



ANTI-BULLYING POLICY

Date: July 2018

Responsibility: Headteacher

Review Date: July 2019

Aim

At Wootton Primary School we are committed to providing a safe, caring, friendly environment for all pupils so that they can develop their full learning potential. Bullying of any kind is unacceptable at our school. If it does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. All pupils should be taught respect for themselves and for each other so that incidents involving bullying are rare.

Objectives

- To enable all pupils, parents, staff and governors to know what bullying is.
- To outline what Wootton Primary School will do to prevent and tackle all forms of bullying
- To enable all staff and governors to know what the school's policy on bullying is and follow procedures when bullying is reported.
- To enable all parents and pupils to know what the school policy is on bullying and what they should do if bullying arises.
- To make clear to the school community that bullying of any kind will not be tolerated.

Rationale

Bullying hurts. No one, be it adult or child, deserves to be a victim of bullying. Pupils who are bullying need to learn more appropriate ways of behaving. In our school everybody has the right to feel safe and to be treated with respect and, therefore, we as a school have a responsibility to respond promptly to issues of bullying. By having an anti-bullying policy in place that everyone adheres to, we can fulfil our mission statement– "...everyone should feel safe...".

This policy is based on the following guidance:

- Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies, July 2017
- Supporting children and young people who are bullied: advice for schools,
- Cyberbullying: advice for headteachers and school staff, 2014
- Advice for parents and carers on cyberbullying" November 2014
- Keeping Children Safe in Education, September 2018.
- Sexual violence and sexual harassment between children in schools and colleges, May 2018
- This policy also draws guidance and information from the charity Kidscape.

This policy needs to be read in conjunction with the following school policies:

- Behaviour
- Child protection and safeguarding
- Online safety
- Acceptable Use
- Whistle blowing
- Staff code of conduct

Definition of Bullying

We define bullying using the Department for Education's document 'Preventing and tackling bullying (July 2017)' as ... *"behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."*

Bullying can take many forms and is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences.

The forms of bullying can be:

Emotional	By excluding, tormenting, ganging up
Verbal	name-calling, sarcasm, teasing, spreading rumours
Physical	punching, kicking, hitting, biting or any use of violence
Cyber-bullying	text messages, social media or gaming, which can include the use of images and video, online text chat
Racist	racial taunts, graffiti, gestures
Religious	Comments offensive to religious belief, name calling
Sexist or homophobic	because of or focussing on issues of gender including sexual orientation, labelling
Sexual	unwanted physical contact or abusive comments and can be sexual harassment or violence
Special Needs or disabilities	Taking advantage of, for example, naivety, excluding, labelling
Appearance or health conditions	Teasing because of clothes, appearance, an illness
Home circumstances	Teasing or excluding because of a perceived socio-economic group or family set up, for example if a child is in care, adopted or has caring responsibilities

Why tackle bullying?

We know persistent bullying can result in:

- depression
- low self-esteem that may last a lifetime
- shyness
- poor academic achievement
- poor academic attendance
- isolation
- threatened or attempted suicide or self-harm
- mental health issues

Bullying also damages bullies, who learn that they can get away with violence, and that aggression and threats can be an effective way to control people.

Bullying can take place outside of school, this includes through the sending of abusive texts, emails or through social media accounts. However, under sections 90 and 91 of the Education and Inspections Act 2006, the headteacher has powers to deal with incidents in line with the school’s behaviour policy. The headteacher may notify the police if the incident outside school could constitute being criminal or poses a serious threat to a member of the public.

Signs and Symptoms of Bullying

Taken from Preventing Bullying – A guide for parents (Kidscape)

Children who may be being bullied demonstrate a range of different behaviours. The main thing is that if you notice a change in the child’s demeanour, routine or behaviour and they are reluctant to say why, they should be provided with a safe adult who they feel comfortable talking to.

Children may display of any one or more of the following may be indicators of bullying:

<ul style="list-style-type: none"> • Being frightened of walking to or from school • Changing (child’s) usual routine • Begging to be driven to school • Not wanting to come to school • Becoming anxious and withdrawn • Sudden bed wetting • Attempted or threatened suicide • Crying at night/nightmares • Feeling ill in the mornings • Taunting • Beginning to do less well at school • Coming home with clothes/books torn • Be anxious about using technology, eg tablet, computer or mobile phone 	<ul style="list-style-type: none"> • Suddenly doing poorly in their school work • Having possessions go missing • Asking for or stealing money • Continually losing pocket money • Unexplained cuts and bruises • Coming home hungry (lunch going missing) • Becoming withdrawn/lacking in confidence • Becoming aggressive and unreasonable • Bullying other children or siblings • Giving improbably excuses to any of the above
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Prevention

Wootton Primary School is a caring school with a positive ethos. Pupils are encouraged to look after themselves and each other.

To prevent incidents of bullying we:

- Recognise that bullying can be perpetrated or experienced by any member of the school community, including adults and children (peer on peer abuse).
- Ensure that staff receive training, which may be part of safeguarding training updates, on the signs and symptoms of bullying, peer on peer abuse and its effects on children.

