



# Western Road Community Primary School

## Anti-Bullying Policy

*This policy was **reviewed in March 2018** by staff, governors, pupils and parents.*

*It will be reviewed again in **March 2019***

### **Policy Statement and Objectives**

At Western Road CP School we actively encourage an environment in which bullying to or by any person, child or adult, would be wholly unacceptable. The school strives to ensure that everyone can operate in a supportive, caring and safe environment, with respect and tolerance of others, without fear of being bullied.

In spite of all efforts, there may be occasions when bullying does take place. We believe that any person should feel able to report such an event immediately, safe in the knowledge that it will be taken seriously and dealt with in a sensitive and effective manner.

The objectives of this policy are to help members of the school community to deal with bullying and, even more importantly, to prevent it.

### **What is Bullying?**

Bullying is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms:

- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing
- **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 focussing on, the issue of sexuality
- **Cyber** - use of ICT by an individual or group in a way that is intended to upset others. Examples include using social websites, mobile phones, text messaging, 'sexting', photographs, video and e-mail (please refer to the E-Safety Policy)

- **Complicity** - falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidatory but is often hidden and subtle.

### **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

## **Preventing Bullying**

### **Environment**

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community.
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

### **Education and Training**

Pupils are educated and supported, through a wide variety of methods, in preventing and understanding the consequences of bullying. Methods include:

- PSHE lessons where staff follow the PSHE and SMSC curriculum.
- Exploration in the wider curriculum to raise awareness, with discussions of differences between people and the importance of avoiding prejudice.
- Assembly Themes
- School Displays
- Anti-bullying week
- Buddies and the Friendship Stop
- E-Safety Day
- Worry Boxes.

Children are also consulted through in-school pupil questionnaires.

The school community will:

- Train all staff to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.
- Provide a suitable environment, which stimulates positive constructive play and thus reduces the likelihood of negative incidents occurring.

## **Responding**

### **Procedures**

Various strategies may be employed to deal with the incident, taking into account the staff's knowledge of the children involved and the surrounding circumstances.

#### **Advice for the person targeted:**

1. If you feel able to, confront the bully by verbally making him/her aware that you think that what he/she is doing is wrong.
2. Share your feelings with someone else.
3. Talk to a member of staff, such as your teacher, about the incident. There are also people outside the School who would be willing to help:

Childline: 0800 1111

See also Pupil Anti-Bullying Policy (child-friendly version) in appendix.

#### **Procedure if a pupil witnesses bullying behavior:**

1. Support the person targeted by offering your friendship and make it clear that in your opinion what is happening to them is wrong.
2. Encourage them to speak out on their own behalf by confronting the person showing bullying behaviours.
3. Accompany the person being targeted to a trusted adult, or suggest that you see their Deputy or Head Teacher.

#### **Procedure for members of Staff**

1. Reassure and support the pupils involved as necessary. Advise that you are required to pass details on to the relevant member of the Senior Leadership Team.
2. Complete a Pupil Welfare Concern Form outlining the bullying behavior that has been experienced.
3. Inform the Head Teacher or Deputy Head Teacher. *All Pupil Welfare forms are kept centrally in the Head Teacher's office. The Deputy Head Teacher is responsible for*

*adding information from the Welfare Concern Form onto the central Behaviour log where incidences can be monitored, cross-referenced and triangulated. Appropriate information is shared with all staff.*

4. Recognise and record all incidences, however small, knowing that they might build up to something larger.

5. In cases of physical bullying and those involving Protected Characteristics (including disability, race, religion/beliefs, gender, sexual orientation) the Head Teacher must be informed immediately.

### **Advice to Parents of person experiencing bullying behaviours**

As the parent of a child whom you suspect is being bullied:

1. Listen without getting angry or upset. Ask your child how they want you to take this forward rather than taking over so they don't feel excluded from deciding what to do or end up even more stressed/worried than they were already.
2. Reassure your child it's not their fault.
3. Role-play bullying scenarios and practice your child's responses. Talk about how our voices, bodies and faces send messages just the same way our words do. If your child gives the bully the impression they're not bothered, the bullying is more likely to stop.
4. Report bullying incidents to the class teacher, Deputy Head Teacher or Head Teacher.
5. In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified.
6. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
7. If necessary and appropriate, police will be consulted.
8. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
9. An attempt will be made to help the child using unacceptable behavior towards others, to change their behaviour.
10. Work with staff at school to support your child with dealing with the bullying behaviours they have experienced.

Do Not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

### **Advice to Parents of the 'bully'**

1. Talk to your child to find out why he or she is bullying. Often, children bully when they feel sad, angry, lonely, or insecure and many times major changes at home or school may bring on these feelings.
2. Talk to your child about how it feels to be bullied.
3. Ask a teacher or the inclusion manager if your child is facing any problems at school, such as if your child is struggling with a particular subject or has difficulty making friends. Ask them for advice on how you and your child can work through the problem.
3. Ask yourself if someone at home is bullying your child. Often, kids who bully are

mistreated themselves by a parent, family member, or another adult.

4. Sit down and have a conversation with your child. Tell them that the school or other parents have reported their aggressive behavior, that you love them no matter what, that their behavior has to change, and that you support the school's punishment and will not tolerate this behavior.

5. Explain that bullying in any form causes pain to others. Let them know that name-calling, teasing, hitting, pushing, starting or spreading rumors, cyberbullying and all other forms of bullying are wrong, and not acceptable behavior.

6. Let your child know that you will help them to change the behavior and correct the situation. Work together to support them to make changes.

7. Work with the school to help stop your child from bullying.

Additional counseling may be needed for your child. It will help them learn to behave differently, accept responsibility for their actions and teach them how to develop guilt, as well as learn how to form cohesive relationships.

## **What will happen?**

The provisions within the behaviour policy may be employed and discussion with the bully or bullies may include the targeted person, if he or she wishes. If appropriate, a 'no blame approach' may be used where the bully and associates are confronted with the feelings of the victim and constructive ways of supporting, rather than punishing, the bully are determined. Staff will consider any underlying causes of bullying that may need further intervention at an individual or group level. Parents should be able to bring reports of bullying to staff, and understand that they will be treated seriously and action taken. The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being targeted – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The headteacher/ designated safeguarding lead or another member of leadership staff will interview all parties involved.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- Where appropriate, the school will inform other staff members, and parents/carers.
- Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully

investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.

- A clear and precise account of the incident will be recorded by the school as outlined in the procedures section above.

### Useful Links and Supporting Organisations:

- Advisory Centre for Education (ACE) 0300 0115 142
- Children's Legal Centre 0345 345 4345
- KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 020 7823 5430
- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support , links and Advice ('Don't bully me' – advice pamphlet for primary children)

This policy is available on the school website, the shared staff drive and on request from the Deputy Head or Head Teacher. It should be read in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- Computing Policy which references Cyberbullying
- Equal Opportunities Policy
- Behaviour Policy

- SEN/Inclusion Policy
- PSHE Policy and Schemes of Work
- PREVENT Policy

This document complies with:

- Standard 12: Promoting Positive Behaviour and Relationships
- Equality Act, 2010
- SEND Code of Practice May 2015:
- Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, July 2017
- Keeping Children Safe in Education, DFE, September 2016

The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

WRS Anti-Bullying Policy – Adopted July 2017