

Bullying and Anti-Racism Policy



THE WILLOWS
PRIMARY SCHOOL AND NURSERY

Reviewed By	Date	Governing Body Committee Approval	Date
Mr T Robinson	September 2026	LGB	September 2027

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The Willows Primary School Bullying and Anti-Racism Policy

All Children and young people have the right to live in an atmosphere that is free from bullying, harassment and discrimination and there must therefore be a collective responsibility of all institutions and organisations that provide services to, or are accessed by, children and young people across the country.

(G.Tombs - Executive Director, Schools, Children and Families 2009)

At the Willows Primary School, we use a therapeutic approach to manage behaviour. A therapeutic approach is defined as an approach to behaviour that prioritises the pro-social experiences and feelings of everyone within the dynamic. We classify behaviour into 3 types: Pro-social, Anti-social dangerous and Anti-social difficult. Our Behaviour Policy and approach to tackle Bullying and Anti-racism work in conjunction with each other.

Where anti-social behaviours occur staff will seek to discover an explanation and solution for the behaviour.

Our definition of Bullying is taken from the Anti-Bullying Alliance:

The repetitive, intentional hurting of one person or group by another 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 online’.

We are aware that bullying behaviour can consist of:

- Physical
- Emotional
- Verbal
- Online

There are differences between teasing, conflict, and friendship fallouts but we aware that are some occasions where these may become bullying behaviour.

We will ensure that all members of the school community are aware that:

- Safeguarding our children is at heart of everything we do
- we create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated
- we ensure pupils are safe, feel safe and everyone is treated respectfully
- adults will model positive behaviour and create an atmosphere of respect at all levels
- adults will respond in a positive way when a pupil expresses a concern

We will ensure that there is an up-to-date anti-bullying policy in place, which addresses:

- the expectations for adult behaviour as well as the expectations for children and young people
- the link between our Therapeutic Behaviour Policy and Anti-Bullying Policy which promotes pro social behavior strategies
- all forms of bullying
- clearly the setting's commitment to preventing and responding to bullying based on key guidance
- the recording and monitoring of incidents.
- monitor, evaluate and update the policy regularly and review the effectiveness of prevention and responses to bullying;
- working collaboratively with relevant organisations in developing and implementing an effective policy;
- inclusion in policies, organisation, ethos, community links, partnerships, curriculum and teaching and learning;
- awareness of legal duties and responsibilities to reduce and respond to bullying in and outside of our setting;

Through our Curriculum and teaching we will ensure that children:

- Understand what bullying is and what it is not.
- Follow a comprehensive PSHE & SRE Curriculum
- Understand its effects and strategies to prevent and respond to it.
- Feel safe in their communities and confident that they will be listened to and incidents will be dealt with.
- Are informed so that they know what to do, who to speak to, where to get help and how to support others who are bullied or bully.
- Attend termly assemblies which reiterate the teaching throughout the year Celebrate differences and choose not to bully or discriminate against others.
- Are supported with managing relationship conflict
- Recognise other people's feelings and treat others with respect
- negative language or behaviour in relation to age, disability, gender race, religion or belief and sexual orientation is always unacceptable
- understand and are made aware that just because they think something is banter or a joke doesn't mean other people will
- understand all offensive, threatening, violent and abusive language and behaviour is always unacceptable

We will support children and young people to:

- Know who the Anti-Bullying ambassadors are and how they can support them • Value themselves, their achievements and develop strong self-esteem.

- Practice and develop emotional resilience and social skills to manage their feelings and work with others to resolve conflicts calmly.
- Learn the skills required to tell someone in a way that ensures that adults take action. • Be actively involved in anti-bullying initiatives such as Anti-Bullying weeks, activities, assemblies, circle times, peer support and mediation.
- Learn the skills required to stay safe and confident whilst using technology such as mobile phones and the internet.
- Be aware that lunch clubs are a safe space during outside play if they need them

Policy and Practice

If there is an alleged bullying incident we will ensure we:

- Record the incident on CPOMS
- Complete a Bullying Referral form (kept in staffroom)
- Listen carefully
- Do not judge
- Pass the information to Mrs Wilson (Safeguarding Lead) or the DDSLs in her absence and/or Mrs Smith (Family Support Mentor). FSM will then investigate and work with all parties involved in the bullying incident to resolve any issues.
- Reassure
- Understand the difficult nature of disclosing any bullying incidents
- If needed, parents or carers will be contacted if the incident appears to be more than a 'one off' occurrence or when a solution cannot be identified.
- All incidents involving bullying will be taken seriously and acted upon.
- Understand what may seem a trivial incident to an adult may hide a greater underlying problem.

