WEST PARK CE PRIMARY SCHOOL

POLICY AGAINST BULLYING
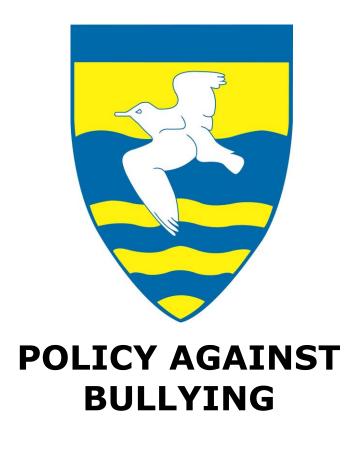
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A POLICY AGAINST BULLYING and how to deal with it when it occurs

A) Policy objectives:
This policy outlines what West Park CE Primary School will do to prevent and tackle all forms of bullying.
The policy has been adopted with the involvement of the whole school community.
West Park CE Primary School promotes values which reject bullying behaviour and promote cooperative behaviour. Tackling bullying matters.

B) Links with other school policies and practices
- This policy links with several school policies, practices and action plans including:
  - o Care and management of pupils
  - o Complaints policy
  - o Child protection policy
  - o Confidentiality policy
  - o Online Safety and Acceptable Use Policies (AUP)
  - o Curriculum policies, such as: SRE, SMSC, citizenship and computing

C) Links to legislation
- There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
  - o The Education and Inspection Act 2006, 2011
  - o The Equality Act 2010
  - o The Children Act 1989 The Education (Independent School Standards) Regulations 2014 (if appropriate) Protection from Harassment Act 1997
  - o The Malicious Communications Act 1988
  - o Public Order Act 1986

D) Responsibilities
- It is the responsibility of:
  - o The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
  - o Governors to take a lead role in monitoring and reviewing this policy.
  - o All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
  - o Parents/carers to support their children and work in partnership with the school.
  - o Pupils to abide by the policy.

1. **Defining Bullying**
   1.1 We recognise that many children will experience conflict in their relationships with other children and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

   In West Park CE Primary our definition of bullying is:
   'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'

   The school works hard to ensure that all pupils know the difference between bullying and "falling out". It is our aim that children do not use the word bullying lightly and understand the implications of raising a bullying concern.

Pupils at West Park understand that there are different types of bullying and describe these as:
- Saying nasty things
- Hurting each other
- Cyber-bullying using, texts, e-mails, social networking/apps

Why is it important to respond to bullying?
There is considerable evidence to show that bullying has both short term and longer term impact on children. Bullying impacts on children's wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

1.2   Bullying covered by this Policy:
Bullying can happen to anyone. This policy covers all types of bullying including:

- Emotional- being unfriendly, excluding, tormenting, threatening behaviour
- Verbal- name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical- pushing, kicking, hitting, punching or any use of violence
- Extortion- demanding money/ goods with threats
- Online- use of social media, messaging and calls. Misuse of associated technology e.g. photos and videos
- Racist- racial taunts, graffiti, gestures
- Sexual- unwanted physical contact, sexually abusive comments
- Homophobic or biphobic- bullying because of sexuality or perceived sexuality
- Transphobic- because of gender identity or perceived gender identity

1.3   Types of bullying (words to use with children):
Bullying can happen to anyone. Here is a list of ways that it can happen:
- Bullying because of someone's skin colour, religion or where their family come from.
- Bullying if someone cannot take part in games or lessons the same way as others.
- Bullying because someone is older or younger than others.
- Bullying because someone's family is different to others.
- Bullying somebody because of their gender.
- Bullying someone on the internet or through a mobile phone.

2. **Aims and Objectives of Our Policy**
    2.1.   Our main aim is to establish an environment in which all children can feel secure, happy and safe as they learn and play.

    With regard to this main aim, it is important that all staff assume responsibility for helping children to co-exist happily together and at the same time offer guidance and direction to those pupils who find this difficult.

    As a school, therefore, we accept responsibility for defining standards of behaviour for pupils and staff that will allow us to achieve our main aim.

Staff who find themselves in a threatened position occasioned by any individual should inform a friend and some authority within the school. This may be Head of Year, a member of SLT or, indeed, a Governor they feel they readily relate to. The Governor or School Manager should initiate action as soon as facts are clear.

2.2.   We will be ready to identify areas of potential conflict and address these. Our anti-bullying policy is seen as one aspect of our overall behaviour policy for the school; but at the same time bears heavily on wider issues such as:-
- playground play and supervision;
- in-class activities such as SRE, Circle Time, class contracts and assemblies;
- pastoral support;
- communication between staff and also with pupils, parents and governors;
- the development of self-esteem;
- our Care and Management of Pupils Policy etc.

