

Wicklewood Primary School and Nursery



Anti-bullying Policy

Responsible Person

The person for the updating of this policy is: The Headteacher

Review and Monitoring

This policy will be reviewed every year by the operational committee.

Reviewed:

Signed: Peter Meacock(Chair) Date: 31.10.18

Signed: Julia Brooks (Headteacher) Date: 31.10.18

Next Review due: Autumn 2019

ANTI BULLYING POLICY

To be read and implemented as a part of the school behaviour and discipline policy, E-Safety policy and the anti-racist policy (Equalities Scheme).

Vision

Wicklewood Primary School and Nursery will be a place of safety for both pupils and staff where all have the confidence to speak out if they are either subject to or witness to any form of bullying, knowing that it will be dealt with immediately.

Definitions

The Government defines bullying as:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

'Safe to Learn' 2007

'Bullying is repeated aggression, verbal, psychological or physical conduct, by an individual or group against others. Isolated incidents of aggressive behaviour, which should not be condoned, would not normally be described as bullying. When behaviour is systematic and ongoing, it is bullying.'

'DCSF guidelines on 'Countering Bullying'

Bullying can be described as a deliberate, repeated act, done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It is:

Persistent

Purposeful

Powerful- it causes the victim to feel that another person or people has power over them.

It can occur through several types of anti-social behaviour:

- Physical – a child can be punched, kicked, spat at, hit etc
- Verbal – this can take the form of name calling, teasing, denigration of family or friends. It may be directed towards gender, ethnic origin, sexuality, physical or social disability, personality etc
- Indirect – this can happen behind your back and be very subtle
- Cyber – by any electronic means
- Prejudice-based bullying – e.g. gender, racial, sexual orientation
- Exclusion – a child can be bullied by being excluded from discussions and activities.
- Damage to or theft of property – pupils may have belongings damaged or stolen; there may be physical threats to hand over items of property or money.

Bullying may also be directed towards school staff, whether by pupils, parents or other staff and will be addressed in the same way as mentioned above.

At Wicklewood School and Nursery staff, parents and children work together to create a happy, caring, learning environment. Bullying, either verbal, physical or indirect, will not be tolerated as it strikes at the heart of the 'Every Child Matters' agenda within which we work in all aspects of education. Children have a right to learn in a supportive, caring and safe environment without fear of being bullied. We promote good behaviour; it is made clear that bullying is a form of anti-social behaviour. It is everyone's responsibility to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

There is no easy solution to prevent bullying; anti-bullying strategies in themselves do not prevent bullying. They need to be developed and delivered with the involvement of staff, pupils, parents and carers. They will evolve over time as there is no single answer to the problem of bullying.

AIMS

- We aim to clarify to all members of the school community that bullying is always unacceptable.
- We aim to produce a consistent school response to any bullying incidents that occur.
- We aim to encourage a climate of positive support in our school which empowers individuals to realize that they do not have to tolerate bullying and that they must inform someone if they are being bullied.
- We aim to foster a culture of transparency.
- We aim to ensure children are confident that they will be listened to and that action taken will be sensitive to their needs.

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people.

Reporting incidents of bullying

A victim of bullying or a bystander should speak to someone they trust (Special Adult, Playground Friend, buddy, friend, adult including a family member). That person should then ensure that the incident is reported to an appropriate member of staff who will investigate and, depending on the nature of the incident,

- Make notes of their investigation
- Report the incident to the Head who will record the incident.
Inform parents/carers of incidents of bullying at an appropriately early stage so that they may support their child, whether they be the victim or perpetrator.
- If a parent suspects there has been an incident of bullying they should speak to the class teacher initially, who will follow the procedure outlined above and inform the parents of the outcome. The teacher may need to share details of the incident with other members of staff and anonymised details with their classes for reflection, support and development of practice.
- We will constantly reinforce that we believe that no case of bullying is too trivial to be warrant attention
- The governing body will respond within 5 days to any request from a parent or carer to investigate an incident of bullying.

(For more specific detail see Annex 1.)

