

Wheelers Lane Primary School ANTI-BULLYING POLICY 2017



Policy to be reviewed annually

Recommended by the Curriculum and Community Committee

on _____

Ratified by the Governing Body on _____

Signature of Chair of Governors _____

Dated: _____

We are a Rights Respecting School and when writing this policy, we have considered the rights of the child and these include:

Article 2: Non-discrimination.

Article 12: Respect for the views of the child.

Article 13: Freedom of expression.

Article 14: Freedom of thought, belief and religion.

Article 16: Right to privacy

Article 17: Access to information from the media.

Article 19: Protection from violence, abuse and neglect.

Article 22: Refugee children

Article 23: Children with a disability.

Article 28: Right to an education

Article 29: Goals of education.

Anti-Bullying Policy

Aims

- To create an ethos in which bullying/harassment are considered to be unacceptable by all members of the school community.
- To identify and deal effectively with incidents of bullying across our school.

The aim of the Anti Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment, without fear of being bullied. Bullying is anti social behaviour and affects everyone: it is unacceptable and will not be tolerated.

Our pupils will be encouraged to “tell” knowing that incidents will be dealt with promptly and effectively.

What is bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying can be described as being ‘a deliberate act’ done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property.

Bullying is any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, persistent and can continue for a long period of time. It always reflects an abuse of power and is usually premeditated.

Bullying behaviour can include:

- Physical - aggression, such as pushing, hitting, kicking, violence of any kind, unwanted physical contact, taking or damaging possessions;
- Emotional – being unfriendly, tormenting
- Verbal - such as name calling, threatening comments, insults, racist remarks, homophobic/biphobic and transphobic comments, sexually abusive comments, teasing, sending nasty notes or making nuisance calls; aggressive tone
- Indirect social exclusion, such as deliberately leaving someone out, ignoring someone, spreading rumours about someone or about their family.

Bullying can be:

- Deliberate hurtful behaviour (including aggression)
- Repeated and systematic over a period of time
- Difficult for victims to defend themselves

***Racial bullying involves the same kinds of behaviour directed against someone because of their cultural or ethnic identity. Sexual or homophobic bullying may involve the use of derogatory terms such as ‘gay’ - these may be aimed at someone because of their sexuality or gender but often are used as a derogatory term, regardless of the sexual**

orientation or gender of the person the comment is aimed at. It may not necessarily be the child's actual identity, but is what the actual bully perceives. e.g. the use of 'gay' as an insult may not necessarily be used against a child who is gay.

Bullying is not:

- Falling out with friends
- Play fighting
- Disagreement
- An isolated aggressive incident
- A clash of personality/dislike for someone.
- Staff, parents and children at Wheelers Lane Primary School, work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.
- Research has shown, repeatedly, that the extent of bullying in schools is greatly underestimated.

We work to prevent bullying behaviour through a combination of:

- Awareness raising about what bullying is and how it affects people.
- Emphasising the important role that bystanders play in tackling bullying and teaching pupils how to safely challenge bullying behaviour.
- Teaching pupils how to manage their relationships constructively and assertively through SEAL and PSHE sessions.
- Help to build an anti-bullying ethos in the school.
- Staff will encourage openness and disclosure of incidents through, for example circle time, PSHE lessons and Anti-bullying week.
- A positive environment is created, by having high expectations of children and emphasising the rewarding of caring, responsible behaviour and good work.
- Pupils are encouraged to take responsibility for discouraging incidents of bullying in a non-violent way.
- Pupils are taught to manage their relationships constructively through use of techniques taught in SEAL and PSHE sessions such as:

Self-awareness: self-monitoring and recognition of feelings; building a vocabulary of feelings; making links between thoughts, feelings and behaviour.

Personal decision making: self-monitoring of actions and recognition of their consequences; distinguishing between thought-led and feeling-led decisions.

Issues to be explored with pupils are:

- What is bullying?
- What causes people to bully each other?
- How does it feel to be bullied /to bully?
- What are the effects of bullying behaviour on bullied pupils; on pupils who bully others; on bystanders?

- What would our school and our society be like if bullying behaviour was acceptable?
- Why should we try not to bully each other?
- What can we do to stop bullying?
- What moral dilemmas do we face when we encounter bullying behaviour?

Bullying may be brought to the attention of any member of staff by the victim(s), their friend(s), their parent(s) or other interested people.

What are the signs and symptoms of bullying?

Pupils who are being bullied may show changes in behaviour

- Becoming shy or nervous
- Feigning illness
- Taking unusual absences
- Clinging to adults
- Changes in work patterns
- Lacking concentration

As a “telling” school children are encouraged to ‘tell’ an adult.

Implementation

School Procedures to follow:

- When a bullying incident is identified it is important to make a record of who is involved, what happened and how it was followed up.
- Staff are responsible for dealing with incidents of bullying, and these should be dealt with as soon as possible after the incident.
- A clear account will be recorded by the member of staff who is told about the bullying incident on our CPOMS system which is used to record child protection concerns including bullying and this is sent to the Behaviour Co-ordinator and appropriate member of senior staff. Also any other members of staff need to be informed relevant to the issue e.g. child’s class teacher/ Learning mentor.
- All matters of bullying to be brought to the attention of the Behaviour co-ordinator and the Head teacher. The Behaviour co-ordinator will interview all those concerned and record the incident and inform relevant staff what action has been taken.
- Parents/carers to be informed by letter/phone call.
- Appropriate action will be taken.
- The bullied pupil is to be informed what action has been taken and support to be provided if necessary.

Pupils

Pupils who have been bullied will be supported by

- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by

- Discussing what has happened
- Discovering why the bullying incident occurred
- Establishing the wrong doing and need to change
- Informing parents/carers to help change attitudes

How we will prevent bullying from occurring

- Regularly update the children's Anti-Bullying booklet with the school council.
- Send Anti-Bullying Booklet home.
- Take part in Anti-Bullying Week.
- Include anti-bullying theme in assemblies, circle time and drama activities.
- Using questionnaires to monitor children's feelings
- Ensure that all stakeholders understand the definition of bullying.

Responsibilities

Everyone in school is expected to:

- Act in a respectful and supportive way to one another
- Adhere to, and promote, the aims of this policy

Pupils are expected to:

- Remember we are a "telling" school and report incidents of bullying, including suspected incidents that victims are frightened to report.
- Support each other and seek to help to ensure that everyone feels safe, and nobody feels excluded or afraid in school.

Staff are expected to:

- Never ignore suspected bullying
- Not make assumptions – investigate fairly and thoroughly.
- Listen carefully to all accounts.
- Follow up shortly after intervention and sometime after to check that the bullying hasn't returned.
- Tackle language used in bullying such as racist /homophobic/biphobic and transphobic bullying and when dealing with name calling such as 'gay' for example to deal with it by saying:
Calling people names is unacceptable and using the word gay as a nasty term is not nice and is unacceptable.

Monitoring and evaluation

The policy will be reviewed regularly and its effectiveness assessed.
The policy will be promoted and implemented throughout the school.

Other relevant policies

Behaviour Policy

Acceptable Use of ICT policy
ICT policy

Signed: _____ Dated: _____