3.   **Preventative Steps**

3.1.   As part of our policy we ensure that all children are involved on a yearly basis in developing a class contract, which is displayed on the classroom wall.

This ensures that all children from their first day in their new class are aware of the acceptable levels of behaviour and the parameters in which they must work.

3.2.   Policy for Care and Management of Pupils
Our Care and Management of Pupils Policy, active in all classrooms, bases the establishment of behaviour control primarily through positive reinforcement and rewards rather than punishment.

3.3.   Worship and class assembliesAssemblies
For each year group there are worship and class assemblies which provide strategies to assist pupils who may be being bullied through threatening situations.

3.4.   Activities in Class
Activities in class time relevant to the HSRE (Sex and Health and Relationships Education Policy) syllabus that spans all year groups include opportunities for activities related to bullying. These take place through opportunities identified in drama lessons and circle time. On occasions such activities will include the use of books giving a message, role-play or the design of posters etc.

Opportunities within class are always used to highlight the importance of attitudes such as fairness, friendship, caring and sharing and the support of others in difficult situations.

Such attitudes are also reinforced through the normal rewards system, general assemblies and those specifically related to awards.

3.5.   Playgrounds and Break-Times
The school recognises the need for quality supervision on the playground at break times.

A programme for the development of skills for mid-day supervision is current, with supportive activities for pupils and behaviour handling strategies for supervisors being developed.

3.6. <u>Communication between Staff and with Parents</u>
Staff are quick to inform colleagues of important problems with pupils including behavioural issues. These incidents are put into writing and circulated to all staff who need to be aware of the issues raised and actions taken.

Parents are telephoned in all but the most minor behavioural incidents involving their children.

A written communication is sent to parents to confirm if more important <u>sanctions</u><s>detentions</s> have been metered out.

3.7. <u>Pastoral Support</u>
Staff offer a team approach to the pastoral support of pupils.

Commencing with the class teacher and head of year, issues can be taken further to the pastoral manager and the senior leadership team by pupils who have more sensitive concerns.

The pastoral manager and learning mentors play a vital role with pastoral support.

4. **The Process and Procedure when Bullying Takes Place**

4.1. When a 'bullying situation' is drawn to the attention of a member of staff it is very important that they investigate this to determine:
a) whether this is a random event OR/
b) an act that is starting to occur on a more regular basis and needing to be identified as bullying and dealt with as such.

4.2. In either situation (a) or (b), the problem must be addressed and dealt with.

In situation (b) this must happen as rapidly as possible thereby preventing witnesses to collude or be influenced by the main parties in the dispute.

Children must not be released into the next break-time or allowed to go home until statements, at least, have been taken.

If home time does arrive then parents should be informed directly that action is being taken.

For repeat, or more serious offences, an SLT member should be informed who may take over or offer relief time for the investigation to be carried out.

5. **Procedure – When Bullying is Suspected**

THE SIGNS OF BULLYING
There is no definitive way of identifying that a person is being bullied. Staff should therefore be vigilant in order to identify any of these physical and/or behavioural changes in a person as soon as possible.
The following physical and behavioural signs have been identified as possible indicators that bullying has/ or is taking place:
• Significant changes in normal behaviour or attitude
• Appearing upset
• Being withdrawn/ low mood

- Appearing frightened or subdued, possibly in the presence of particular people
- Flinching at actual or anticipated physical contact
- Asking not to be hurt
- Refusal to eat
- Refusal to participate
- Not wanting to go to a certain place
- Starting to bully others
- Incontinence
- Vomiting
- Unexplained illness
- Claims of feeling unwell with no apparent signs or symptoms
- Bruising or other physical marks
- Torn clothing
- Unexplained loss of money or possessions
- Sleepless nights
- Repeating words the perpetrator has said to them, e.g. "shut up or I'll hit you".

We also recognise the role of students and other stakeholders in reporting incidents and not taking on a role of bystander if they witness an incident of bullying.

5.1.   The victim, alleged aggressor and any witnesses should be interviewed separately and notes taken as evidence of what has occurred.

5.2.   Use the Incident Record form attached (Appendix 1).

Support the victim by:
- ensuring that the pupil feels that he or she is listened to
- assuring the pupil that all incidents of bullying are taken seriously
- reassuring the pupil by explaining how
  - he or she will be supported
  - the incident will be dealt with

The victim should ideally also be supported by the member of staff he or she has confided in. The disclosure will usually have occurred as a result of the pupil identifying someone who cares or can help.

