



.....

Anti-Bullying Policy

Reviewed Spring Term 2017
Next review Spring Term 2019

Anti-Bullying Policy

Rationale

Everyone at Whitley Abbey Primary School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

This document outlines how we make this possible at Whitley Abbey Primary School.

Bullying Definition

At Whitley Abbey Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is usually physical hurting, name calling, nasty looks or leaving people out.
- Bullying usually happens when the relationship is imbalanced.
- *Bullying is usually on-going.*

To help the children understand what bullying is we use the Rude, Mean and Bullying definitions



When someone says or does something
unintentionally hurtful
and they do it once, that's
RUDE.

When someone says or does something
intentionally hurtful
and they do it once, that's
MEAN.

When someone says or does something
intentionally hurtful and they *keep doing it*-
even when you tell them to stop or show
them that you're upset—that's
BULLYING.

Actions to Tackle Bullying

Prevention is better than cure so at Whitley Abbey Primary School we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the code of conduct of the school and help pupils to develop strategies to combat bullying-type behaviour. PHSE is a timetabled subject in all classes to support our anti-bullying ethos.

Pupils are told that they must report any incidents of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff. There is provision for school members to report incidents anonymously through 'worry' bags in each class which are collected daily by learning mentors. Children see the learning mentors as a point of contact about any personal issues.

There are posters in cloakrooms and shared areas giving advice about how to deal with any bullying behaviour. Classes have visual reminders of who to go to when they are worried and reminding children of the rude, mean and bullying definitions. All staff wear 'Here to Listen' badges.

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept on CPOMs along with names of any linked children. The Class Teacher of the victim will be responsible for this and will be required to give a copy of report and the action taken to the Learning Mentor. Older pupils may be given the opportunity to write a report themselves. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidents of bullying should be reported to the Head Teacher. If bullying includes racist abuse then it should be reported to the Head Teacher to be recorded on the CPOMs and reported to the LA termly using their pro-forma.

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. All incidents of reported bullying are recorded. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

People will be regularly reminded that victims who are worried about openly discussing an incident when the aggressors are present (e.g. taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. Victims need to feel secure in the knowledge that assertive behaviour and even walking away can be effective ways of dealing with bullying. Setting up a buddy system, or peer counselling possibly with pupils who already hold a position of responsibility, such as School Council members can also be beneficial.

Pupils are always encouraged to tell someone they trust about any form of bullying and pupils are also reminded that it is not acceptable to be a by-stander in these situations and that pupils who witness bullying behaviours should also speak out.

The school keeps a record of all bullying incidents on CPOMs and this is reported termly to the Governing Body through the Health and Safety Committee and annually to the local authority through the Safeguarding Report.

The children will complete a short anti-bullying questionnaire termly in order to pick up on any undisclosed issues and perceptions of bullying. Any issues of bullying are dealt with in the same way as Safeguarding concerns.

Types of Bullying

Cyber-Bullying

The rapid development of, and widespread access to technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

Cyber-bullying

The school recognizes that with the continuous development of modern technology including handheld devices comes the growing risk for our pupils of being the perpetrator of, or victim of, cyber-bullying. We understand that this form of bullying, including the use of text messages, email and social media outside of school can be just as harmful as any other form of bullying. Through our PSHE and ICT curriculum, as well as through our whole school involvement in national events such as Anti-Bullying Week and Safer Internet Day, we will educate the children to behave responsibly on-line. We will endeavor to regularly inform parents through the newsletter, information letters, booklets and guidance of how to tackle the issues relating to cyber-bullying and how we will work with parents to tackle it. Our e-safety ambassadors work along with our IT support to provide up to date information to individuals, groups, classes and parents on e-safety issues.

Parental Involvement

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded from school). A monitoring tool may also be used, usually incorporating a reward for achieving desired behaviour.

Parents will be reminded at the start of each academic year through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. At Whitley Abbey Primary School, we believe that even one case of bullying is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we have and will call on outside agencies to support our action. This policy is seen as an integral part of our Behaviour Policy and Parental Involvement Policy.

Parents are able to access a free drop in session organised by the school IT Advisor for support and advice on privacy settings, blocking, reporting and general internet safety.

The parent newsletter regularly includes information regarding the school's anti-bullying work.

