Anti-Bullying Policy

Worsley Bridge Primary School

September 2018

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Introduction

At Worsley Bridge Primary School (in line with 'Every Child Matters') we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe. Bullying is an anti social behaviour and affects everyone.

All types of bullying are unacceptable at our school and will not be tolerated. All pupils should feel able to tell and when bullying behaviour is brought to our attention, prompt and effective action will be taken. We are a TELLING school. This means that anyone who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.

Purpose of a anti-bullying policy

- All Local Committee members, teaching and non-teaching staff, pupils, parents and carers should have an understanding of what bullying is
- All Local Committee members and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated

Policy Development

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers, children and other partners such as external providers, visitors, extended school day.

Pupils will contribute to the development of the policy through the School Council, PSHE lessons, PiXL Edge and learning opportunities within the wider curriculum and anti-bullying week.

The School Council will develop a pupil friendly version, which will be displayed in all classrooms and shared areas. A copy will be placed in home-school contact books.

Parents/carers will be encouraged to contribute by taking part in termly parental surveys and focus group meetings.

Roles and responsibilities

The Headteacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti-bullying Coordinator in our school is: David Bennett (DHT)

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Local Committee member with the responsibility for Anti-bullying is: Juliette Sullivan

2. Definition of Bullying

Definition of Bullying

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

Safe to Learn: embedding anti bullying work in schools (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend himself or herself.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfills all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- Name calling
- Taunting
- Mocking
- Making offensive comments
- Physical assault
- Taking or damaging belongings
- Cyber bullying - inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:
- Bullying related to race, religion or culture
- Bullying related to special educational needs or disabilities
- Bullying related to appearance or health
- Bullying relating to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:
- Young people
- Young people and staff
- Between staff
- Individuals or groups
- Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

Recognising Reasons why someone might bully

The school recognises the fact that a young person may bully for a variety of reasons. Recognising why supports the school in identifying those who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and wellbeing of CYP who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons why some pupils may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self-orientated (possibly displaying good self esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs.

3. Signs and Symptoms of Bullying

Many children and young people do not speak out when being bullied and may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Uses excuses to miss school (headache, stomach ache etc)
- Begins to suffer academically
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or " go missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises or shows signs of being in a fight
- Comes home starving (money / lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Changes their eating habits (stops eating or over eats)
- Goes to bed earlier than usual
- Is unable to sleep
- Wets the bed
- Is frightened to say what's wrong
- Gives unlikely excuses for any of the above
- Is afraid to use the Internet or mobile phone
- Is nervous and jumpy when a text message or email is received
- Attempts or threatens suicide or runs away

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated.

4. Reporting and Responding to Bullying

Our school has clear and well-publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Schools

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the member of staff who has been approached will deal with the incident immediately
- A clear and precise account of the incident will be recorded and given to the Anti-bullying coordinator or Headteacher
- The Anti-bullying coordinator or Headteacher will interview all concerned and will record the incident
- The class teacher will be kept informed and if it persists all other members of staff who work with the pupil e.g. MDS, Sports coaches, play ground duty teachers will also be informed
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned and the school's behaviour policy
- If necessary and appropriate, police will be consulted

Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with the class teacher or learning mentor
- Reassuring the pupil
- Offering continuous support through our learning mentors
- Restoring self-esteem and confidence
- Time with the school counsellor

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and the need to change
- Informing parents or guardians to help change the attitude and behaviour of the child

The following disciplinary steps can be taken:

- Official warnings to cease offending
- Sanctions in line with the behaviour policy such as removal of play time/privileges
- Exclusion from certain areas of school premises
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors in an anonymous format as part of the annual report.

The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

Parents

Where the school has become aware of a bullying situation, parents/carers of the child/young person who is being bullied will be invited to the school to discuss their child's situation. The school will endeavour to involve parents/carers of children who have been bullied constructively at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions/responses will be recorded by the school on the school's Bullying Incident Report Form. The school will work alongside those parents/carers whose children have been bullied to support them in developing their children's coping strategies and assertiveness skills where appropriate.

The school takes parents/carers reporting bullying seriously. Parents/carers are initially encouraged to refer their concerns to the class teacher. Senior members of staff such as the Head/Deputy Head and Anti-bullying Coordinator will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the class teacher/member of staff. Again, a record of the incident and the agreed actions/response made at the meeting will be recorded by the school and added to the school's Bullying Incident Report Form. The school will discuss the possible responsive options with the parents/carers and the bullied child and agree a way forward.

Where a Restorative Approach has failed to modify the behaviour of a perpetrator and the bullying is continuing or when sanctions are to be used, the parents/carers of the perpetrator will be invited to the

school to discuss their child's behaviour. The outcome of the meeting and agreed actions/responses will be recorded by the school on the school's Bullying Incident Report Form. The school adopts a problem solving approach with parents/carers e.g. 'It seems your son/daughter and (other child) have not been getting on very well' rather than 'your son/daughter has been bullying….' While the school firmly believes that all bullying is unacceptable and that the perpetrators should be made to accept responsibility for their behaviour and make amends, the school understands that a cooperative ethos is desirable when trying to reach a resolution that is effective and long lasting. Parents/carers of those causing the bullying will also have support to come to a balanced view of what is happening and appreciate their role in helping their children to learn about the consequences of their actions and adopt alternative ways of behaving.

The school ensures that staff and all parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

Following Up / Supporting and Monitoring

After following the school's procedures for responding to an incident of bullying the school will consider employing further longer-term measures/strategies to minimise the risk of bullying occurring in the future and to ensure that the pupil feels safe. Strategies include longer-term support for all parties including the person being bullied, bystanders and the person who has perpetrated the bullying. Many of the school's strategies include problem-solving processes, which enable on-going situations to be disentangled and explored, and help to reveal underlying issues.

