

Wardley CE Primary School

Anti-Bullying Policy



Name of Reviewer	Mark Foster
Date of Approval of Governing Body	October 2020
Signature of Chair	<i>John Storey</i>
Signature of Head	<i>Mark Foster</i>
Date Due for Review	October 2021

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.

We actively seek to provide an environment that is safe from all forms of intimidation.

What is bullying?

Bullying is defined as dominance of one pupil by another or a group of other pupils. It is premeditated and as part of a pattern rather than an isolated incident. Bullying behaviour may be an indication that the bully is, or has been, themselves a victim of bullying or abuse. Incidents should always be discussed with the head teacher since further action e.g. counselling or a referral to an outside agency may be necessary.

Bullying usually has three common features: it is deliberate, hurtful behaviour; it is repeated, often over a period of time; it is difficult for those being bullied to defend themselves.

This is a definition of bullying that is meant to be read to 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.’

Bullying can be:

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

All of these types of bullying can take the form of homophobic, racist, ability or gender based bullying.

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.

Strategies in Use to Address Bullying

Preventative Strategies

- The school behaviour policy stresses making expectations clear to children about their behaviour with others and promoting positive behaviours.
- Each class has a pshe session which allows children to talk about feelings in a safe context.
- Constantly improving the school grounds, creating more cooperative play space and variety in the environment.
- Providing constructive and collaborative play areas.
- For children who are prone to bullying others a circle of friends (Friendship Focused Solution Group) may be used to help him/her resolve the problems

Once a bullying incident has occurred:

- The children are constantly encouraged to tell someone.
- We may involve parents & carers of all parties.
- All staff are informed and asked to particularly look out for the victim and bully.
- The Seven Steps are used to resolve the situation. Within this framework the bully victims are given space to say how they would like the incident dealt with.
- Once a situation has been resolved we ask bully victims and bullies on a regular basis if they are alright.

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.

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

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. The headteacher is responsible for reporting incidents to the LA if appropriate.

The role of staff in modelling appropriate behaviour is crucial in promoting positive behaviour in these respects. The school's PSHR and Sex Education curriculum should address these issues systematically. Issues should also be addressed through whole class circle time.

Preventative Measures - maintaining an anti-bullying stance

It is important that the issue of maintaining a safe environment remains a high priority each year, therefore awareness raising exercises are carried out as part of the school's standard curriculum provision. The PSHE curriculum addresses the issue of bullying. This will be supported by school-wide messages on the issue and a special focus week – national anti-bullying week, each year.

Solution Focused Support Group

The school is aware that there are some issues that are a cause of concern for children that need addressing but do not meet the criteria for bullying. The school attaches great importance to resolving these issues quickly and effectively to address the concerns and prevent any escalation into bullying.

The school uses a 'worry box' for children to communicate these worries and also encourages a 'speak out' ethos in which children feel able to voice their concerns.

Where appropriate the solution focused group approach will be used. Other strategies include a feelings chart to monitor the child's well-being or discussion with a member of staff to undertake follow up action. These strategies will be overseen by the appropriate member of staff (most often the class teacher).

If the worry is not resolved and it escalates into bullying then the procedures outlined below will be followed.

Procedures for Dealing with Suspected Incidents of Bullying

The Staged Seven Steps Approach

All members of the school have a responsibility to recognise potential bullying and to take action when they are aware of it happening; they should treat this seriously and follow the staged seven steps approach used by the school for all bullying incidents. As a staged approach each step represents a more serious level – the aim is to resolve the problem before it moves to the next level.

Stage 1 – The Seven Steps

At stage 1 all the actions are carried out by the senior leadership team. This should be done at a time when there are no other children present e.g. during a break. A record is kept of all the interviews. The first step will be to gain a clear understanding of

exactly what has been happening by talking to all individuals concerned, including any potential witnesses. Once this has been done, the aim of the intervention will be to stop the abuse; the most effective way this can happen is to ensure that the bully changes his or her behaviour – this is the cause of the damage, is unsafe and must stop.

Step 1 Interview with the victim about his/her feeling

- *During this interview there are no direct questions about the incident. The discussion is about how the victim is feeling at the moment and how it is going to be resolved.*
- *The victim should be reassured that they have done the right thing and that it will now be resolved. The next steps should be explained clearly to them. The teacher will talk to the other people involved. The aim of this will be to explain how the victim is feeling and establish what they can do to change this. At this stage they will not be punished.*
- *The victim is then asked if they are happy with this action.*

Step 2 Convene a group of pupils involved.

- *This group can be any size but ideally 6 – 8. It should contain those involved plus any bystanders who saw the incidents.*

Step 3 Explain the problem.

- *Tell the group about the victim's feelings – the exact details of the incident are not discussed and no blame is allocated.*

Step 4 No blame

- *Inform the group that they do have a responsibility and they can do something about this. No one is being blamed but it is made clear that they need to work together and do something to stop this.*

Step 5 Suggestions

- *Each member of the group is encouraged to make suggestions as to how they can make the victims time in school better.*

Step 6 Leave it up to them

- *Pass the responsibility to the group to solve the problem.*

Step 7 Individual interviews

- *Monitor the situation closely. Meet with the individuals involved on a regular basis and record their feelings about how things are. If the victim feels the bullying has stopped this is the end of the process. If it is continuing it goes onto stage 2.*

Stage 2

At stage 2 all the actions are carried out by the senior leadership team in consultation with the class teacher. A record is kept of all the interviews and this is shared with the school's senior leadership team. At this stage the parent/carers of the children involved. A meeting will be held in school to review what has happened and set out

actions and possible sanctions to resolve the bullying. If the victim feels as a result of these actions that the bullying has stopped then the process is stopped. If it is continuing it goes onto stage 3.

Stage 3

At stage 3 all actions are carried out by a member of the senior leadership team in consultation with the class teacher. At this stage contact will be made with outside agencies e.g. behaviour support team, educational psychology service and police e.t.c. If the victim feels as a result of these actions that the bullying has stopped then the process is stopped. If it is continuing it goes onto stage 4.

Stage 4

At stage 4 all actions are carried out by the headteacher in consultation with the senior leadership team and class teacher. At this stage a pastoral support programme will be put in place and appropriate sanctions will be used up to and including permanent exclusion.

How do we encourage our pupils to help prevent bullying?

Wardley CE Primary is a 'TELLING SCHOOL' and children are encouraged to tell an adult if they see, hear or know of another child being subject to suspected bullying. 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 'Worry Box'.

Cyber Bullying/Digital Bullying

Members of the SLT will undertake regular training, in line with the school's Safeguarding and Child Protection Policies, to keep abreast of bullying issues relating to digital media (internet, mobile phones, etc), whilst all staff will receive INSET on this. Any such incidents which affect children at Wardley CE will be dealt with in accordance with the procedures set out in this policy, and also in both the Safeguarding and On-Line Safety Policies. We will, when necessary, report incidents to the police and/or CEOP (Child Exploitation and Online Protection). Pupils are taught about the impact of cyber/digital bullying on mental health & well-being through E-safety lessons within the computing curriculum.

Reporting on Bullying

The school leadership team report to the governing board on a termly basis about an incidents of bullying. This is done through the termly pupil welfare sub-committee and also in the termly head teacher's report to the governing board.