



Whitewater Church of England Primary School

# Anti-Bullying Policy

APPROVED AND ADOPTED

Written by:

Date: September 2023

Governors Signed \_\_\_\_\_ Date: \_\_\_\_\_

Staff Signed \_\_\_\_\_ Date: \_\_\_\_\_

Next Review Date

September 2025

**Our Aim:**

The School does not tolerate bullying of any kind. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. All members of the Whitewater Church of England School Community are committed to the challenging of and dealing with all forms of bullying and harassment. Every pupil has the right to work and play without fear of bullying, harassment or victimisation.

A suitable Personal, Social and Health Education (PSHE) curriculum must be delivered, and in each year, issues with self-empowerment and bullying must be addressed. In Whitewater Church of England Primary School, PSHE is delivered through our HeartSmart curriculum, alongside the Relationships and Health Education (RHE).

If we do discover that an act of bullying or intimidation has taken place, we act immediately to limit the likelihood of any further occurrences of such behaviour. Though sanctions may sometimes be appropriate, we believe that it is also appropriate to give support and counselling to both the bully and the victim. In all cases, the parents of both parties will be kept informed.

**What is bullying?**

For the purposes of this policy, bullying is defined as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. The circumstances are often ones in which those being bullied find it difficult to defend themselves. However, it is also important for adults and children to understand that not all incidents where children socially fall out or there are verbal exchanges, or even physical exchanges are bullying, as these must happen in order for children to learn normal social conventions.

**Some of the forms of bullying and harassment are likely to take:**

name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

**Cyberbullying**-It is important to realise that with the increase of technology, text, email or social networking sites can also be used for pupils to bully, harass or intimidate others. The school ensures that this issue is discussed regularly with children and parents, as many do not appreciate the dangers. There are a range of resources named in the appendix, some of which are clearly displayed on our Anti-Bullying school website page.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods. Bullying can seriously damage a person's confidence and sense of self-worth, and may often cause them to feel that they are in some way at fault themselves. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm.

**Bullying occurs for a variety of reasons. Specific types of bullying include:**

- bullying related to race, religion, sex or culture
- bullying related to special educational needs (SEN), seen and unseen, physical or mental disabilities and weaknesses
- bullying related to appearance or health conditions
- bullying related to gender, sexual orientation
- bullying related to the circumstances of an individual's life outside the school.

**Recognising bullying**

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, lack of concentration or truanting from school.

Pupils must be encouraged to report bullying in schools.

All staff and other adults involved with the school or its activities must be alert to the signs of potential bullying and act promptly and firmly against it in accordance with school policy.

**Implementation**

There is no hierarchy of bullying. All forms of bullying are unacceptable and will be treated with equal seriousness.

**The following steps may be taken when dealing with incidents:**

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the Head of School (or a member of staff acting as Headteacher).
- A senior member of staff will interview all concerned and will record the incident class teachers will be kept informed
- Parents will be kept informed
- In the first instance an attempt will be made to resolve the problem by counselling all concerned (victims and bullies) in an appropriate manner
- Punitive measures may thereafter be used as appropriate and in consultation with all parties concerned
- In the case of adults being bullied the matter should be taken directly to the Head of School or a member of staff acting as Headteacher (or if the complaint is against him/her, to the chair of governors). The appropriate parts of the above advice will be followed

**Confidentiality**

In general, all those involved in issues of bullying should expect conversations to be confidential to themselves and those mentioned above. However, the safety and well-being of individuals is of paramount importance. In some circumstances these could be compromised by a guarantee of absolute confidentiality. Therefore, no such guarantee should ever be given. Great sensitivity will need to be exercised in explaining this point if it arises.