5.3.   Ensure the bully is dealt with fairly by:
- describing the reasons for your meeting with him or her (at the same time, do protect the victim and the identity of any witnesses)
- remaining calm and non-judgemental in order to ensure that the pupil feels that he or she is listened to
- assuring the pupil that all incidents of bullying are taken seriously and that, regardless of the reasons, you disapprove of all acts of bullying
- explaining how:
  - he or she will be supported
  - the incident will be dealt with

Attempt to help both the bully and the victim to:
- see the situation from another perspective
- explore the causes and effects of the incident
- identify how the situation could have been avoided or resolved (i.e. how to be assertive rather than aggressive or submissive)
- how they can resolve the present conflict

5.4.   See both the pupils together for a mediation session.

At this meeting do the following:
- Remain calm and non-judgemental when the pupils talk through their understanding of the problem.
- Listen more than you speak. Do not assume that you know how the pupils feel or anticipate what they want to say. Pupils are more likely to reflect on their behaviour if they feel they are being listened to rather than spoken at.
- Paraphrase what you are told to show that you understand what the pupils have said. It is how the pupils perceive the situation which is important, not how you perceive it.
- Encourage the pupils through your questions, to reflect on their behaviour and the factors which may have influenced the behaviour of others. When appropriate, encourage empathy.
- Encourage the pupils to identify how they can resolve current difficulties and avoid the problems from recurring.
- Explain that the Incident Record form will record:
  - the details of the incident
  - the future conduct of the pupils, as identified and agreed by all parties in the meeting
  - the actions either pupil should take if there is further bullying or provocation (e.g. to report it to their teacher immediately)
  - the monitoring arrangements for ensuring that the problems do not happen again
  - the further action the school will take if the problems do happen again
  - the date when these arrangements will be reviewed (usually after two weeks)

5.5.   The advantage of the Incident Record form is that it helps the school to:
- set clear and consistent procedures for dealing with incidents of bullying
- monitor the progress of individual pupils
- monitor and review its Anti-Bullying policy

Do not collude with the secrecy which surrounds bullying. Make sure that everyone directly concerned with the pupils' welfare is made aware of what has happened and how it is to be addressed.

You can decide at this stage how appropriate it is to punish the bully.

5.6.   Hold a review meeting after about two weeks.

Repeat the initial procedures (i.e. interview the pupils individually before you all meet up). This is less threatening for both parties and is more likely to result in a frank and open discussion.

5.7.   If no further incidents are reported and the matter is successfully resolved by the time the review occurs, put copies of the Incident Record form in the files of both the bully and the victim and log on CPOMs. Make sure SLT have a copy too.

5.8.   For repetitive bullying incidents the headteacher or a member of SLT must always be involved.

Possibly in conjunction with the pastoral manager and learning mentors, a behaviour modification scheme may be implemented.

Outside agencies may be involved e.g. Educational Psychologist, Social Services.

5.9.   Once the incident has been successfully resolved, unless there is a further occurrence of bullying, do not refer back to it.

6. **Involvement of Pupils, Parents, Staff and Governors**
Pupils
Children will be informed in a simplified way of the school's attitude to bullying   through in-class activities associated with ~~SH~~RE lessons and daily routines.   Daily worship~~Assemblies~~ will also be used and the pupil friendly leaflet.

Parents
Parents will be made aware of the existence of the Anti-Bullying policy initially through the school brochure. The attention of parents of new pupils starting school each September will be drawn to the policy and its main aims and procedures at the induction meeting held by the headteacher each June. On this occasion the main aims of the policy and its procedures will be outlined. There is a 'West Park Anti-Bullying leaflet for parents' to further inform and support parents. This is on the school website.

Staff
The initial policy was drawn up by the Headteacher and approved by the full Governing Body after discussion. It has been reviewed by the Headteacher, Deputy Headteacher for Inclusion, the HRE Co-ordinator and School Council in November 2013 and reviewed in November 2016. The policy has been further updated in October 2018 and reviewed in March 2019, 2020 and reviewed April 2021, June 2022 and annually from this date.

New teachers are required to read the policy during their induction process and know its location in the policy file.

Governors
The policy has been approved by the school Governing Body and is reviewed at least every year, and following any concerns and/or updates to national/ local guidance or procedures.

Useful links and supporting organisations
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.~~org~~co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- ~~The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools~~

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- ~~Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send__module_final.pdf~~
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying
- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff':
  www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
  www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: https://tellmamauk.org/
- Educate against Hate: www.educateagainsthate.com
- ~~Show Racism the Red Card: www.srtrc.org/educational~~

LGBT+
- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- ~~Metro Charity: www.metrocentreonline.org~~
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk

• Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying
• Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
• Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
• Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related
Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying