



WINWICK CE PRIMARY SCHOOL

Policy for Anti-Bullying

'In God's love, aspire and achieve to be the best'

At Winwick CE Primary, it is our aim and wish that every child comes to school feeling safe and happy. This policy expands on the bullying section in the behaviour policy and must be used in conjunction with it. The aims of this policy is to set out how we will aim to keep all children safe in education, and that pupils can learn in a supportive, caring and safe environment without fear of being bullied.. We believe that we are all God's children and that He loves and respects us all and through our values led curriculum we aim to impart this knowledge onto the children; bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school

WHAT IS BULLYING?

Definition:

Bullying is unprovoked, deliberately hurtful behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.

Bullying can take many forms, but three main types are:

- Physical: hitting, kicking, taking belongings;
- Verbal: name calling, insulting, making offensive remarks;
- Indirect: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Cyber Bullying

Mobile phones are not allowed in school and so it is highly unlikely that children will be subjected to this kind of bullying during school hours. Also, our internet access is filtered and supervised by teachers and emails are only sent and received on teachers' accounts. Children are taught how to use our Learning Platform safely. Any inappropriate comments would result in sanctions.

However, outside school this kind of activity does take place and we should be aware that cyber bullying may contribute towards a pupil's sense of victimisation. It is important that children should feel at ease to tell their class teacher of any instances that suggest they could be subjected to this kind of bullying.

Homophobic/Biphobic/Transphobic Bullying

Homophobic/Biphobic/Transphobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexual orientation or gender identity. People may be a target of this type of bullying because of their appearance, behaviour, other physical traits or because they have friends or family who are gay, lesbian, bisexual, or transgender or just because they are seen as being different.

The use of such language in school will not be accepted and treated as bullying if the language is repeated.

Racist Bullying

Racist bullying is when people behave or speak in a way which makes someone feel bullied because of their skin colour, race or cultural identity. People may be a target of this type of bullying because of their appearance, behaviour, other physical traits or because they have friends or family who have a different skin colour/ cultural background or they are seen as being different.

The use of such language in school will not be accepted and treated as bullying if the language is repeated.

Any repeated words or actions, which are aimed at causing someone to feel frightened, miserable and helpless in school.

There are many definitions of bullying, but most consider it to be:

- Deliberately hurtful;
- Repeated over a period of time;
- Difficult for victims to defend themselves against.

General

- Everybody has a right to come to school and be safe from unkindness, threats and violence.
- People who bully need to be stopped and made to understand that this behaviour is unacceptable.
- People who are bullied need to learn how to avoid it happening to them.
- At school we can only help if people are willing to talk to us about bullying.
- In this document we will explain to students, parents and staff what we will do when someone talks to us about bullying.

The Governors will:

- be well informed through the leadership of the Headteacher
- support the staff in implementing the school's policy for Anti-Bullying
- monitor and review progress

The Headteacher will:

- set high expectations of zero tolerance for bullying
- monitor and resolve behavioural issues throughout the school day
- encourage a whole school approach, keeping parents, governors and staff well informed
- report serious incidents to parents
- keep records of bullying and monitor any further incidents

Staff will:

- be alert to the signs of bullying and act firmly and promptly against it in accordance with school policy
- plan and teach anti-bullying strategies in accordance with the school's PSHCE Curriculum

Children will be encouraged to:

- become aware of the definitions of bullying and its consequences
- develop anti-bullying strategies in line with the PSHCE curriculum

- report incidents of bullying to staff
- discuss the reported incident fully with the member of staff who has been approached

Parents will:

- be aware of and support the staff in implementing the school's policy for Anti-Bullying
- bring any signs of bullying displayed at home to the attention of teachers who may be unaware of these developments

As a school we are committed to not only dealing with bullying but to do all that we can to prevent it happening in the first place. We seek to build self-esteem in students and to develop tolerance of others. We use curriculum time during Personal, Social and Health Education (PSHE) lessons and circle time to explore issues around bullying and consider other people's points of view. Our aim is to raise awareness about bullying, our anti-bullying policy and the strategies of support we have in school. We also teach all students assertiveness skills and how to manage their relationships with others.