**Those who have been bullied will be supported by:**

- Being offered an immediate opportunity to discuss the experience with a teacher or member of staff of their choice (or in the case of adults with an adult of their choice)
- Being reassured of support

- Being seen on a regular basis for a period after the incident to check on whether the action taken has been successful
- Being counselled on a personal basis for the purposes of restoring their self-esteem and confidence

**Those who have bullied will be helped by:**

- A discussion of what happened
- A discussion of why the incident occurred
- Counselling as to the wrongness of bullying and the need for a change of attitude and behaviour
- The enlistment of parents or guardians to help and to reinforce the steps taken by the school

**The following disciplinary steps can be taken:**

- official warnings to cease offending
- time out
- exclusion from certain areas of school premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, RHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

**Statutory duty of schools**

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

**Responsibilities of the School:**

- To ensure that the school complies with the legal responsibilities contained in the LA policy on bullying and harassment;
- To ensure that the school policy on bullying and harassment is made known to all school staff, pupils, parents and governors;
- To ensure that the intentions laid out in the policies are consistently implemented by all adults working in the school;
- To establish procedures to ensure that all incidents of harassment are dealt with fairly and consistently;
- To ensure that all school staff have the opportunity to receive training on appropriate methods for dealing with incidents of bullying and harassment;
- To ensure that there is sufficient and suitable curriculum coverage of the issues around bullying and harassment, through PSHE/RHE;
- To establish support systems for all pupils who are involved in incidents and their families and inform parents of the school response;
- To monitor incidents and be fully informed about the incidence of bullying and harassment in school, especially in the case of persistent patterns of bullying and parental complaints;

- To report to governors on the situation with regard to bullying and harassment and to inform them termly on any incidents on the effectiveness of measures being taken to combat this;
- To ensure an ethos in school where pupils feel safe and confident that if they tell an adult about an incident, it will be dealt with and not ignored;
- To keep parents/carers informed of any incidents of bullying or intimidation and how they have been dealt with;
- To use display material both in class and around the school to create an environment which reinforces the values which underpin equal opportunities and promote mutual respect;
- To plan whole school events (assemblies, performances, school visits) to regularly revisit the themes of celebrating diversity and respect for each other to support the intentions of the anti-bullying policy;
- Annually elect the Year 6 House Captains, Playleaders and School Council, for pupils to share in discussion and decision-making about appropriate responses to bullying;
- Display school rules prominently in class and around the school;
- Have a clear procedure in place for logging incidents which is easy to use, accessible to and understood by all adults working in the school;
- Initiate a peer counselling and support system where, for example, older pupils could offer support to pupils who had been bullied;
- Ensure that all children realise they have a responsibility to speak out against bullying (PSHE, RHE and assemblies)
- Involve external agencies where appropriate and develop a code of practice to inform working relationships including the reporting and recording of incidents of concern;
- Pupils fill out a questionnaire annually, which has specific questions on how they feel bullying is managed in the school.

#### **Where it is reported that bullying has taken place:**

- All pupils and adults involved will be given the opportunity to give their version of events to the member of the SLT co-ordinating the incident, and the specific offensive words/actions and witness accounts may be recorded.
- All responses will be written down with the exact wording used or printout of emails/messages, and dated.
- If a child is at obvious risk, the situation must be dealt with immediately.
- Any accusations of bullying will be monitored for a length of time by the staff to see if it is justified, and any witnesses, both staff and pupils will be asked to corroborate claims of bullying.
- For each incident, a member of the SLT will be identified as the person responsible for coordinating the incident. This will most often be the Executive Head of School, Head of School.
- If serious bullying is detected, when sufficient evidence is gathered the parents of anyone involved should be informed and may be asked to attend individual meetings with the Head of School, and/or another member of staff. In some cases the children may in this situation be interviewed with the parents present.
- The parents will be informed clearly of the exact nature and evidence of the bullying, as well as the sanctions the school proposes to take (such as writing a letter of apology and/or missing playtime or internal exclusion)

- Events will be recorded in the bullying incident spreadsheet document and it will be made clear that the behaviour is not acceptable and contravenes the school's agreed policy;
- Sanctions for the behaviour will be clearly put in place after the incident and communicated to the parents by way of a letter and/or verbal feedback after any meetings.

