent by mobile phones, email, within online games, via comments on websites, social networking sites or message boards. Threats can include violence, including sexual violence, or threats to disclose information about someone that may harm them, or that they are not ready to share - for example, the threat to make someone's sexual orientation or gender identity known (to 'out' someone) when they may not feel ready for this.

According to the Equality Act 2010 it is against the law to discriminate against anyone because of the following things:

- **age**
- **being or becoming a transsexual person**
- **being married or in a civil partnership**
- **being pregnant or on maternity leave**
- **disability**
- **race including colour, nationality, ethnic or national origin**
- **religion, belief or lack of religion/belief**
- **sex**
- **sexual orientation**

Therefore, in the context of primary school aged children, bullying could be based on the following things:

- **Race** (racist bullying)
- **Religion or belief**

- **Culture or class**
- **Gender** (sexist bullying)
- **Sexual orientation** (homophobic or biphobic bullying)
- **Gender identity** (transphobic bullying)
- **Special Educational Needs (SEN) or disability**
- **Appearance or health conditions**
- **Related to home or other personal situation**
- **Related to another vulnerable group of people e.g. young carers**

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

It may occur frequently or infrequently, regularly or irregularly but it should be taken seriously even if it has only occurred on one occasion.

Central to the definition of bullying are the intent and motivation of the perpetrator which will primarily be to exert power over another in order to cause distress.

Bullying is not a phenomenon which occurs solely between children. The above definition can also be seen to characterise some adult/adult, adult/child and child/adult relationships.

In more serious instances, the abuse of power by an adult over a child or by a child over a child, may be viewed as child abuse and bullying should be seen within this context.

## **REQUIREMENTS**

The Local Authority requires all schools to:

- Produce and promote a whole-school policy on bullying.
- Identify a senior member of the teaching staff who will have the responsibility for co-ordinating the work of the school in this area and for overseeing the implementation of the policy. The staff members in this school are Clare Hall and Liz Knight who are responsible for anti-bullying across the school supported by the Headteacher.
- Promote the idea that dealing with bullying is the responsibility of all members of staff, teaching and non-teaching, within the school.
- Produce guidelines for children, parents and staff on how to deal with bullying; this is included in this document.
- Incorporate within these guidelines procedures which ensure that:
  - i. Alleged victims are listened to; are taken seriously; are informed of what action will be taken; are reassured that all possible steps will be taken to ensure their safety and are informed of the timescale of any investigation;
  - ii. Alleged bullies are listened to; are taken seriously; are informed of what action will be taken and are informed of the timescale of any investigation;
  - iii. Parents of bullied children are aware of what action the school will take when bullying is reported and suggests appropriate action on the part of the parent.
  - iv. Parents of children who bully are aware of what action the school will take when bullying is reported to them and makes suggestions about appropriate action on the part of the parent.

- v. All staff are aware of what action to take when bullying occurs
  - a. inform Head Teacher
  - b. develop close links with feeder schools and the local community,
  - c. the tutorial/pastoral system'
  - d. assemblies;
  - e. clearly stated policies in parent handbooks;
  - f. school/home links.
  - g. Training for staff and governors
  - h. involve SENCO in establishing friendship groups etc.

## **REPORTING BULLYING**

**PUPILS WHO ARE BEING BULLIED:** If a pupil 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 - their class teacher or any other teacher,
- Tell a friend, who in turn can help them tell a teacher or staff,
- Tell any other adult staff in school - such as lunchtime supervisors, Learning Support Assistants or the school office,
- Tell an adult at home,
- Report anonymously.
- Report to an Anti-Bullying Ambassador.

**STAFF:** All school staff, both teaching and non-teaching (for example play leaders, caretakers, administration 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 measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher.

**SENIOR STAFF:** The Governing Body, 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.

**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 encourage 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 or a member of staff.

**PUPILS:** Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

**ANTI-BULLYING AMBASSADORS:** Anti - Bullying Ambassadors monitor their peers at play /break times recording incidents that are reported to them. The reports are passed on to a lead anti-bullying adult.

