



Wray Common Primary School

Anti-Bullying POLICY

Governors' Committee Responsible:	Teaching and Learning Committee
Policy Originator:	Ross Huelin
Next review Date:	Autumn 2016 (Review cycle annual – Behaviour Portfolio)

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Intent

Every child has the right to feel safe in school and enjoy their education without the threat of bullying behaviour. Our approach is to build the children's self-esteem and confidence and for our approach to be consistent across the school. We would expect children to feel safe in school, including an understanding of issues relating to safety, including bullying. We also want them to feel confident to seek support from school should they feel unsafe. Our anti-bullying policy ensures that all our children can learn in a supportive, caring and safe environment without fear of being bullied. We intend that the policy is clearly understood and shared by all children, staff and parents.

This policy should be read in conjunction with the Behaviour Management Policy.

Principles

- To provide a safe, caring environment for the whole school community especially the children in our care;
- To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon;
- To reassure children that they will be listened to and will know that it is alright to tell;
- To heed parents' concerns and keep them informed of actions taken in response to a complaint;
- A full investigation will follow any report of bullying with detailed records kept of incidents, reports and complaints;
- To take appropriate action, including exclusion in cases of severe bullying;
- To monitor incidents of bullying during the school year by the designated senior leader;
- A separate list of any racist incidents will be kept.

Policy Development

This policy was formulated in consultation with the whole school community with input from: Members of staff, governors, parents/carers and children (this includes the Extended School Provision ASC). It follows the guidance from Surrey County Council, the DFE. Children contributed to the development of the policy through the school council, circle time, class discussions and assemblies. The school council have developed a student friendly version which is displayed around the school. Parents/Carers have contributed through; parent focus group (PIA) and input into a shorter parent's guide.

Roles and Responsibilities

The Head Teacher has overall responsibility of the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an anti-bullying co-ordinator (member of the senior leadership team) who will have general responsibility for handling the implementation of this policy.

Their responsibilities are:

- Policy development and review involving children, staff, governors/carers and relevant local agencies;
- Implementing the policy and monitoring and assessing its effectiveness in practice;
- Ensuring evaluation takes place and that this informs policy review;
- Managing bullying incidents;
- Managing the reporting and recording of bullying incidents;

- Assessing and coordinating training and support for staff and parents/carers where appropriate;
- Co-ordinating strategies for preventing bullying behaviour.

Definition of bullying

"Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally".

Preventing and tackling bullying (2011)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate;
- There is a power imbalance that makes it hard for the victim to defend themselves;
- It is usually persistent.

Sometimes other things happen which make us upset, but unless they fit the things above they are probably not bullying. So falling out with your friend is not bullying, because friends usually make up pretty quickly and friends shouldn't be trying to hurt each other on purpose.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibly should be considered, particularly in cases of sexual, sexist, racist or homophobic when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- Name calling
- Taunting
- Mocking
- Making offensive comments
- Physical assault
- Taking or damaging belongings
- Cyber bullying – inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups

Discriminatory language covers a number of areas. It may insult or offend someone through the use of derogatory or patronising comments (or even body language), or direct attacks upon characteristics over which they have no control, e.g. skin colour, medical conditions, intelligence, gender, age, etc.

Discriminatory language can either create or reinforce stereotypes. It is not respectful of cultural differences, and it always puts people down.

Although bullying can occur between individuals it can often take place in the presence (virtually and physically) of others who become the 'bystanding' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs or disabilities
- Bullying related to appearance or health
- Bullying relating to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

What types of bullying are there?

Bullying can take place between:

- Children
- Children and staff
- Between staff
- Individuals or groups
- Certain groups of children are known to be particularly vulnerable to bullying by others: these may include children with special educational needs such as learning or physical disabilities; young carers, Looked After Children, those from ethnic and racial minority groups and those children who may be perceived as lesbian, gay, bisexual, transgender or questioning their gender role.

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers and children) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Any child, parent/carer or visitor to the school who is a victim of bullying or has witnessed an incident of bullying should immediately inform a member of staff.

Children who are being bullied may show changes in behaviour, e.g. becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be changes in work patterns, a lack of concentration, or truancy.

All staff should be aware of these possibilities and to report promptly any suspicions of bullying to a member of the SLT.

We are against bullying at Wray Common so children are actively encouraged to tell if they witness or experience any form of unkindness. All children are encouraged to report incidents of bullying whether they are the recipient or an observer to their class teacher through the 'Friendship Box' if appropriate or to a member of staff whom they feel comfortable with. The "Friendship Box" provides an opportunity to report incidents anonymously if wished, however, without names investigations could be limited.

All reported incidents will be taken seriously and investigated involving all parties.

The school will amongst other possible actions

- Interview all parties
- Inform relevant parents
- Implement an appropriate course of action - which matches the age and maturity of those involved and the type of incident which has occurred.
- Refer to the Behaviour Policy and list of school sanctions
- Follow up especially keeping in touch with the person who reported the situation, parents/carers and most importantly the victim
- Provide support for both the victim and the bully.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the Anti-bullying coordinator.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors in an anonymous format as part of the annual report.

The policy will be reviewed and updated annually. The policy review will be linked to the Governors ECM committee and Healthy School Team, to ensure we maintain our inclusive and harmonious ethos across the school community.

Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our children we have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Life Skills education
- Restorative approach
- Involvement in Healthy Schools
- Rights, respecting and responsibility
- Anti-Bullying focus annually
- PSHE/citizenship
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice
- Playground Buddying
- Parent information
- Staff training and development for all staff

Links to other Policies

- Behaviour Policy
- Safeguarding Policy
- E Safety Policy- Cyberbullying and internet safety
- PSHE and Citizenship Policy
- Sex and Relationships Education Policy
- Equalities Policy - Race, Sexist, Sexual, Transphobic, Homophobia, SEN and Disability
- Complaints Policy

References Documents and Related Policy/Guidance

National Documents

Preventing and tackling Bullying (2011) DFE

Embedding anti-bullying work in schools – DCSF-00656-2007

Homophobic bullying – DCSF – 00668-2007

Sexist, sexual and transphobic bullying DCSF-01136-2009

Cyberbullying – DCSF – 00658-2007

Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008

Safe from Bullying – DCSF suite of materials

SEAL Scheme

www.teachernet.gov.uk/publications

Cyberbullying - supporting school staff

Cyberbullying - A whole – school community issue