### **The responsibilities of all staff are:**

- To treat all children fairly and with respect.
- To respect each individual, including their culture and background
- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rewards and sanctions clearly and consistently
- To be a good role model.
- To form good relationships with parents so that all children can see that the key adults in their lives, share a common aim
- To recognise that each child is an individual, and provide additional support as needed to address individual needs.
- To offer a framework for spiritual, moral, social and cultural education
- To keep accurate records of ongoing bullying incidents

### **The responsibilities of parents/carers are:**

- To ask for information on the school's anti-bullying and behaviour policy and the approach used to respond to bullying incidents and harassment issues, as well as the involvement of support agencies;
- To sign the home/school contract, and abide by that agreement;
- To work in partnership with the school on encouraging positive behaviour, valuing differences and promoting a sensitivity to others;
- To be alert to and inform the school about significant behaviour changes and signs of distress in children;
- To discuss regularly with their children their feelings and anxieties about school work, friendships and relationships;
- To inform staff of changes in individual pupil circumstances which may affect the ways in which pupils respond to school life;
- To alert staff to information reported by pupils on incidents or any concerns arising about other pupil's behaviour and attitudes.
- To not allow their children to access inappropriate social networking sites and to monitor their use of the computer, phones and emails.

**Parents/carers are asked not to challenge any incidents of bullying and harassment directly, that maybe observed in the playground or reported to them by others, but to contact the Head of School as soon as possible.**

### **Responsibilities of pupils:**

- To not become involved in bullying incidents or be a bully.
- To be aware of the school's ways of dealing with incidents of bullying and the kinds of support available;
- To tell a member of staff if they think bullying is taking place, or they have seen bullying happening
- To talk with their parents or carers about their worries;
- To support pupils who may be subjected to bullying;
- To value pupil differences and treat others with respect;
- To be particularly alert in places around the school where there is less adult supervision such as in the playground, toilets, corridors and on the stairs;
- To work with other pupils in helping the school to deal with bullying efficiently such as through the Year 6 House Captains, EARA group or the Playleaders;
- To encourage teachers to discuss bullying issues in the classroom using, for example, stories, poetry, surveys and role play activities;
- To contribute to assemblies, which may tackle this issue, or specific incidents that many children have found upsetting;
- To provide good role models to younger pupils and to support them, if bullying occurs;
- To display posters around the school about good behaviour and ways of working well together;
- To keep their parents and carers informed about activities, both in and out of school;
- To respond honestly on the pupil questionnaire about the way in which they feel bullying is dealt with in the school;
- To report honestly about any incidents of bullying they have seen when questioned.

### **The Governing Body's responsibilities are:**

- To ensure that the school fulfils its legal responsibilities in the formulation of this policy and its appendices.
- To ensure related procedures and strategies are implemented.
- To review the policy principles with the Head of School to determine the measures that make up the school's Anti-Bullying Policy and its appendices.

### **Monitoring**

The Executive Head of School and Head of School to monitor the effectiveness of this policy on a regular basis and report to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The School keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents in the class file. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident to class teachers or leaders accordingly.

### **Review**

The Governing Body reviews this policy every four years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## Useful Web sites

**<http://www.bullying.co.uk>**

Bullying Online includes help and advice for pupils and parents, latest news, legal advice, etc.

**<http://www.warwick.ac.uk/wie/napce/>**

National Association for Pastoral Care in Education. This site has many useful links.

**<http://www.bbc.co.uk/education/bully/>**

BBC Education Bullying survival guide.

**<http://www.uclan.ac.uk/facs/science/pyschol/bully/bully.htm>**

Bullyweb, hosted by the University of Central Lancashire, is devoted to academic research into bullying and victimisation.

**<http://www.childline.org.uk/>**

ChildLine UK site.

**<http://www.kidscape.org.uk/kidscape/>**

Kidscape site.

**<http://www.nspcc.org.uk/>**

NSPCC site.

**<http://members.aol.com/tonyjewers/hobvid.htm>**

This UK site gives details of a video entitled 'Hands on Bullying' aimed at middle and secondary schools.

**<http://www.caper.com.au/bullread.htm>**

An Australian site offering a review of current school practice regarding bullying.

**<http://www.indigenet.unisa.edu.ac/bullying/bullying.html>**

An Australian site entitled 'Bullying in Schools'.

**<http://www.cary-memorial.lib.me.us/bullyweb/>**

An American site entitled 'Stop Bullying Now'.