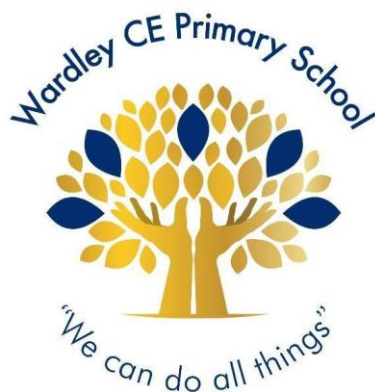


Wardley CE Primary School

Anti-Bullying Policy



Name of Reviewer	Kari Walker
Date of Approval of Governing Board	October 2025
Signature of Chair	
Signature of Head	Kari Walker
Date Due for Review	October 2026

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Our school vision

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that 'We can do all things' within a deep and rich curriculum.

We can do all things through Christ who strengthens us. Phillippians 4:13

Practical ways in which we attempt to carry out our school vision

Through the Christian value of respect:

- Having strong ethics to underpin our decision making and actions.
- Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
- Promoting a sense of justice.
- Creating a strong moral purpose which underpins everything we do

Through the Christian value of friendship:

- Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.
- In celebrating diversity we value the strengths of all and embrace differences.
- Engaging stakeholders within and beyond the school.

Through the Christian value of trust:

- Having a strong sense of teamwork amongst all members of the school community.
- No matter how small, we value every contribution and support each other to reach our goals.
- In respecting each other, we strive to not let each other down.
- In feeling valued and empowered people have a desire to go the extra mile.

Through the Christian value of courage:

- Recognising, supporting and developing everyone's potential.
- Nurturing skills and promoting opportunities.
- Creating an environment for people to think positively and take risks.

Through the Christian value of perseverance:

- Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
- All improvements are underpinned with high aspirations.
- When problems arise, we must hold on to our vision and find solutions.
- We inspire and innovate and we support others to do the same.

What is bullying?

The Governors, staff and pupils of Wardley CE Primary School accept the following definition of “bullying” taken from: Primary National Strategy SEAL materials (2006)

Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:

- It is ongoing (not the same as a conflict between two equals or a random, unprovoked, aggressive act)
- It is deliberate
- It is unequal – it involves a power imbalance (this can result from size, number, higher status, being “different” or having access to limited resources)

This is a definition of bullying that we use with children (Olweus 1991).

‘A pupil is being bullied or picked on, when another pupil or group of pupils say nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no-one ever talks to them and things like that. These things can happen frequently and it is difficult for the pupil to defend him/herself. It is also bullying when a pupil is teased repeatedly in a nasty way. However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.’

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

Bullying can be:

- Physical – This includes hitting, kicking, taking belongings and any other kind of physical aggressive contact.
- Verbal – This includes name calling, insulting remarks, when someone is threatened and made to feel bad.
- Social – This includes spreading nasty stories, excluding from groups, deliberately ignored and made to feel like an outsider.
- Cyber: This type of bullying can be in chat rooms, online, instant messaging on a mobile phone or e-mails.

The Effects of Bullying

All forms of bullying are hurtful and may have a devastating effect on those who are bullied. Whilst some children may recover from bullying, there are others who suffer lasting consequences.

Children who are bullied may see themselves as inadequate and friendless and suffer from loss of confidence and low self-esteem.

Bullies may also suffer from long lasting consequences and unless offered support, may continue with bullying behaviour into their adult lives. For this reason it is important that they receive support to enable them to change their behaviour.

Principles

Bullying happens in every school and the effects can be long lasting, sometimes devastating.

- We take bullying seriously in our school and will not tolerate it.
- We work proactively to address the issue explicitly with children and provide opportunities to develop understanding, empathy and self- esteem.
- We also react to bullying decisively and consistently with appropriate sanctions.
- Children are not “bullies” or “victims”. Bullying is not a character trait but a set of behaviours.
- Even “perfectly nice” and popular children can use bullying behaviours on occasion. “Witnesses” to bullying also have a role to play.
- All “sides” in a bullying incident will be listened to calmly and with respect.
- We involve parents in our approach to preventing or addressing bullying behaviour.

Strategies

The schools take part in National Anti-Bullying Week through assemblies, Class Worship Time and PSHE lessons. Adults are alert to bullying behaviours both inside the school and in the playground and address incidents immediately.

The Law

Wardley CE Primary School endeavours to comply with the legal requirements placed on schools and the Governing Body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that “encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils” (Education and Inspections Act 2006, section 89).