Monitoring of incidents:

- The bullying/racist incident folder will be periodically examined (at least half-termly) for previous incidents involving identified pupils, and for any actions taken. • FSM will monitor situation and check in with all children involved.
- Review/follow up any incidents within a two week time frame

Racist incidents:

In accordance with Local Authority guidance all schools are committed to eradicating racial discrimination. We agree that:

Clear procedures are in place to ensure that racist incident, racial discrimination and racial harassment are dealt with promptly, firmly and consistently...

Dealing and Reporting racist incidents in school – Essex LA

If there is an alleged racist incident we will ensure we:

- Record any racist incidents on CPOMs and Complete a Racist Incident form (kept in staffroom) □
Listen carefully
- Do not judge
- Pass the information to Mrs Wilson (Safeguarding Lead) and/or Mrs Smith (Family Support Mentor). FSM will then investigate and work with all parties involved in the racist incident to resolve any issues.
- Reassure
- Understand the difficult nature of disclosing any racist incidents
- If needed, parents or carers will be contacted if the incident appears to be more than a 'one off' occurrence or when a solution cannot be identified.
- All incidents involving racism will be taken seriously and acted upon.

Monitoring of Racist incidents:

- All incidents involving racism should be taken seriously and acted upon. The Headteacher should be informed of any incident and follow procedures laid out by the local authority. Termly returns indicating racist incidents are submitted to the local authority so that an overall picture throughout the county can be produced. Reporting Racist Incident forms are available in the staff room. All completed forms should be handed to the Headteacher. At this point a decision will be made as to what action should be taken. All forms are stored in Mrs Wilson's office.
- The bullying/racist incident folder will be periodically examined (at least half-termly) for previous incidents involving identified pupils, and for any actions taken. • FSM will monitor situation and check in with all children involved.
- Review/follow up any incidents within a two week time frame

Monitoring by Governors

The Governors will be informed of any significant bullying issues on an annual basis and of more serious issues as they arise. The Local Authority will provide data which can be interpreted to show key areas of development and a possible focus for SEAL: activities. Vulnerable groups can also be identified prior to transition between key stages. The school will work proactively with all agencies to ensure that transition is smooth. Attendance is monitored closely and reasons for absence investigated to see if bullying issues are present. In devising this policy pupils have been asked for their views through pupil voice surveys. This will be reviewed annually.

Date Staff Consulted:.....

Date adopted by Governing Body:.....

Reviewed.....

National research confirms that bullying is a major concern for young people, their parents and carers and we believe everyone shares the responsibility to address it.

Additional support and advice can be found at:

[Anti-Bullying Alliance](#)

<http://www.childline.org.uk/explore/bullying/pages/bullying.aspx>

<http://www.bullying.co.uk/>

<http://www.kidscape.org>

Bullying referral sheet

Name.....	Date form completed.....
(Person completing form)	
Pupils Names.....	Class
.....	
.....	
.....	 Date of incident

Incident:

Action taken:

Review date:

Follow up:

Parents/Carers informed Yes/No

Parents/Carers Names.....

Parents/Carers invited to meeting Yes/No

Signed..... Date.....

THE WILLOWS PRIMARY SCHOOL
Church Road, Basildon, Essex, SS14 2EX

CONFIDENTIAL FORM FOR RACIST INCIDENT ISSUES ONLY:

This form is to be used by all staff irrespective of their role. This form should be completed with sufficient, concise information so that the investigating officer is fully aware of the nature / context to the issue being raised. This form is for in house monitoring and recording, and proceeds the County form that may need to be completed following investigation by the designated lead should a report need to be made to County.

Alert form should be given, at the time the concern is raised (same day, as soon as completed), to:

- ✓ The **Designated Safeguarding Lead** (Lynsey Wilson – Deputy Head Teacher) or in her absence
- ✓ The **Deputy DSL's** (Tom Robinson – Head Teacher or Dean Aston Inclusion Manager)

Name of child:

Class:

Name / role of adult completing Alert:

Date / time:

Concise details of concern / issue– PLEASE FILL IN FACTS & AS MUCH DETAIL AS YOU CAN, INCLUDE ANY ACTIONS THAT YOU DID, e.g. write the actual words said

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Signature of DSL / Deputy DSL Alert handed to / Date / Time:

Decisions / Actions taken by DSL / Deputy DSL(s) (continue overleaf as appropriate) - file copy in
bullying/racist incident folder stored in DSL's office