



Whitley Abbey Primary School Anti-Bullying Policy

Last reviewed on: **March 2022**

Introduction

At Whitley Abbey Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At, Whitley Abbey Primary School we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

This policy is closely linked with our Positive Behaviour Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Vision and Values.

Principles

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment. One of our CORE Learning Values is **respect** and we foster a belief that people should respect themselves and others.

By **respect** we mean that everyone

- values all members of the school community
- displays good manners at all times
- displays tolerance of others with different points of view and beliefs
- shows respect for the school buildings, facilities and surrounding environment

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Whitley Abbey Primary School. These are:

1. Every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured
2. Pupils learn to be strong and independent through positive relationships
3. Pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
4. Pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure 'everyone feels valued, safe and happy'
We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

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, giving unkind looks or leaving people out of activities/games;
- Bullying usually happens when the relationship is imbalanced;
- Bullying is usually on-going.

In order for us to understand what bullying is we use the definition of being rude, mean and bullying to help us.



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.

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, bisexual or transsexual 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, bisexual or transsexual

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. Internet safety is an important part of the curriculum and information for parents is included in newsletters and on the School's website. On-line safety workshops are held to raise parents' awareness of cyber-bullying. In addition to this, teachers use a comprehensive on-line safety package of lessons in conjunction with National Online Safety. The school is a fully paid up member of NOS which provides relevant training for staff. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Code of Conduct

Our schools Code of Conduct and Character Values are regularly promoted in assemblies and displayed throughout the school. Through the promotion of these by everyone, bullying should be significantly reduced.

Pupils are expected to:

1. Behave in an orderly and self-controlled way
2. Show respect to members of staff and each other
3. In class, make it possible for all pupils to learn
4. Move quietly around the school
5. Treat the school buildings and school property with respect
6. Wear the correct uniform at all times
7. Accept consequences when given
8. Refrain from behaving in a way that brings the school into disrepute, including when outside school

Our school's Character Values are;

Kindness

Kindness is making the choice to help others through acts of love, compassion and generosity.

Honesty

Honesty means telling the truth no matter what consequences you may face. An honest person does what they say they are going to do and never lies, cheats or steals.

Friendship

A friend is a person that someone likes or knows. People who are friends talk to each other and spend time together. They also help each other when they are in trouble or are hurt. Friends are people that can be looked up to and trusted.

Courage

Courage involves making good choices in the face of fear or obstacles. It means we do not let fear hold us back from exploring new opportunities, developing our skills, and doing what is right.

Resilience

Resilience is the ability to bounce back after challenges and tough times. Resilient children can recover from setbacks and get back to living life. Resilience develops when children experience challenges and learn to deal with them positively. Strong relationships are the foundation of children's resilience.

Gratitude

Gratitude is pausing to notice and appreciate the things that we often take for granted, like having a place to live, food, clean water, friends, family, even computer access.



Positive Behaviour Policy

Our Positive Behaviour Policy includes rewards and consequences which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher/Designated Safeguarding Lead or senior member of staff.

In any case of alleged bullying, the member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents and incident of potential bullying must be recorded on CPOMs so that patterns of behaviour can be assessed. Parents of both parties should be informed. If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

1. **Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
2. **Emotional:** losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
3. **Behavioural:** asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.