## **RESPONDING TO BULLYING**

**When bullying has been reported, the following actions will be taken:**

- If children have reported to Anti-Bullying Ambassadors, then they will pass a completed form to a member of staff.
- Staff will record the bullying incident on CPOMS.
- Designated school staff will monitor incident reports and information recorded, analysing and evaluating the results.
- Staff will offer support to the target of the bullying in discussion with the pupil's class teacher. Individual meetings will then be held with any target of bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault.
- Staff will pro-actively respond to the bully who may require support. They will discuss with the target's class teacher to devise a plan of action.
- Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action.
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school.

## **BULLYING OUTSIDE OF 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 pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy. We have followed the guidance from the DfE in relation to cyberbullying.

## **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, recorded and monitored and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

## **PREJUDICED BASED INCIDENTS**

A prejudice-based incident is a one-off 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.

## **SCHOOL INITIATIVES TO PREVENT AND TACKLE**

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

- Children have been trained as Anti-Bullying Ambassadors who monitor play/break times and report any incidents that are reported to them.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. Opportunities in PSHE and within the computing curriculum will engage children about learning how to respond to all different types of bullying including sexting, using DfE guidance and resources suggested by the NSPCC.
- School assemblies help raise pupils' awareness of bullying and derogatory language.
- We write class charters and rules and agree to stick to them.
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week, LGBT History Month and include lessons provided by LGBT+ charity, Stonewall.
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible. We share lots of stories within lessons to help embed this across the school too.
- Stereotypes are challenged by staff and pupils across the school.
- Working with parents and carers and in partnership with community organisations such as the NSPCC, to tackle bullying, where appropriate.
- Buddy benches have been installed on the children's playgrounds to encourage positive friendships during playtimes and lunchtimes.

## **TRAINING**

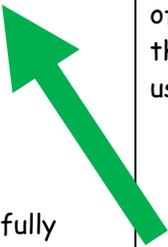
Staff have been trained by a representative from the Diana Award. All staff wear Anti-Bullying ambassador pins to show they have been part of the training.

The head teacher is responsible for ensuring that all school staff, both teaching and non-teaching (including administrators, play leaders, caretakers and cleaners) receive regular training on all aspects of the anti-bullying policy

This policy is linked and supported by other policies such as PHSE, Behaviour, Equality and Inclusion, Relationships, Data Protection and Information Security and Safeguarding.

# Appendix

Appendix 1: Procedure for dealing with homophobic language at Whinfield

A pupil says 'you're so gay' to another pupil.		
YES 	Tell the pupil that homophobic language is unacceptable. Explain why homophobic language is hurtful and offensive, making sure that the pupil knows the actual meaning of the word 'gay'.	NO 
Tell the pupil that homophobic language is unacceptable. Explain why homophobic language is hurtful and offensive, making sure that the pupil knows the actual meaning of the word 'gay'. <b>DOES THE PUPIL UNDERSTAND?</b>	YES 	The pupil continues to use the word 'gay' in a negative way, as does the rest of the class. Explain in more detail the effect that homophobic language can have on other people and that just like racist language, it is unacceptable. <b>DOES IT STOP?</b>
YES 	Most pupils know that racism is unacceptable and once the comparison has been made, they will start to understand that using homophobic language is exactly the same.	NO 
You may have to remind them again but pupils will start to understand why homophobic language is unacceptable. Often pupils don't realise that using the word 'gay' in a negative way is offensive and will stop once they do.	YES 	Remove the pupil from the classroom/situation and talk to them in more detail about their behaviour and why it's offensive. Explain the sanctions that will apply if they continue to use homophobic language. <b>DOES THIS HELP?</b>
YES 	NO 	NO 
Involving senior leadership communicates the seriousness with which the school treats homophobic language and makes plain that it is unacceptable throughout the school.	Invite parents in to discuss the pupil's behaviour. Refer to the school's policy and legal duty to look after the wellbeing of all pupils. Most parents understand that all pupils should be able to feel safe at	Refer them to a member of the senior leadership team for further sanctions. <b>DOES THIS HELP?</b>

	school and will support the school's efforts to create a safe environment.	
--	--	--

**Whinfield's agreed explanation of the meaning of 'gay'.**

Everyone has the choice of who they love. Love is beautiful!

