

Windrush CofE Primary School Anti Bullying Policy

What is Bullying?

The Anti-Bullying Alliance states that 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.

The DfE states that bullying is:

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

SEAL definition:

*Bullying means that one child is **deliberately** (usually) using his or her **power** over another to make them feel bad. Bullying is not having a single argument or fight with someone. It isn't saying something bad to someone once when you are angry. Bullying goes on deliberately (on purpose) **over a period of time**.*

There are many definitions of bullying but most have four things in common:

- Hurtful
- Repetition
- Power Imbalance
- Intentional

The Anti-Bullying Alliance suggest a range of behaviours that constitute bullying:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, 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
- Indirect - Can include the exploitation of individuals.

Bullying is **not:**

- An isolated incident
- A falling out
- A 'one off' disagreement

We recognise the negative effects that bullying can have on a child's life. Ultimately, it is the responsibility of the whole school community to work together to prevent bullying by ensuring the development of a caring and supportive ethos. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Aims and Objectives

- To create an ethos in which coming to school is a positive experience for all members of the school community.
- To provide a safe, secure and stimulating environment where all pupils can learn without anxiety or fear.
- To make it clear that all forms of bullying are unacceptable at school.
- To enable everyone to feel safe whilst at school and encourage pupils to report incidences of bullying.
- To deal effectively and consistently with bullying.
- To support and protect victims of bullying and ensure they are listened to.
- When dealing with the consequence of bullying perpetrators will be educated to change their attitudes as well as their behaviour and help them to understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of the school community feel responsible for combating bullying.

At Windrush School, discriminatory language will not be acceptable. All abusive language is viewed seriously. Peer on peer abuse is not regarded as banter or as a normal part of growing up. It will be challenged.

Recognising Bullying

Everyone in our school is made aware of this policy and is expected to assist in dealing with and preventing bullying, and should report any case to the class teacher and the Headteacher. Children who are being bullied will not always tell staff in school. This means that everyone has to be on the lookout for a child who is clearly unhappy, as this unhappiness may, amongst other things, be the result of bullying that has not been recognised.

Signs of bullying may include:

- Unwillingness to come to school
- Withdrawn or isolated behaviour
- Complaining about missing possessions
- Refusal to talk about difficulties
- Easily distressed
- Damaged or incomplete work.

Staff will be able to use their knowledge of the children to identify changes in behaviour that might indicate bullying; these concerns should be brought to the attention of the Headteacher.

Where cyber-bullying outside of school is reported to staff it will be investigated and acted upon (according to DfE guidance). Threads of evidence will be requested to use as evidence to support the investigation.

The Role of Pupils

Pupils are helped to understand what bullying is through Assemblies, Values, PSHE, stories and drama.

If a child feels that they are being bullied or sees someone else being bullied then there are several things they can do:

- Tell a friend
- Tell a School Council representative
- Tell a teacher or other adult in school – take a friend with you if you want
- Tell a parent or adult at home
- Write the concern and post it in the ‘worry’ box (if there is one in the classroom).

- Don't blame themselves for what is happening
- Ring Childline and follow the advice given (posters around the school)

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying policy and to ensure that all staff (both teaching and non-teaching, including lunchtime supervisors) are aware of it and know how to identify and deal with incidents of bullying.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in our school. The children sign a home-school agreement at the start of each Key Stage in which their attention is drawn to their behavioural responsibilities in school (see Behaviour policy and Home School Agreement). The Headteacher draws the attention of children to this as necessary, for example during a meeting with the child(ren) concerned, or during an assembly. In an extreme case of repeated bullying, the Headteacher may set up a meeting involving the child(ren) concerned and their Parents/ Carers. (see procedures below).

The Role of the Teacher and Support Staff

Each member of staff at Windrush School takes all forms of bullying seriously, and seeks to prevent incidents from taking place. It is the responsibility of all staff to observe, listen and to act.

Teachers keep their own records of all incidents that happen in their class. They do this with the support of Teaching Assistants. The school keeps a confidential log which is used to record any major incidents that are brought to the Headteacher's attention, including poor behaviour and bullying. This log is monitored by teachers and the headteacher. Where a number of incidents have occurred involving the same child or pattern of behaviour this will be investigated. Further action may be taken such as contacting parents or setting up a Behaviour Plan.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. The school takes part in National Anti-Bullying week each November which helps raise awareness of bullying. Within the classroom throughout the school year, the use of drama, role-play, stories, PSHE (Personal, Social, Health Education), and Values all help pupils understand the feelings of children. Celebration Assemblies, Circle time and Wows (in the Foundation Stage) are all used to praise, reward and celebrate the success of all children, and therefore help to help create a positive atmosphere.

When we have been made aware of incidents outside of school that are affecting relationships we will aim to monitor and observe behaviour inside school where possible and report back to parents.

The Role of Parents/Carers

Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents/carers have a responsibility to support the school's anti-bullying policy and to encourage their child to be a positive member of the school.

The Role of Governors

The Governing Body supports the Headteacher in all attempts to prevent bullying from happening in our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governors require that the Headteacher keeps accurate records of all incidents of bullying and reports to the Governing Body at each meeting.

Procedures for Investigating and Dealing with Bullying

When any bullying behaviour takes place between children, the teacher will deal with the issue immediately. The teacher will speak separately to the pupils involved, in an attempt to hear both sides of the story. If a group is involved, each member will be interviewed separately and then the individuals meet as a group. Each member will be asked for his/her account of what happened to ensure that every child is clear about what everyone else has said. Other pupils may also be interviewed to get a clearer picture.

The teacher will offer support for the victim, and sanctions for the child who has carried out the bullying. Time is spent talking to the child who has bullied, discussing why his/her action was wrong, and the child is encouraged to change his/her behaviour in future. A list of sanctions can be found in the school's Behaviour Policy.

Teachers who are investigating cases of bullying behaviour will keep a written record of their discussions with those involved. It may also be appropriate or helpful to ask those involved to write down their account of the incident.

In cases where it has been established that bullying behaviour has occurred, the teacher or Headteacher may arrange to meet with the parents or carers of the two parties involved as appropriate to (a) explain actions being taken and the reasons for them, referring them to the school policy, (b) discuss ways in which they can reinforce or support the actions taken by the school.

The situation will continue to be monitored until there are no further incidents and the bullying has stopped.

In extreme cases, for example where the perpetrator/s does/do not adhere to the school sanctions and bullying continues, the Headteacher may contact external support agencies, such as Behaviour Support Service.

In the most extreme cases, the Headteacher has the power to exclude the child. This is only in cases where there is significant risk to the health and safety of others. The parents and the Chair of Governors will be informed well in advance of any likely instance wherever possible.

Other Relevant Policies

- Keeping Children Safe in Education 2020
- Safeguarding and Child Protection Policy
- Behaviour Policy

Monitoring and Review

This policy will be reviewed every two years. Review Date May 2023