- Ensure a whole school approach so that we do not accept any form of banter, or pass things off as 'part of growing up'.
- Regularly discuss and explain issues around bullying in assembly and PSHE times (Personal, Social and Health Education).
- Positively teach a PSHE programme to all classes including promotion of self-worth, friendships and feelings, dealing with bullying and reporting bullies. We follow the SEAL programme from Early Years to Year 6, which includes a unit on anti-bullying, and a protective behaviour programme - 'Miss Dorothy Dot com ' in Years 3-6.
- Follow the school and classroom charter, rules and consequences to promote positive social behaviour.
- Promote diversity through a range of means, for example through assemblies, through visitors invited into school, through the choice of resources and displays around the school, through all curriculum subjects, through PHSE lessons,
- Follow the school's Acceptable Use Policy and other guidance about how to behave whilst online.
- Our school has a proactive Anti-Bullying Committee, which has a representative from each KS2 class, ensuring that pupil voice is heard through their regular meetings where they promote any initiatives that pupils can lead, such as anti-bullying week, posters etc to support the prevention of bullying. Governor representation is also on the Anti-Bullying Committee. Peer leaders and play leaders are encouraged to support younger children.
- Supervise pupils at all times. At break-times, all areas of the school grounds are fully supervised. Each class has its own lunchtime supervisor. Pupils are never left unsupervised in classrooms or shared areas. During these unstructured times, the anti-bullying committee members will wear sashes to promote their role and help pupils identify them quickly if needed.
- Challenge practice which does not uphold Wootton's and British values of respect, tolerance and non-discrimination.
- Have named persons (Mr Nairn, Mr Crilly and Mrs Harries) responsible for Child Protection and regularly train staff in anti-bullying issues.
- Keep a record in the behaviour file of any incidents; the headteacher and the Safeguarding Governor (Karen Atkins) will review this yearly, identify any trends and put preventative measures in place should this be necessary

Procedures When Bullying Occurs

Incidents of bullying, either seen by staff or reported to them, will be dealt with in accordance with our behaviour policy. With particular respect to bullying the following procedures apply:

1. Provide a range of approaches for children, staff and parents/carers to report concerns.
2. All incidents of bullying must be reported to the class teacher who will follow the report up by talking to the victim, the bully and any witnesses.
3. Children with SEN, EAL or other factors that may prevent accessing procedures will be given appropriate support.
4. The bullying behaviour or threats of bullying must be investigated and stopped immediately. The teacher will record the incident in the behaviour file (held in the school office) and will report to parents that day or as soon as possible. Complaints of bullying reported by parents will be investigated within one working day wherever possible.
5. An attempt will be made to help the bully/bullies to change their behaviour. Support will be offered to the victim, such as a helping hand technique, self-esteem work or protective behaviours.
6. In cases of serious and/or persistent bullying, incidents will always be recorded by teachers and reported to a member of the senior leadership team.
7. In serious and/or persistent cases the headteacher will be informed and parents will be invited to come in to a meeting to discuss the problem.
8. If the problem persists, as in line with our behaviour policy, the bully may be excluded from school for a fixed term or even permanently excluded.
9. If necessary and appropriate, the police will be consulted.

Outcomes

1. The bully/bullies will be asked to genuinely apologise.
2. In all incidents, parents of child who was bullied and the bully will be informed. In very serious cases (Stage 4 and above of our School Consequences) suspension or exclusion may be considered, incidents of bullying behaviour will be recorded in the child's personal file.
3. Wherever possible the pupils will be reconciled, through a restorative solutions approach.
4. Key staff will be informed to ensure that the children involved can have a safe adult to talk to should they require it.
5. The child/children bullied will be offered support through the pastoral support assistant. This will be decided in consultation with the child who was bullied, their parents and school staff.
6. After an incident has been investigated and dealt with the situation will be monitored, through a member of the senior leadership team contacting all

parents and children involved, to ensure that repeated bullying does not take place.

Responsibilities

Governors are responsible for monitoring the effectiveness of the anti-bullying policy and ensure that staff are accountable to them for reporting and dealing with bullying issues.

The headteacher is responsible for the promotion of the anti-bullying policy and ensuring that procedures outlined in the policy are followed. The headteacher must ensure that disciplinary measures are applied fairly, consistently and reasonably. The headteacher is also responsible for the welfare of staff, and should respond to any bullying of staff by parents, children or colleagues.

School staff are responsible for the well being of pupils in their care and for following up incidents of bullying as outlined in the policy.

Children and parents are responsible for abiding by this policy and parents must work in partnership with the school. This includes reporting incidents of bullying to staff. It also includes, where a child is identified as carrying out acts of bullying, in supporting the school in its sanctions and helping to prevent bullying from happening.

We are a **telling** school. Bystanders must report incidents to school staff and walk away; standing watching condones actions and will be dealt with in line with our behaviour policy.

Monitoring, Evaluation and Review

The monitoring of this policy and its effectiveness will be carried out by the Headteacher and Governors through scrutiny of the number of reported incidents. Parents and children's yearly questionnaires will inform the decision as to the effectiveness of the policy and its future development. The policy and procedures will be reviewed regularly by staff, and updated if necessary, every two years from the policy's start date. The success of the policy will be judged by a decrease in reported incidents of bullying.

Appendix

The following is some external support available for parents and children who have been bullied or who are carrying out the bullying.

[Anti-bullying network](#): provides support, advice and guidance for children and parents.

[Childline](#): a website or telephone support (Freephone 0800 11 11) for children to get independent advice or guidance, from adults not connected with school or family.

[The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

[Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves

[Internet Matters](#): provides help to keep children safe in the digital world.

[Barnardos](#): through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

[EACH](#): (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

[Metro Charity](#): an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity.

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

[Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers

[Information, Advice and Support Service Network](#): Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.