When we are young we love the people who care for us and who are kind to us, just like our grown-ups and friends. These are important relationships.

As we get older we make new and different relationships with others who we love for new special reasons and because of the care and kindness they show us.

We might love them because we enjoy their friendship and company, we love that they respect all the different parts of our personalities, we love the special things about how they look, we love everything about them.

Many people choose to have a special relationship or may even decide to get married. Some people choose to marry a girl and some choose to marry a boy.

We can fall in love with anyone!

Girls can love boys and girls can love girls. Boys can love girls and boys can love boys. Anyone can love whoever they choose.

Gay is a word that boys who love boys and girls who love girls call themselves. It's OK for everyone to describe them as gay but it's never OK to use the word to insult or hurt anyone.

## Appendix 2 - Whinfield Child Friendly Anti Bullying Policy

### Whinfield Primary School's Anti-Bullying Policy

This school is a place where everyone has the right to be themselves.  
It's a place where everyone can feel safe, be happy and learn.  
Everyone at our school is unique, equal and acts with respect and kindness  
towards each other.



### Our Anti-Bullying Promise



**We will stand up for what we believe in;**

**We will be kind and respectful to everyone;**

**We will celebrate each other's differences;**

**We will tell an adult when someone is sad  
or hurt;**

**We will think about people's feelings before  
we say or do something;**

**We will never bully anyone;**

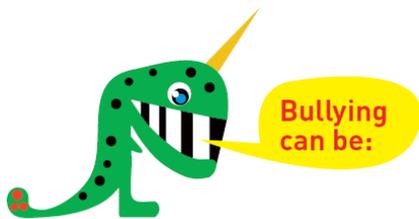
**We will make our school a happy and safe  
place to be.**



## What is bullying?

Bullying is when a person is hurtful or unkind to someone else, on purpose and more than once. Bullying can be done by one person or by a group of people and can be towards one person or a group of people. A useful way to remember bullying is:

### SEVERAL TIMES ON PURPOSE



- Hitting or saying you are going to hit someone
- Touching someone when they don't want you to
- Calling someone names, teasing, using rude language or saying nasty things about someone to them or to other people
- Stealing or damaging someone else's belongings
- Ignoring someone on purpose or leaving them out
- Sending hurtful or unkind texts, emails or online messages to someone or about someone



If someone is being hurtful or unkind to you several times on purpose, for whatever reason, whether it is about you or your family or friends, that is bullying. No one should be picked on for being different in anyway, for how they act, what they look like or who their family are.

### **Why does bullying happen?**

Although bullying doesn't happen very much at this school it might happen. Bullies can be older or younger than you, bigger or smaller than you. Bullies pick on people who may be different in some way and try to make them feel worse about themselves. If you are being bullied remember that it is never your fault.

### **Where does bullying happen?**



Bullying can happen at school, after school and online



### **What should I do if I think someone is being bullied?**

Talk to the person and ask if they're ok and try to find out if they are being bullied. If they are, ask if you can help them talk to a teacher or an adult they trust.

### **What should I do if I'm being bullied?**

If you are being bullied it is important to tell someone you trust. Tell an adult or friends, either at school or at home. If you have already told an adult about bullying you can still tell them again. You can:

- Tell a teacher - your class teacher or any other teacher
- Tell a friend who will be able to help you
- Tell any other adult staff in school - such as a teaching assistant, play leader, member of the school office.
- Tell an adult at home
- Tell an Anti-Bullying Ambassador
- You can also write a note about the bullying to leave for someone.

## What should I do if I'm being bullied?

If you tell a teacher or an adult at school they will be able to help you. They may tell another teacher like your class teacher, or a parent or carer so that they can help you. Telling an adult will never make the bullying worse. They will talk to you and the bully to find ways to stop the bullying.

 Most importantly:

**S**tart  
**T**elling  
**O**ther  
**P**eople

