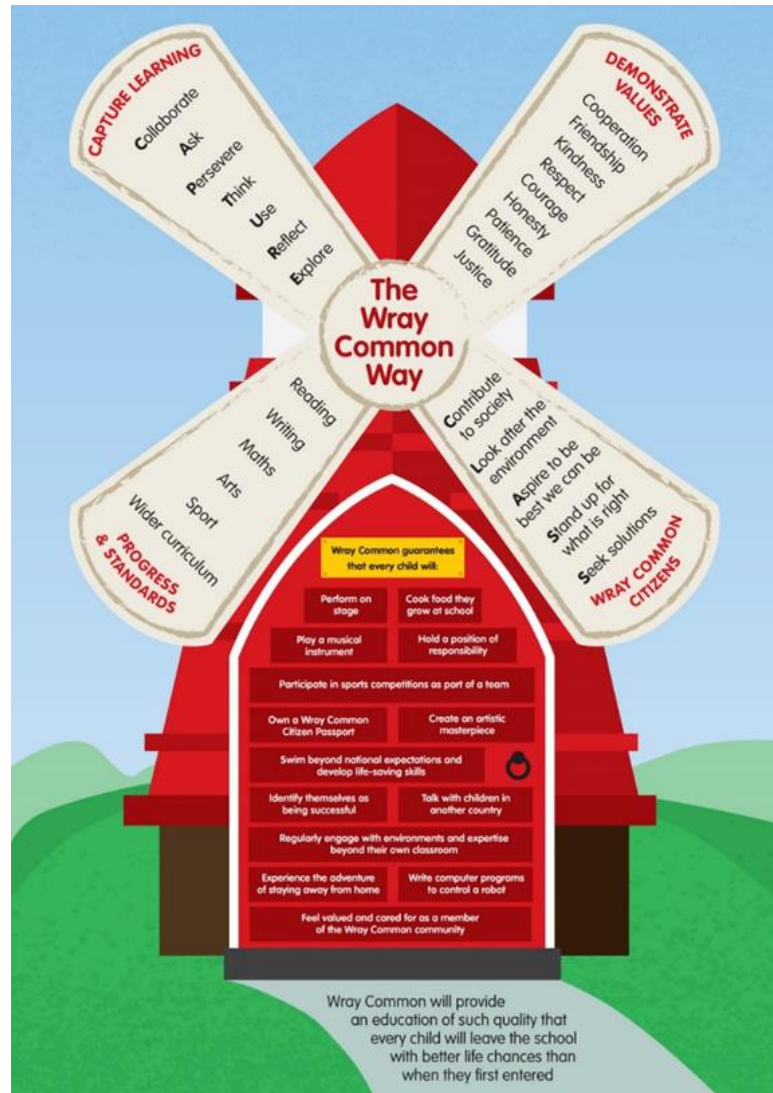




# Anti-Bullying Policy



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SLT Member

Tom Little

# Contents

- Intent ..... 3
- Principles ..... 3
- Policy Development ..... 3
- Roles and Responsibilities ..... 4
- Definition of Bullying ..... 4
  - What does bullying look like? ..... 4
  - How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour? ..... 5
  - Why might children and young people be bullied? ..... 5
  - What types of bullying are there? ..... 6
  - Cyber Bullying ..... 6
- Reporting and Responding to Bullying ..... 6
- Recording Bullying and Evaluating the Policy ..... 7
- Strategies for Preventing Bullying ..... 8
- Links to other Policies ..... 8
- References, Documents and Related Policy/Guidance ..... 8

***“Wray Common Primary 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 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 listen to parents’ concerns and keep them informed of actions taken in response to a complaint;
- To fully investigate 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;
- To specifically record any incidents of bullying relating to protected characteristics, as defined by the Equality Act 2010

## **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 relevant guidance from 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 in the Home Learning Journal.

## Roles and Responsibilities

The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, Local Authority 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

*“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 (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”*

**Preventing and Tackling Bullying, DfE, July 2017**

## What does bullying look like?

Bullying can include:

- Name calling
- Taunting
- Mocking
- Making offensive comments
- Physical assault

- Taking or damaging belongings
- Cyber bullying – unacceptable social media posts, text messaging, 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 ‘bystanders’ or ‘accessories’.

### **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.

Whilst it can be upsetting, it is not unusual for children to have disagreements with friends, and fall out from time-to-time. Falling out with friends is not usually considered bullying, because friends usually make up pretty quickly and friends shouldn't be trying to hurt each other on purpose. However, when behaviour meets the definition outlined above, it is bullying.

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 where it is motivated by prejudice against a particular group, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. If the victim might be in danger then intervention is urgently required.

### **Why might children and young people be 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.

## **Cyber Bullying**

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

At Wray Common, staff senior staff will seek to inform parents of any accusation of cyber bullying involving their child and work with them to address it. However, in exceptional circumstances (such as a reasonable fear that relevant evidence may be deleted) where a device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the head teacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone.

For further information on searching and confiscation, please refer to the Behaviour Policy.

## **Reporting and Responding to Bullying**

Wray Common 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.

As Wray Common Citizens, children are actively encouraged to 'Stand up for what is right' and tell an adult 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 'Worry Box' if appropriate or to a member of staff whom they feel comfortable with. The "Worry 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 by a member of the Senior Leadership Team, in accordance with the 'Bullying Response Plan'

The school will amongst other possible actions:

- Interview all parties
- Inform relevant parents
- Implement an appropriate cause 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 appropriate immediate and ongoing support for both the victim and the bully

## **Recording Bullying and Evaluating the Policy**

Bullying incidents will be recorded electronically on CPOMs by the member of staff who deals with the incident and this will be notified to and held by members of the senior leadership team.

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 will be reviewed by governors annually 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:

- The Wray Common Way
- Restorative Approaches to Behaviour (See Behaviour Policy)
- PSHE/Citizenship Curriculum
- Anti-Bullying Assemblies
- Involvement in Healthy Schools
- Specific Curriculum Input (e.g. Cyberbullying in Computing)
- Student Voice
- Playground Buddying
- Peer Mediators
- Parent Information via Newsletters and Events
- Staff Training for All Staff

## **Links to other Policies**

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Relationships and Sex Education Policy
- Equal Opportunities Policy
- Complaints Policy and Procedure

## **References, Documents and Related Policy/Guidance**

Preventing and tackling bullying - Advice for headteachers, staff and governing bodies, DfE, July 2017

Approaches to preventing and tackling bullying - Case studies, DfE, June 2018

Cyberbullying: Advice for headteachers and school staff, DfE, November 2014