

Waverton Community Primary School



ANTI BULLYING POLICY

Rationale

The aim of our anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. We see our role in this respect being twofold - creating an environment in which efforts are made to reduce the likelihood of bullying occurring and if and when it does happen, dealing with the incident in a responsive and consistent manner.

This policy has been drawn up through consultation with staff, pupils, governors and parents.

Definition

Bullying is defined as the wilful, conscious desire to repeatedly threaten, frighten or intimidate someone else

Our own children describe it as deliberately hurting people over and over again.

Bullying is anti-social behaviour and affects everyone; our school operates a zero tolerance approach to bullying - bullying must be challenged immediately, dealt with sensitively and in a sustained manner.

Bullying may take the form of one, or a combination of, the following:-

| | |
|---------------------|--|
| Emotional bullying | Excluding from participation, using threatening gestures, tormenting, isolating |
| Physical bullying | Pushing, kicking, hitting, punching, intimidation or any use of violence, hiding possessions or stealing possessions |
| Racist bullying | Racial taunts, graffiti, gestures |
| Sexual bullying | Unwanted physical contact or sexually abusive comments. |
| Homophobic bullying | Because of - or focusing on - issues of sexuality. |

| | |
|------------------|--|
| Verbal bullying | Name-calling, malicious gossip, sarcasm, spreading rumours, teasing, humiliating |
| Written bullying | Abusive or hurtful letters, notes, pictures, |
| Cyber bullying | Where technology is used to hurt an individual, including text messaging, emails or posting messages on social media/messaging platforms |

All pupils on the school roll are covered by this policy. We also recognise our responsibility towards our wider community - bullying amongst employees shall be treated as a potential disciplinary matter and the school will encourage positive appreciation of diversity within the parent community taking a robust stance against discrimination and abusive behaviour.

Whilst we recognise that bullying may occur as a single incident the following criteria is generally used to decide whether an incident constitutes bullying:

- more than one reported incident has occurred involving the same children or young people
- the child/young person alleging bullying is showing on-going signs of stress/distress

How we minimise the risk of bullying:

- Emphasising the schools values in assemblies and circle time - particularly Respect and Empathy
-

Through our PSHE curriculum:

- Teaching what bullying means and how it affects people
- Explaining to them the responsibility we all have in helping to combat this in our school - to report incidents if it happens to them or they see it happening
- Teaching the children ways in which they may keep themselves safe and how to report any incidents - tell an adult, friend, parent or write it down and post in chatterbox

Allocating specific roles and responsibilities, both at staff and pupil level, in order that incidents may be detected, behaviour monitored and appropriate after care delivered

- Providing a range of play equipment and designating different areas of the playground for activities
- Having a whole school behaviour and discipline policy which includes acknowledging positive behaviours
- Creating an environment in which we have high expectations of one another, demonstrating the values of fairness, respect and equality
- Teaching the children, across a range of subject areas, to understand and celebrate diversity
- Helping the children to work in different groups so that they learn to cooperate with people with different interests and experiences
- Encouraging the children to convey their opinions in an assertive, non confrontational manner and to consider the opinions of others, recognising that they are entitled to hold different views than their own

What happens if an allegation is made or bullying is suspected?

- A member of staff will make sure that the victim(s) is reassured and feels safe.
- Information will be gathered separately from all children involved and notes taken
- Staff will involve the children in identifying problems and suggesting possible solutions especially helping them to see that it is the behaviour that is not acceptable not the person
- Where possible a group meeting will be set up to help reconcile the pupils and they may be supported by a chosen friend
- Appropriate sanctions will be applied
- The necessary staff e.g. persons on duty, mid day assistants etc will be informed so that they may monitor the situation

In most instances this is enough to settle a matter in our school. Our children are often thoughtless rather than malicious and when they realise the distress they have caused this settles the matter. However:

If bullying should continue then:-

- Measures will be put in place to protect a victim further - e.g. separated at play times, kept apart when moving around school - going to assembly, in cloakrooms etc
- Parents will be informed and invited into school to discuss the problem
- An incident form will be completed and stored and this will be reported to the Governing Body and Local Authority at the required times

- If the matter persists then advice will be sought from other agencies such as Behaviour Support Workers, Family Support workers and Educational Psychologists and their recommendations applied in the school setting - this may be in the form of an Individual Behaviour Plan
- In extreme circumstances then a child may face a fixed term exclusion

The governing body will be kept informed of the impact of this policy through the head teacher's report (even if there is a nil return to the local authority).

Sept 2023

Bullying Incident Monitoring Form

Section One:

Staff Name.....
Date.....

Job Title.....
Time.....

Section Two: Pupil Details

Gender.....
Year Group

Class
Looked After Child
Disabled/Special Needs
Ethnic Minority

(details of ethnic background and religion available from SIMS database)

Section Three: Incident Details

Date and time of
incident.....
.....

Location.....
.....

Witnessed
by.....
.....

Reported
by.....
.....

Reported
to.....
.....

Type of Incident:

| | | |
|--|--|--|
| Name Calling/Insults | Verbal abuse/threats | Physical Assault |
| <input type="checkbox"/> Gender related | <input type="checkbox"/> Gender related | <input type="checkbox"/> Gender related |
| <input type="checkbox"/> Racist | <input type="checkbox"/> Racist | <input type="checkbox"/> Racist |
| <input type="checkbox"/> Homophobic | <input type="checkbox"/> Homophobic | <input type="checkbox"/> Homophobic |
| <input type="checkbox"/> SEN | <input type="checkbox"/> SEN | <input type="checkbox"/> SEN |
| <input type="checkbox"/> Other (specify) | <input type="checkbox"/> Other (specify) | <input type="checkbox"/> Other (specify) |
| | <input type="checkbox"/> Incitement of others to behave in an offensive manner | |

Provocative Behaviour

| Please tick | Gender | Racist | Homophobic | Disability/SEN | Other |
|--|--------------------|--------|--------------------|----------------|-----------|
| Graffiti | | | | | |
| Personalised (intended) Comments during discussions | | | | | |
| Ridicule of an individual's cultural difference | | | | | |
| Refusal to co-operate with other people because of their | | | | | |
| | Race | | Colour | | Gender |
| | Ability/disability | | Sexual orientation | | ethnicity |

If necessary please give brief details in Section 6

Section Four: Perpetrator's Details

- Gender.....
- Year Group
- Looked After Child
- Disabled/Special Needs
- Ethnic Minority

(If more than one perpetrator please enter each separately)

(details of ethnic background and religion available from SIMS database)

Section Five: Action Taken

- Investigation revealed that the incident was not racially motivated
- Perpetrator exonerated, no further action
- Perpetrator reported to Head Teacher or other senior manager
- School policy on racism explained to perpetrator
- Parents/guardians informed
- Fixed term/permanent exclusion of perpetrator (s)
- Graffiti removed
- Material confiscated and removed
- External agencies involved (specify below)
- Other
- Victim supported and counselled

- Action taken to educate/inform perpetrator on disability/SEN/Human rights

Section Six: Further details

Further details you may wish to add