Prevention of Bullying

At Winwick CE Primary School:

- we establish school rules which demonstrate caring behaviour, and ensure that they are understood by all children
- Specify clearly those types of behaviour which are considered to be "bullying" and therefore unacceptable
- Specify clearly what sanctions will follow bullying behaviour
- Regularly remind children in 'worship' of the importance of respectful and caring behaviour to be shown to everyone making clear links to our school values.
- Use the personal, health and social curriculum. This curriculum should permeate all aspects of school life and be thoroughly integrated into the more general curriculum wherever possible. Every member of staff has the responsibility to support and foster this curriculum.
- We draw up individual educational programmes for those children experiencing interpersonal and peer relationship difficulties.
- we use differentiated anti-bullying lessons to teach the children about bullying and we promote anti-bullying week in school.

Anti-Bullying Champions

At Winwick, we believe that it is vitally important that our children's voices are heard. As a result of this, we have created Anti-Bullying Champions. These champions act as a 'friendly face' that children can go to for support if they are being bullied or have any concerns about bullying. In addition to this, our Anti-Bullying Champions will be promoting anti-bullying throughout the school year which includes activities and competitions to raise awareness. Furthermore, our Anti-bullying champions will be working with other members of the school community to prevent and educate so that bullying does not happen.

When bullying is reported

Our anti-bullying policy encourages pupils to speak to an adult in school if they are being bullied and promises that the disclosure will be taken seriously and acted on. Other children will be encouraged to also inform adults if they are aware of pupils being bullied.

Whether it is a child, parent or member of staff that reports bullying, it is always reported to and investigated by the Headteacher (or Deputy in their absence).

In many cases, whilst still upsetting for anyone involved, it is just typical child fall outs that wouldn't be considered 'bullying' (repeated incidents, unprovoked, involves a power imbalance and targeted towards the same person). These incidents are still recorded in behaviour logs and the children spoken to about them. Sometimes it involves enabling the children to see how incidents were provoked and could have been prevented. Consequences may include loss of break times.

With cases that could be considered bullying, the child(ren) involved often don't realise the effect they may be having on the child who is being bullied. This is particularly the case with younger children who are developing their social skills. In these cases, once they have been spoken to about the severity of their behaviour and how it could be perceived, the behaviour usually stops immediately. These cases are recorded and monitored by the Headteacher, initially after one week, and then fortnightly, to ensure there isn't any repetition. Any staff members who come across these children will be informed, so that all further incidents are reported back to the Headteacher.

If the bullying does not stop immediately, the child(ren) and parents will be requested to attend a meeting with the Headteacher to discuss the issue. The child who is doing the bullying would miss a given period of playtime and lunchtimes. Further incidents would lead to fixed term or permanent exclusion from school.

As all incidents are recorded, it becomes clear if the same children are involved in similar incidents. If this is the case, the child and their parents would be requested to attend a meeting with the Headteacher to discuss the behaviour. Repeated records of bullying, but with other children, would be treated as above and could eventually lead to permanent exclusion.

The procedures for all staff are as follows:

1. Attend to what has been said **immediately**. Establish the facts, gathering evidence from relevant sources.
2. Reassure the child that (s)he was right to tell you
3. Talk to both parties.
4. Inform the Head
5. If appropriate, the Head will inform both sets of parents and record (See sheets in appendix 1)
6. Carefully monitor the situation – Mention to all staff at morning briefing and to all MDA's.

7. Feedback to both sets of parents within one week of them initially being informed. A report of the meeting with the victims parents is to be sent back to them for their comments
8. Continue to monitor. Feedback to parents in one month. A report of the meeting with the victims parents is to be sent back to them for their comments.

Our prime focus is the effect on the child being bullied and endeavour to keep all children safe in school. Whilst taking the needs of the bullied child into account, our aim is also to educate the bully about the effect they may have on a child, and to teach them how to behave more appropriately towards others. Whilst children who bully others need to receive consequences for their actions, our preference is to teach these children the correct social skills to interact with others effectively. Approaches which are solely punitive are not advisable, since evidence suggest that they do not prevent further bullying.

Further advice and support can be found at;

www.kidscape.org.uk

www.stopbullying.gov

www.childline.org.uk/Bullying



Appendix 1

WINWICK CE PRIMARY SCHOOL

SAFEGUARDING FORM

Name of Child

Class

Nature of problem

Where

When

Reported to

By

On

Review date with parents (names)

.....

.....

(one week)

(one month)

Please report any evidence of bullying behaviour to:

.....

by:

Lunch time supervisor responsible

.....

Further Action Required

yes/no

Evidence of bullying behaviour

Meeting with parents of alleged bully to be held on

No further action required

yes/no

Signed by parent(s)

Keep an eye on:

Name of child

Reason for concern

Action needed

.....

.....

.....

Lunch time supervisor's responsible

.....

Reporting to parents on