The school will exercise their legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

Schools are required to comply with the equality duty ‘The Equality Act 2010’. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by law
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Reporting and Recording Incidents of Bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the pupil’s class teacher to be

investigated, appropriate action taken and parents will be informed promptly using usual school procedures. Incidents may then be referred to the Headteacher using the school's bullying incident recording form.

Pupil voice is important at our schools and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. Wardley CE Primary is a 'Telling School' and the children are encouraged to tell an adult if they see, hear or know of another child being subject to suspected bullying. We promote the Salford Listening Standards to assist us in creating this culture.

Pupils know that telling someone about inappropriate behaviour is the best way of everyone keeping safe and also that telling will help the person acting wrongly to improve his/her behaviour. Children understand that they have the right to be safe and share the responsibility of looking after others. This means that if they see someone being picked on, repeatedly teased or bullied they have a responsibility to help this to stop; involving the teachers and other adults is the best way of solving the problem.

At Wardley we have:

- regular opportunities for pupils to talk about what's going on
- clearly understood, consistent, open and fair responses to bad behaviour
- a commitment to constantly reinforcing a 'telling' message
- A whole school approach to being a listening school in which children are encouraged to share any worries that they have. Initiatives to encourage this include 'Worry Boxes' in each phase corridor for KS1 and KS2.

The Whole School Behaviour Policy also reinforces the school's expectation as to how members of the school community should conduct themselves.

Tackling Bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

Strategies for Dealing with the Bully

At Wardley CE Primary School, we engage promptly with parents to ensure their support and involvement and then go through a series of stages;

- Restorative justice approaches are taken if possible
- One to one interviews with staff or peer mentors
- Counselling offered
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

Strategies to Support a Victim

- Disciplinary sanctions as appropriate applied to the bully
- Counselling offered
- Mediation
- One to one parental interview, parental support and involvement
- Self-assertive strategies discussed

The Anti-Bullying Policy ensures that we foster a culture of safety throughout the school where children and young people are able to alert us to any incidents of bullying, cyberbullying, prejudice-based and discriminatory bullying and be confident that they will be dealt with effectively.

The Anti Bullying Policy also enables us to prevent issues escalating to safeguarding concerns. We actively seek to provide an environment that is safe from all forms of intimidation.

Our school fosters a culture of safety through the development of an Anti-Bullying Policy where children and young people feel confident to report any incidents of bullying including cyberbullying, prejudice-based and discriminatory bullying, sexual harassment, or inappropriate sexualised behaviour, homophobic, biphobic and transgender bullying

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice based bullying, which stand in the way of fulfilling the delivery of our school vision and our underlying commitment to inclusion and equality:

- Prejudices around disability and special educational needs
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes
- Prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum

Our practice is informed by the Church of England's report: 'Valuing All God's Children. We treat all bullying incidents equally seriously. We keep a record of different prejudice related incidents and provide a termly report to the governors about the numbers, types and seriousness of prejudice related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.

All reports of bullying, racial, sexual or other harassment must always be taken seriously and investigated and recorded according to our school policy. Staff must always act and be seen to protect victims. All incidents should be reported to the headteacher.

Advice to children about bullying:

- If you are a victim of bullying, you can tell a member of staff or anyone else you feel safe to talk to. It is not weak to do this.
- If you cannot tell anyone at school. You can tell your parents or carers who will tell us.
- Friends of victims should let staff know of bullying incidents.
- No-one deserves to be bullied – remember, you have a right for this not to happen to you.

Advice to parents/carers about bullying:

If your child is being bullied, they may:

- change their behaviour;

- be unwilling to talk about their day;
- look less happy;
- come home with cuts and bruises;
- not want to wear their glasses;
- take things from home without you knowing;
- avoid certain children/activities, and/or
- be reluctant to come to school.

If your child is bullying they may:

- change their behaviour;
- be unwilling to talk about their day;
- come home with toys and things you have not bought for them, and/or
- have money that you cannot account for.

How can parents help to prevent bullying?

- Everybody gets angry. Help our child express it without hurting others.
- Encourage your child to tell a member of staff straight away if they get hurt at school.
- Praise your child when they sort problems out by talking rather than hurting others.
- Make immediate contact with school at any time over bullying incidents.
- Let the school know if you have any concerns; do not try and sort them out with other children or parents yourself.
- Allow the school to seek professional advice and support over difficult bullying.