

Warstones Primary School



Anti Bullying Policy

Reviewed January 2023

Inclusion



Policy on Anti Bullying

Every Child Matters Every Day!

Warstones Primary School offers a happy, open and inclusive environment where all children are valued. The development of maturity and self-esteem is central to our ethos as we believe that self-confident, valued and happy children learn best. For children to achieve their highest potential, they need to feel safe, secure and nurtured. Knowing that they have a voice and that it matters is crucial to all that we do.

Bullying is a problem for everyone. The victims of bullying are not the only ones damaged by bullying. Those who watch and are aware of bullying are also harmed. Organisations that put up with bullying do not work as well as they could and people within such organisations are often unhappy.

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among children and bring these to the attention of staff, parents and children.

This document has been informed by:

- Keeping Children Safe in Education 2018
- The Equality Act 2010

1. Aims and Objectives

- 1.1 At Warstones Primary, we aim to provide a stimulating, well-ordered, secure and caring environment in which each individual is valued, feels personally and emotionally secure and where learning can flourish.
- 1.2 Our Behaviour Policy outlines, in clear and straight forward terms, our whole school approach to encourage all children to demonstrate positive behaviour whilst at school and in the wider community.
- 1.3 Positive action is taken to prevent bullying within PSHE lessons, Family Groups and through cross curricular learning opportunities as well as e-safety in computing.
- 1.4 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- 1.5 If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively.

2. Scope

- 2.1 This policy applies to all adults and children within school and all aspects of school life. Incidents of bullying online or out in the community during evenings, weekends or holidays will also be addressed by school.
- 2.2 This policy outlines the school's views on bullying in line with the school's Behaviour Policy. It should also be considered alongside our Safeguarding policy, PSHE policy, SRE curriculum policy, Accessibility policy, Equality Objectives and Online Safety policy.

3. Definition of Bullying

- 3.1 Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect children's experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour
- It is repeated over time. It is important to remember that bullying by definition is a repeated behaviour over time not a single incident.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

4. Forms of Bullying

4.1 Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.

Verbal – by being teased in a nasty way; called gay (whether or not it's true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.

Indirect – by having nasty stories told about them; being left out, ignored or excluded from groups.

Electronic / 'cyberbullying' – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones or other electronic devices.

5. Specific Types of Bullying

5.1 The school recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children. These include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being of higher ability
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying.
- Derogatory language – relating to race, religion, culture, special educational needs, disability, age, gender, sexual orientation, appearance, health conditions, family/home circumstances (including same sex partnerships).

6. Staff Roles and Responsibilities

6.1 The Role of the Staff Member

- At Warstones Primary School children are encouraged to talk about friends, how to be a good friend, what is not acceptable and to tell others if they are being hurt or upset in any way.
- Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. The class teacher will report details of bullying incidents that happen in their class to the Head teacher. The Head Teacher will record any necessary follow-up actions.
- If a member of staff witnesses an act of bullying, they do all they can to support the child who is being bullied. Parents (of all involved) will be informed where an act of bullying has occurred.
- If a staff member becomes aware of any bullying taking place between members of a class, they deal with the issue immediately. They spend time talking to the child who was bullied in order to provide reassurance and support to help restore their self-esteem and confidence. They also spend time talking to the child who has bullied. They discuss what has happened and explain why the action of the child was wrong, and they endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, they will invite the child's parents into the school. Sanctions are used, as appropriate, in consultation with all parties following the flow chart of procedures. In more extreme cases, for example where these initial measures have proven ineffective, the head teacher may contact external support agencies, such as the behaviour support team. It is an aim of ours to ensure all parties have an open dialogue and are satisfied with the outcomes reached.
- Staff members attempt to support all children in their care and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the difference successes of all children, we aim to prevent incidents of bullying.

6.2 The Role of the Head Teacher/Senior Leadership Team

- It is the responsibility of the head teacher/senior leadership team to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The head teacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.
- The all teachers ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher/senior leadership team draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher/senior leadership team may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong.
- The head teacher and PSHE Leader arrange targeted lessons and assemblies/performances on an anti-bullying theme (usually to coincide with Anti-Bullying Week).
- The head teacher/senior leadership team sets the school climate of mutual support and praise for success, so making bullying less likely. 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.

6.3 The Role of Governors

- The Governing Body supports the head teacher in all attempts to eliminate bullying from 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 Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

6.4 The Role of Parents/Guardians

- Parents/guardians are expected to help their child behave properly; work cooperatively with their child's teacher in assisting his/her learning and in building positive attitudes towards learning and school; and instil in their child a respect for others, and others' property, and to help develop a positive feeling about themselves.
- When talking to either a victim or perpetrator of bullying, it is important to see and hear things from a child's perspective and maintain a balanced approach. Children can often detract from, or embellish, an account of a situation depending on their role in it and how they are feeling. It is important to be patient and possibly revisit the discussion more than once, when it is felt the child is in the best position to talk about things. It is also important to listen and ask open questions that are not leading. Parents are encouraged to take a balanced viewpoint with reference to the definition of bullying.
- Reassure your child that they are loved and important. Children who are bullied often feel worthless and helpless. Try to find out when and why the bullying happened – is it bullying or just rough games or a child's squabble? Remember children do not always tell the teacher or the parents. Sometimes they confide in a friend, another relative, or a friend's parent.
- Parents/guardians who are concerned that their child is being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7. Pupils

7.1 Pupils who have been bullied will be supported by:

- offering an opportunity to discuss the experience with a class teacher or member of staff
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

7.2 Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved

- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil

7.3 The following disciplinary steps can be taken:

- consistent use of 'Good to be Green' steps in class to cease offending
- supervised detention during the school day
- exclusion from certain aspects of school life
- fixed term exclusion
- permanent exclusion

8. Strategies for the Prevention and Reduction of Bullying

- Every class has a worry box that is monitored by the class teacher.
- The School Council along with teachers through class discussion and PSHE lessons, canvas children's views on bullying.
- As part of PSHE and RSE curriculum, units of work focus on bullying, self-esteem, tolerance and respect. Children discuss the issue and are given skills to tackle and prevent bullying.
- Special events are planned throughout the year to promote awareness of bullying and allow children to discuss the issue, for example Anti-Bullying Week.
- Comprehensive transition arrangements are in place with local secondary schools to support KS3 transition.
- E-safety training is provided for pupils and parents linked with our computing curriculum and safeguarding policy.

9. Procedures for reporting and Responding to Bullying

Appendix 1: Procedures for dealing with allegations of bullying at Warstones Primary School

Staff at Warstones Primary School follow the steps on the 'Pathways of Help' flow chart.

(Rate of progression through these steps will be dependent on the severity of the incident).

Appendix 2: Incident Sheet

10. Review

- 10.1 This policy is monitored on a day-to-day basis by the head teacher, who reports to governors about the effectiveness of the policy on request.
- 10.2 The policy is reviewed annually by the Governors. The Governors review this policy by examining the school's records (see appendices) and by discussion with the head teacher. Governors analyse information with regard to all protected characteristics of the Equality Act 2010 of all children involved in bullying incidents.
- 10.3 Pupil and parent's surveys are used to provide data to monitor the effectiveness of this policy.
- 10.4 This policy is also reviewed in consultation with pupil representatives from the School Council.