5. Strategies for Preventing Bullying

Strategies for Preventing Bullying

The school believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts, as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at a school, class and individual level. Our approaches include:

- Implementing an effective school leadership that promotes an open and honest, caring and protective whole school ethos
- Adopting positive behaviour management strategies as part of the school's Behaviour Management Policy
- Implementing a whole school approach to the teaching of PSHE and Citizenship and the implementation of the Social and Emotional Aspects of Learning Programme (SEAL)
- Ensuring that the school's anti-bullying approach is actively promoted in assemblies and other formal occasions, as well as displayed around the school
- Providing training on behaviour management and anti-bullying for all relevant staff including midday supervisors
- Providing a school council and regular Circle Time/PSHE lessons, enabling pupils to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Providing peer support systems such as playground buddies/Friendship Benches/Listening Ear
- Participating in the annual national Positive Friendship/Anti-Bullying Week and supporting learning on bullying though whole school activities, projects and campaigns
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports CYP's emotional wellbeing.
- Providing confidential communication systems such as Listening Boxes, Bubble Time and counselling services, and working with CYP to identify key individuals with whom they can confide
- Providing publicity including information leaflets for CYP and parents/carers to raise awareness of bullying and support those who are being bullied or have witnessed bullying to report incidents and seek help
- Providing social skills groups for vulnerable individuals and groups
- Providing cross year group family/house systems

- Providing a transition programme to support CYP moving across year groups and key stages
- Providing information on support agencies such as NSPCC, ChildLine, Kidscape and Beatbullying including telephone numbers for help lines and addresses for supportive websites
- Liaising with members of the community e.g. transport service providers, and engaging in community initiatives and safer school partnerships
- Working in partnership with other schools/local authority services on anti-bullying initiatives

6. Policy Review

Policy Review

The Senior Leadership Team will review this policy in full annually.
The policy was last reviewed and agreed in September 18
It is due for review on July 19

Signature …………………………………. Date ……………………

Headteacher

Signature …………………………………. Date ……………………

Chair of Local Committee

Appendix 1

Incident report form

Section A: Alleged Bullying Incident				
Pupil details:				
Target's name:	Gender:	Class:	Year Group:	Ethnicity:
EAL:	SEN stage:	Gifted/Talented:	LAC:	Health conditions:
Member of staff recording the incident:		Date:	Time:	Location of incident:

Target's account or Parent/Carers concerns		
Alleged perpetrator(s):	Class:	Year group:

Nature of the incident including details of any injury or damage to property etc:

Tick any elements that apply				
Form:	Physical	Verbal	Indirect	Cyber bullying
Type:	Race/religion/culture	Sexual/sexist/transphobic	Homophobic	SEN/disability
Parents/carers of alleged target informed:		Date:		Time:
Add any comments made by parents/carers				

Section B: Accounts of those involved

Alleged perpetrator details:

Name:	Gender:	Class:	Year Group:	Ethnicity:
EAL:	SEN stage:	Gifted/Talented:	LAC:	Health conditions:

Alleged perpetrator's account of the incident:

Witness/Bystander's details:

Name	Gender	Class	Year group	Other comments

Witness/Bystander's account of the incident:

Section C: Action Taken

Details of immediate action	Further action	Entered into Anti-bullying record sheet?

Appendix 2: Reporting to Local Committee

<table>
<tr><td colspan="13" align="center">Anti-bullying report for Governors</td></tr>
<tr><td colspan="4">Term</td><td colspan="5" align="center">Submitted by</td><td colspan="4">Presented to Governors on</td></tr>
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<tr>
<td>Date of incident</td>
<td>Target's Year Group</td>
<td>Gender</td>
<td>Ethnicity</td>
<td>Other details e.g. EAL SEN Gifted/ Talented LAC</td>
<td>Form: Physical Verbal Indirect Cyber</td>
<td>Type: Race Religious Cultural Sexual Homophob ic SEN Disability Other</td>
<td>Perpetrator's Year Group</td>
<td>Gender</td>
<td>Ethnicity</td>
<td>Other details e.g. EAL SEN Gifted/ Talented LAC</td>
<td>Outcome</td>
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Appendix 2: Further guidance

Further guidance may be obtained from:

Publications

DfES (2004) Bullying A Charter for Action
DfES (2006) Working Together to Safeguard Children
DCSF (2007) Guidance on the Duty to Promote Community Cohesion
DCSF (2007-2010) Safe to Learn: Embedding Anti Bullying Work in Schools:
Cyberbullying
- Bullying involving Children with Special Educational Needs and Disabilities
- Homophobic Bullying
- Bullying around Racism, Religion and Culture
- Preventing and responding to Sexist, Sexual and Transphobic Bullying.

DfE (2012) Behaviour and Discipline; Use of Reasonable Force; Screening, Searching and Confiscation.
DfE (2012) Preventing and Tackling Bullying

The policy reflects former national programmes and strategies including:

DH/DfES (2006) National Healthy Schools Programme
DfES (2005) Primary National Strategy: Behaviour and Attendance
DfES (2005) Secondary National Strategy: Behaviour and Attendance
DfES (2005) Excellence and Enjoyment: Primary and Secondary Social and Emotional Aspects of Learning

Websites and organisations

http://www.digizen.org/resources/cyberbullying/full-guidance.aspx

http://www.childline.org.uk/Bullying

http://www.kidscape.org.uk

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

http://www.thesite.org/Beat-Bullying