In order to identify incidents of bullying and the identities of bullies, at Wicklewood School and Nursery we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils. Children are reminded that they MUST report incidents which involve any behaviour which makes them or others unhappy (bystanders).
- * All staff listen, believe, act
- Playground Friends are there as a child's first contact point, if they feel they cannot tell an adult. There are two for each playground and 4 at lunchtime. They are Year 3 through to Year 6 pupils.
- Playground Friends are trained and on duty at playtimes and lunchtimes and are available to all children if they need to discuss any issues. They are there as the first point of contact, if a child feels that they cannot tell an adult. The team will meet regularly involving and representing the whole school community and using GR8 AS U R strategies.
- Use of Circle Time and Class and School Council meetings to discuss bullying issues in an open manner. Bullying is a whole school issue and will be dealt with by everyone.
- Use of assembly times, PSHE sessions and other areas of the curriculum where possible to discuss what bullying is and how we can deal with it. Use of GR8 AS U R, SEAL and other materials where appropriate to encourage positive behaviour and high self-esteem.
- Monitor the Behaviour and Bullying Record.
- Keep a worry box in each classroom for children to anonymously report their concerns if they do not feel they can talk about them.

- Involve the school counsellor supporting children and adults involved in incidents and proactively discussing strategies to deal with potential bullying situations.
- The 'Childline' telephone number to be displayed clearly in school.
- Staff will challenge inappropriate behaviour or language.
- Staff will follow the principles of GR8 AS U R.

The Role of Children

Children are expected to be responsible for their personal conduct and behaviour, in accordance with the code of conduct and motto. This includes supporting others by reporting concerns, promoting the anti-bullying messages and being positive citizens of the school community. Children should:

- Report all incidents of bullying using the school's procedures
- Act in a respectful and supportive manner to their peers, reporting any suspected incidents which the victim may be afraid to report for themselves
- Promote the aims of the anti-bullying policy
- Avoid any behaviour which could constitute bullying, or could be construed as bullying, including inaction on witnessing bullying behaviour.

The Role of Parents/Carers

Parents and carers play a vital role in the education of their children. They can assist in combating bullying by not accepting such behaviour, by encouraging appropriate behaviour towards others and by stressing the importance of reporting to an adult when they think someone is being bullied.

Parents/carers should

- Actively endorse and support the anti-bullying policy, and act in a calm and responsible manner with regard to bullying.
- Stress to their children the importance of appropriate social behaviour and not act in any way that could escalate a situation or could be seen as bullying or threatening another child or adult.
- Report any information, following the procedure outlined above, they may have concerning any victims or perpetrators of bullying as soon as possible, and make no promises to children that they will not tell anyone.
- In the event of sanctions, support the actions taken by the school and make clear their disapproval of the behaviour.
- Not automatically dismiss the suggestion that their own child could be involved in bullying, and act positively with the school to change the behaviour.

Monitoring and Review

The policy will be regularly monitored and reviewed by the headteacher and staff through the following methods:

- Checking the 'Behaviour and Bullying Record' folder for frequency of incidents
- Talking with pupils (eg in circle time, at school council, in PSHE lessons)
- Undertaking playground observations
- Discussions with small groups and individuals
- Reporting to the governing body about the effectiveness of the policy
- Regular surveys for parents and children. Data analysis to inform future practice.

Training

Staff will be given regular training on all aspects of anti-bullying and be kept up to date with new research and initiatives. We will also offer regular workshops for parents.

Staff and Governors with specific responsibility for Anti-bullying are:

- Headteacher
- PSHE co-ordinator
- Safeguarding Governor

This policy will take into account the guidance of the child Protection and Safeguarding policies together with the Acceptable Use policy and Equalities Scheme.

The first newsletter of each academic year will make reference to the fact that all policies are available on the school web site.

Annex 1

Strategies for dealing with bullying

The following is a list of actions available to staff. Actions will be selected depending on the actual situation to be dealt with. The emphasis is always on a caring, listening approach as bullies are often victims too, and may have low self-esteem which has led to them bullying.

- Discussions at length with the victim. This will require patience and understanding.
Remember – Listen, Believe, Act. It will be important to record all details of bullying incidents so that any repetitions or patterns of behaviour can be dealt with more effectively.
- Identify the children involved. Obtain witnesses if possible. Advise the Headteacher.
- Discussions with the alleged bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at Wicklewood Primary School and Nursery.
- If the child agrees bullying behaviour has taken place then follow the procedure outlined below and in the Discipline Policy
- If they do not agree, investigate further. Children usually admit to wrong doing if presented with all the facts.
- Separate discussions with parents, if appropriate, of bully and victim to decide on support strategies. Responses need to be sensitive to SEN or other family issues.
- Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes, exclusion from school, depending on the perceived severity of the incident(s)
- Continue monitoring the situation by observing at playtimes/ lunchtimes and having discussions with victim and perpetrator to ensure no repetition
- Playground Friends on duty at break and lunch times, acting as another point of contact for children
- As the behaviour of the perpetrator improves, then favoured activities etc can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying.

Annex 2

We will seek to ensure that all types of bullying are addressed through our policies. They are described briefly under the following headings:

Racism

A racist incident is any incident that is perceived to be racist by the victim or any other person. It is important that all school community members know that racism is always unacceptable. Incidents may include verbal abuse and name calling, racist jokes, offensive mimicry or physical threats or attacks.

Any behaviour that does not respect a person for reasons of race, colour, nationality or ethnic origins is racism and goes against our code of conduct and motto that promotes respect, dignity and equality.

All incidents of racism are recorded and investigated, and a Racist Incident Monitoring Form is forwarded to NCC.

Gender

Incidents of gender bullying may involve the disparagement of one gender by another, or by a person of the same gender. Incidents may involve name calling, comments about appearance, attractiveness or emerging puberty. Interactions involving inappropriate and uninvited touching or graffiti with sexual content can be forms of sexual bullying.

Any behaviour that does not respect a person's gender goes against our code of conduct and motto that promotes respect, dignity and equality.

A record of such incidents, the action taken and any further action is made in the Behaviour and Bullying Record folder (Headteacher's office).

Sexual Orientation

Any bullying related to denigration of a person's sexuality is unacceptable. Sexual bullying may be related to sexual orientation. In many instances, pupils who are perceived as 'different' may be subjected to homophobic name calling and teasing. Children must be encouraged to understand their inappropriate use of homophobic language so that they can understand the impact such discrimination may have. This also applies to inappropriate behaviour towards transgender children.

Any behaviour that does not respect a person's sexual orientation goes against our code of conduct and motto that promotes respect, dignity and equality.

A record of such incidents, the action taken and any further action is made in the Behaviour and Bullying Record folder (Headteacher's office).

Religion

Incidents of religious bullying may include verbal abuse and name calling, religious jokes, offensive mimicry and physical threats or attacks.

Any behaviour that does not respect a person's religious beliefs goes against our code of conduct and motto that promotes respect, dignity and equality.

A record of such incidents, the action taken and any further action is made in the Behaviour and Bullying Record folder (Headteacher's office).

Disability

Pupils with special educational needs or disabilities may not be able to articulate experiences as well as other children. However, they may be at greater risk of being bullied. Staff must reflect on how teachers' behaviour might unintentionally trigger bullying. Avoiding undue attention to specific differences between SEN children and their peers may help reduce this. Staff need to be especially vigilant to ensure they protect the interests of more vulnerable children.

Any behaviour that does not respect a person's differences goes against our code of conduct and motto that promotes respect, dignity and equality.

A record of such incidents, the action taken and any further action is made in the Behaviour and Bullying Record folder (Headteacher's office).

Indirect Bullying

Indirect bullying is when stories or rumours about a person are spread around and excluding others from the group. Indirect bullying does not physically hurt the person, but it can be very emotional for the victim. An example of indirect bullying can be if someone started a rumour that a boy liked

playing with stuffed animals because they thought it would be funny. Some other examples of indirect bullying can be: destroying relationships and reputations, embarrassment, gossiping, graffiti, glares and dirty looks, and negative body language.

Cyberbullying

Incidents of cyber bullying may involve misuse of mobile, internet or wireless technologies. These could be in the form of text messages, mobile phone calls, emails, chat rooms, instant messaging and websites. Unlike other forms of bullying which may take place at school, cyberbullying can follow children into their private spaces outside school hours. Cyberbullies can communicate their messages to a wide audience with remarkable speed, and can often remain unidentifiable and unseen. Any behaviour that does not respect a person's right to privacy and uses technology to attack them goes against our code of conduct and motto that promotes respect, dignity and equality. A record of such incidents, the action taken and any further action is made in the Bullying Record folder.

Annex 3

Signs that a pupil may be bullied

- Feigning illness
- Shy
- Nervous
- Changes of attitude
- Truanting/ unwilling to go to school
- Poor concentration
- Anxious/ insecure
- Over-sensitive
- Low self-esteem
- Lonely/isolated from peers
- Timid
- Lack of confidence
- Crying
- Unlikely to retaliate
- Frightened of walking to or from school
- Changing route to school
- Clothes or possessions regularly damaged
- Hungry because dinner money is taken
- Stammering
- Becoming withdrawn, moody, aggressive
- Uncooperative or non-communicative
- Behaving in immature ways: thumb sucking
- Sleep/appetite problems
- Cuts and bruises