

WINTON PRIMARY SCHOOL



Anti - Bullying Policy

2017-2020

Status	Current	Approval	Full Governing Body
Maintenance	SIC	Role(s) responsibility	Designated Safeguarding officer
Date effective	May 2014	Date of last review	May 2017
Date of next review	May 2020	Date withdrawn	Not withdrawn

Anti-Bullying Policy

Statement of Intent

At Winton Primary School we are committed to providing a caring, friendly and safe environment for all our children so they can learn in a relaxed and secure atmosphere. We will provide guidance for staff and parent on the processes and procedures that should be followed both to prevent and address bullying. This policy takes due regard of the DCSF publication: 'Safe to Learn: Embedding anti-bullying work in schools'. The governors value the good relationships between all of the school community as fostered by the school, and expect that every allegation of bullying will be taken seriously. We are a Rights Respecting school.

"Children have the right to protection from all forms of violence (physical or mental). They must be given proper care by those looking after them".

[United Nations convention on the Rights of the Child, Article 19]

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Aims and objectives of the policy

- To ensure that children learn in a supportive, caring and safe environment, free from threat, harassment and any type of bullying behaviour.
- To demonstrate that the school takes bullying seriously and that it will not be tolerated.
- To take measures to prevent all forms of bullying in the school and during off-site activities.
- To support everyone in actions to identify and protect those who might be bullied.
- To promote an environment where children feel they can trust and tell adults.
- To take positive action to prevent bullying from occurring through a clear school policy on the importance of Emotional Literacy and Personal and Social Development.
- To inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- To ensure that all staff are aware of their duty of care, and the need to be alert to signs of bullying.
- To make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.

We aim to create an environment where pupils can grow and flourish without fear. Each pupil has the right to be safe in and out of school and to be protected when he/she is feeling vulnerable.

What is bullying?

Bullying is defined as deliberately hurtful behaviour, repeated regularly over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding belongings, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyberbullying

Cyber Bullying - What is it?

"Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself."

There are 7 identified categories of cyber bullying:

- Text messaging bullying
- Picture/video clip bullying via mobile phone
- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying
- Bullying via websites (including social networking sites)
- Bullying through instant messaging (MSN)

(See school's e-safety policy)

What is not bullying?

It is important to understand that bullying is not the odd occasion of falling out of friends, arguments, or when the occasional joke or trick is played on someone. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classified as bullying.

However it manifests itself, bullying will not be tolerated at Winton Primary School.

What do we do to combat bullying?

The school promotes Emotional Literacy, defined as people being able to 'recognise, understand and appropriately express their feelings/emotions'. We therefore take a strong stance against bullying of any type, since it indicates a lack of appreciation for the feelings of others.

Everyone in the school community has a role to play in countering bullying:

- We are a Rights Respecting school, and will work together to develop a culture of respect and responsibility within Winton Primary School
- We will seek to prevent and tackle bullying, through the development and implementation of effective anti-bullying policies and practice
- We will highlight prejudice-based forms of bullying based on inequalities and any perceived differences, and ensure our policies and practices are effective in dealing with these issues;

- We will address the needs of children and young people who are bullied as well as those who bully within a framework of respect, responsibility, resolution and support;
- We will share information and work jointly to make sure we are co-ordinated and cohesive in all that we do.

Strategies and skills for countering / addressing allegations of bullying

- Developing children's Emotional Literacy is key to Winton core values (respect, rights, responsibility, reflection)
- Awareness raised through anti-bullying week, SEAL sessions (Social and Emotional Aspects of Learning), curriculum links
- School council, Rights Leaders, Eco team and Green Club representing and celebrating pupil voice
- Close communication between home and school to deal with problems when they are small
- Worry Boxes (or similar system) in all classrooms
- Circle Times/Jigsaw lessons within the curriculum to counter bullying and promote positive behaviour in response to children's needs
- Trained Parent Support Workers, Pupil Voice Teaching Assistant and Emotional Literacy Support Assistants work across school, with parents and children
- Monitoring of and discussion among staff and children to identify 'vulnerable times/ places' that bullying may occur and appropriate response/ actions to those issues
- Children can identify trusted adults in and out of school they can talk to
- Peer Mediators team - to support in resolving conflicts between children
- Play Leaders to support positive play at outside times, friendship stop, range of games/ activities to play
- High ratio of adults outside at break times
- Referral to outside agencies, if appropriate (Behaviour support, Listening Ear, Child Adolescent Mental Health Service)
- Thinking skills developed across the school
- Assemblies to promote rights respecting ethos
- Staff committed to undertaking appropriate relevant continuous professional development
- Reward and sanctions systems in place across school - see Good Behaviour Policy
- Support for all involved in bullying - victim and perpetrator
- Where pupils do not respond to preventative strategies to combat bullying, tougher action will be taken to deal with persistent and violent bullying. Sanctions might include:
 - Removal from the group (in class)
 - Withdrawal of break and lunchtime privilege
 - Withholding participation in any school trip or sports events that are not an essential part of the curriculum
 - Internal or external fixed term exclusion from school*

**An exclusion would only be considered in a case of extreme and continuing bad behaviour, bullying, sexual harassment etc .*

Roles and responsibilities of the School Community

All Staff and volunteers have a responsibility to:

- Take seriously any suspected bullying.
- Not make premature assumptions.
- Listen carefully to all accounts and investigate as fully as possible.
- Adopt a problem-solving approach which moves children on from justifying themselves.
- Complete the school pro-forma for recording bullying incidents and always report to the Head teacher
- Follow-up repeatedly, checking bullying has not resumed.
- Use of a range of teaching and learning styles and strategies which challenge bullying.
- Use interventions which are least intrusive and most effective.
- Know and follow all relevant policies and procedures
- Keep clear records on the appropriate form
- Be observant and talk to pupils
- Deal with incidents according to the policy
- Never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity
- Take action to reduce the risk of bullying at all times and in places where is most likely

The Governing Body has a responsibility to:

- Liaise with the Senior Leadership Team over all anti-bullying strategies.
- Discuss, review and endorse agreed strategies and will discuss the Head's report on the working of this policy.
- Ensure the Headteacher carries out the legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst pupils.

