Awsworth Primary and Nursery School

Anti-Bullying Policy

Approved by: LGB (H Adkin- Walker)

Policy Lead: B Painter

Last reviewed on: Summer 2026

Next review due by: Summer 2028

1. Introduction

At Awsworth Primary & Nursery School our core values are that every child should feel safe, valued, supported and happy in school. We further aim to achieve this by providing opportunities to develop each child's self-confidence and pride.
Our values we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are 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.

As a school committed to Rights Respecting values, we work to promote a rights ethos where children are safe, can express their opinions and realise their potential.

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.

2. Policy Development

This policy was formulated in consultation with the whole school community with input from staff (via regular agenda items at staff meetings), governors (discussions at governors meetings), parents/carers (parents are encouraged to contribute by taking part in a parent focus group, producing a shorter parents' guide), children and young people (through the school council, class discussions etc). The school council have also developed a pupil friendly version displayed around the school and which is to be published in the children's Personal Organisers. Other partners eg Breakfast and After School Club Providers are also provided with a copy of the policy and asked to make comments.

This policy is available:

- On the school's website: www.awsworthprimary.co.uk
- From the school office
- Child friendly versions are on display and in the children's Personal Organisers
- As a shorter version for all parents/carers.

3. Roles and responsibilities

The Headteacher – 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 Andrea Grocutt

The 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 (Behaviour) is: Mrs Hannah Adkin-Walker

4. Definition of Bullying

What is bullying and how does it differ to relational conflict?

At Awsworth, we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

"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 can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as 'bystanders'.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

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 hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying behaviour can be physical, verbal or emotional and includes:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule,humiliation, intimidating, excluding, manipulation, and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse,exposure to inappropriate films etc.
- Online / Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- Indirect – can include the exploitation of individuals such as 'false friendships', criminal exploitation, sexualexploitation, and radicalisation
- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans,or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

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'.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

Protected characteristic/Prejudice Related Bullying

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 publicised 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).

Parents, children and visitors to the school are encouraged to be alert to issues of bullying and report them to school staff immediately. When incidents are brought to the attention of staff, they are recorded on MyConcern. In line with the **BEHAVIOUR POLICY**, "in the case of severe misbehaviour such as violence, bullying, insolence, racism, defying a teacher, etc. (also see hierarchy of behaviour Levels 3-5 or repeated incidents from Levels 1-2)" these are recorded onto MyConcern. This is accessible to all staff in school. Parents are contacted accordingly.

For futher information, please refer to the **BEHAVIOUR POLICY.**

Procedures

All reported incidents will be taken seriously and investigated, involving all parties. The staff is aware of and follows the same procedures.

The following steps will be taken:

- All parties will be spoken with.
- Parents will be informed.
- Appropriate disciplinary sanctions will be implemented in accordance with the school's Behaviour Policy. These are graded according to the seriousness of the incident but send out a message that bullying in unacceptable. Responses may also vary according to the type of bullying and may involve other agencies where appropriate.
- Follow up conversations will take place, in particular keeping in touch with the person who reported the situation, parents/carers.
- A clear complaints procedure is in place for parents/carers who are not satisfied with the school's actions.
- A range of follow-up responses and support is appropriate to the situation for all involved, e.g. 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 will be undertaken 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 which are accessed by the headteacher and Anti bullying coordinator.

Information stored in school will be used to ensure individual 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 on a half-termly basis.

The information will be presented to the governors as part of the termly report.

The policy will be reviewed annually.

Strategies for preventing bullying

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

Strategies used as part of the curriculum and across the whole school, e.g.

- Each class develops a class charter which is agreed by staff and pupils; it displays the articles the children deem important and ways we respect those rights
- British Values Assemblies delivered weekly to promote Rules of Law, Individual Liberty, Democracy, Mutual Respect and Tolerance.
- Celebration of good behaviour in class and whole school assemblies
- Weduc communication with parents
- Pupils and staff are able to nominate others who are displaying Rights Respecting behaviour, these are read out in Star of the Week assembly. Children are displayed on the Star of the Week wall.
- Involvement in anti-bullying lessons and workshops
- Anti-Bullying week annually in November
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- Student voice, school council
- Peer mentoring schemes and/or Buddying and other student lead initiatives.

Reactive programmes for vulnerable groups or groups involved in bullying, eg:

- Restorative Justice
- Nurture provision
- ELSA Support
- Counselling and/or Mediation schemes
- Small group work

Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour

Support for parents/carers:

- Parent groups
- Parent information events/information

Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities

Rights Respecting School

We are a Rights Respecting school and our approach to anti-bullying supports the following articles from the United Nations Convention on the Rights of the Child:

Article 12 - Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 19 - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

Article 28 - Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30 - Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.

Article 31 - Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

Links with other policies and why

Policy	**Why**
Behaviour Policy	Rewards and sanctions, Codes of conduct
CPOMS Policy and Procedures	To record incidents accurately
Safeguarding Policy	Child protection
E-safety and Acceptable Use Policy	Cyber bullying and e-safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability
Confidentiality Policy	Reporting and recording
RSE Policy	Strategies to prevent bullying
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk

The lesbian, gay, bisexual and transgender charity - Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

NSPCC/ChildLine- www.nspcc.org.uk, www.childline.org.uk

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

Show Racism the Red Card – www.theredcard.org.uk

Policy Date: Summer 2026

Leader: A Grocutt

Link Governor: Hannah Adkin-Walker

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