The Headteacher has a responsibility to:

- Ensure that all staff have an opportunity of discussing strategies and review them regularly
- Determine the strategies and procedures
- Discuss development of the strategies with the Senior Management Team
- Ensure appropriate training is available
- Ensure that the procedures are brought to the attention of all staff, volunteers, parents and children
- Report to the governing body.

The children have the following rights and responsibilities (agreed by the Rights Leaders and School Council, Nov 2010):

Our Rights...	Our Responsibilities...
19) Children have the right to protection from all forms of violence (physical or mental). They must be given proper care by those looking after them.	<p>We have the responsibility to:</p> <ul style="list-style-type: none"> - Make positive behaviour choices at all times - Ensure others do not feel bullied by an individual or group - Sort out our problems together - Support and take care of each other
13) Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.	<p>We have the responsibility to:</p> <ul style="list-style-type: none"> - Listen to each other - Respect each other's opinion - Make ourselves aware of how to get help - Use the information honestly
15) Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.	<p>We have the responsibility to:</p> <ul style="list-style-type: none"> - Welcome others to join in our games/activities - Mix with a range of people - Respect any differences
29) Education must develop every child's personality, talents and abilities to the	<p>We have the responsibility to:</p> <ul style="list-style-type: none"> - Respect and follow the school's charters

full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.	- Respect others around us, ensuring we are not disparaging of people's cultures, backgrounds and religions
31) Every child has the right to relax, play and join in a wide range of cultural and artistic activities.	We have the responsibility to: <ul style="list-style-type: none"> - Allow other activities to take place without interruption - Respect other children's choice of activities

Procedures and Recording

Recording incidents is vital as it allows school staff to identify patterns of behaviour, as often what is perceived initially to be a trivial incident, may be part of a number of incidents which are serious for the individual child.

If bullying is reported: -

A Senior Staff member will take on the responsibility for the case and establish whether it appears that bullying is occurring or has taken place.

Discuss individually with the bully, child being bullied and witnesses of the bullying.

Discuss with the parents of the bully and child being bullied.

Apply a disciplinary sanction - share with the parents and work together with the families to eliminate and identify one of these steps.

Prevent recurrence:-

The senior staff will choose to initiate step 1 or 2.

1) Identify two key members of staff and arrange a review with the parents. We will discuss with the identified adults the problem, the Senior Staff members role and who to report the problem to.

2) The identified children will be put on 'red alert'. Everyone who works with the children (including lunchtimes) will be watching to identify what actually happens and the information will be reported back to the Headteacher/identified senior staff member. This is usually for two weeks. All information is discussed with staff and parents so that a satisfactory and positive solution can be found. The headteacher/identified senior staff member will meet with the parents at the beginning of the two weeks and talk to parents if any incidents arise.

Record in the school behaviour record book the problem, consequence and future action.

Support for children

Pupils who have been bullied will be supported by:

- Being offered an immediate opportunity to discuss the experience with a member of staff
- Reassuring the pupil and offering continuous support
- Restoring self-esteem and confidence

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.
- Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in Personal Social Health and Economic education, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Support for Parents

When parents raise a concern that their child is being bullied it is essential that this concern is taken seriously and not dismissed without further enquiries being made. The bullying report form can be used as a focus of the discussion with a parent so that there is a clear record of the concern and of immediate action to be taken by school staff. Our Parent Support Workers are always on hand and parents can use them as a point of contact if the class teacher is not available.

Incidents of bullying outside the school's premises

Although schools are not directly responsible for bullying off the school premises, we would still encourage victims "not to suffer in silence". Actions the school could take, if deemed appropriate, include:

- talking to the local police about the problems within the Community
- talking to the Head Teachers of the schools whose pupils are involved in bullying off the premises

Bullying can also take place via text messages, MSN and other means of 'cyber communication'. This often happens out of school hours, but has implications for the parties involved when they are in school. We would always talk to pupils and parents about the issues and take their concerns seriously.

Adult Bullying

From time to time, adults behave inappropriately towards each other. If any parent or member of staff, feels that they are being treated inappropriately within our school community they must report this to the Headteacher immediately.

On occasions, when a parent suspects another child of inappropriate behaviour towards their own child, they try to take matters into their own hands. This can result in:

- parents approaching other parents in groups
- inappropriate verbal exchanges in front of pupils
- a breakdown in communication

If children are experiencing problems with other children, parents must not try to take matters into their own hands.

Parents confronting other parents in the playground is not acceptable and could be viewed as adult bullying. The school should be informed immediately of any concerns so that we may intervene to resolve the problem to ensure our school community remains a happy, safe and enjoyable place where everyone wants to be.

Policy reviewed: May 2017

Next Review: May 2020