



Whitley Abbey Primary School Anti-Bullying Policy

Approved by:	Robbie Walker	Date: June 2024
Last reviewed on:	June 2024	
Next review due by:	June 26	

Whitley Vision and Values

Aims and Values

We aim...

- For everyone to be valued, safe and happy.
- To promote high standards of teaching and learning and expect the highest levels of attainment for everyone.
- To strive to open children's minds to life's possibilities and promote citizenship amongst our children.
- To place a great emphasis on developing a love of reading and vocabulary to enable children to become lifelong learners.
- To nurture the mental and physical wellbeing of everyone through our character values of; kindness, honesty, friendship, courage, resilience, and gratitude.
- To foster positive relationships, to engender an ethos of tolerance, respect and an understanding that we live in a diverse community.



Hand in Hand we Learn

Core Learning Values

A core learning value is a central belief clearly understood and shared by every member of the school community. We believe in commitment, opportunity, respect and excellence.

By **commitment** we mean that everyone

- shows loyalty to friends, colleagues and the school
- is willing to support and show care for those who need help
- is willing to work to the highest level
- keeps the school rules

By **opportunity** we mean that everyone

- develops confidence through participation
- volunteers in a variety of school situations
- considers their own strengths
- pursues individual interests in a manner which broadens horizons

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

By **excellence** we mean that everyone

- is proud of personal achievement
- produces work of the highest quality
- sets high standards and personal goals for improvement
- makes best use of talents, time and resources

Introduction

At Whitley Abbey Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people. 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.

Whitley Abbey primary School endeavours to ensure that teachers and other adults working with children are equipped with the necessary skills and knowledge to identify and address all types and forms of bullying effectively and safely. Training will include recognising the signs of bullying in children and how to identify vulnerable children who may be susceptible to being bullied. Training ensures staff feel competent and confident in appropriately challenging bullying and provides staff with a clear understanding of the school's policy and procedures on preventing and responding to incidents of bullying.

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.

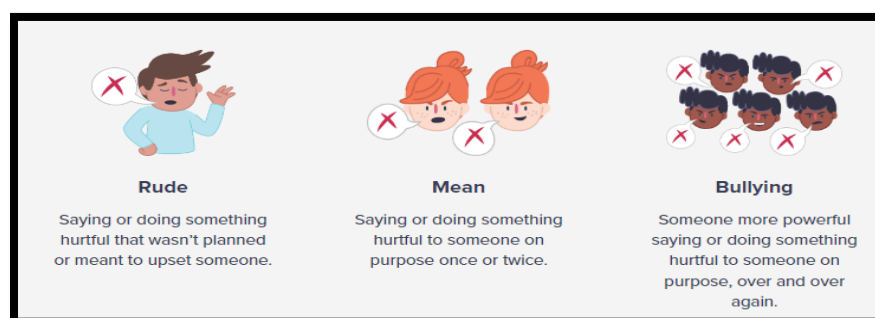
Definition of Bullying

Bullying is a subjective experience that can take many forms. Various definitions of bullying exist and most of these definitions have commonalities. The common aspects in most definitions of bullying are that:

- It is harmful behaviour – leaves you feeling hurt, harmed, unsafe threatened, unable to defend yourself or make it stop
- Targeted – they say or do things on purpose to hurt, embarrass, scare, harass or put you down
- It is usually repeated over time – they act this way towards you over and over again, even if you tell them to stop
- There is a perceived imbalance of power – the person who is bullying has more power (older, bigger, stronger, smarter, more control or influence)

Is it Rude, Mean or Bullying? What is the difference?

- **Rude** – saying or doing something hurtful that was not planned or meant to upset anyone. It is an isolated incident.
- **Mean** – saying or doing something hurtful on purpose once or twice.
- **Bullying** – someone (who may be more powerful) saying or doing something hurtful to someone on purpose, repeatedly over a period of time.



Forms of Bullying

- **Physical** - by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do
- **Verbal** (*including Racism and Homophobia*) - by being teased in a nasty way; insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them
- **Indirect** - by having nasty stories told about them; being left out, ignored or excluded from groups
- **Electronic / cyber-bullying** - via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones (*please also see our Online Safety policy*).

Vulnerable Groups

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

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being gifted or talented
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying.

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. Online safety workshops are held to raise parents' awareness of cyber-bullying. In addition to this, teachers use a comprehensive online safety package of lessons in conjunction with National Online Safety. The school is a paid 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.

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. This supports the school in keeping alleged incidents of bullying to a minimum.

Reporting alleged Bullying

- Children may be aware of bullying as a target, a witness or as a perpetrator
- Children will be encouraged to tell any trusted adult if they think bullying is taking place – this may be a member of staff or family member
- We ask parents to talk to the child's class teacher in the first instance, but if they feel unable to do this, to report it to the Deputy Head Teacher, SENDCO or DSL
- Any reported incident of bullying will be recorded through the use of a 'cause for concern' form in the first instance
- The class teacher will collect relevant information from those involved and report to the Deputy Head Teacher, SENDCO or DSL where appropriate, who will then investigate to establish if the incident(s) meet our definition of bullying
- If it does not meet the definition of bullying, any incident will be dealt with according to our Behaviour Policy
- If it does reach the definition of Bullying, what is outlined below will take place as appropriate

Responding to Bullying

All cases of alleged bullying should be reported to the Deputy Head Teacher, SENDCO or DSL who will respond in a timely manner. Facts will be established first, through speaking to the alleged perpetrator(s), victim(s) and witnesses, as well as parents and pupil witnesses if necessary and appropriate. A risk assessment will be completed if required.

If the allegation of bullying is upheld, the Head Teacher and DSL will meet with all involved or affected, and record information shared. Conversations will then be held with parents/carers to outline the allegation and the relevant actions taken. A package of support will be identified for both the victim and perpetrator, with a Restorative Approach used where appropriate. Appropriate sanctions will be given and considered on a case-by-case basis and all staff will be made aware to ensure support and monitoring of pupils involved.

All incidents of bullying and one-off incidents of unkind behaviour must be recorded on CPOMs so that patterns of behaviour can be assessed. Any further incidents should lead to intervention, further monitoring, support and sanctions where necessary. A referral to MASH / Police may be necessary. Incidents of Bullying will be recorded on the School Bullying Log and a review timeline will be established.

A Restorative Approach

Where appropriate and in most cases of bullying, the school will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves perpetrators and victims of bullying, focusing on the unacceptable behaviour in an emotionally intelligent way and ensures children causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied;
- Accept responsibility for the harm caused to others (for example staff, friends or family);
- Recognise the need to take action to begin to repair the harm caused;
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

Sanctions

Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Policy, taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the children's disability or SEN and the extent to which they understand and are in control of what they are doing. Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other children that the behaviour is unacceptable and deter them from doing it.

Working with Parents / Carers

Where the school has become aware of a bullying situation, parents/carers of the child/young person who is being bullied will be invited into school to discuss their child's situation. The school takes parents/carers reporting bullying seriously. Parents/carers are initially encouraged to refer their concerns to the class teacher. Senior members of staff such as the Deputy Head, SENCO, DSL and the Head Teacher will be involved where appropriate.

Ongoing Monitoring

A designated adult will check with all those involved, as part of an agreed plan, to ensure that further instances of bullying are not occurring.

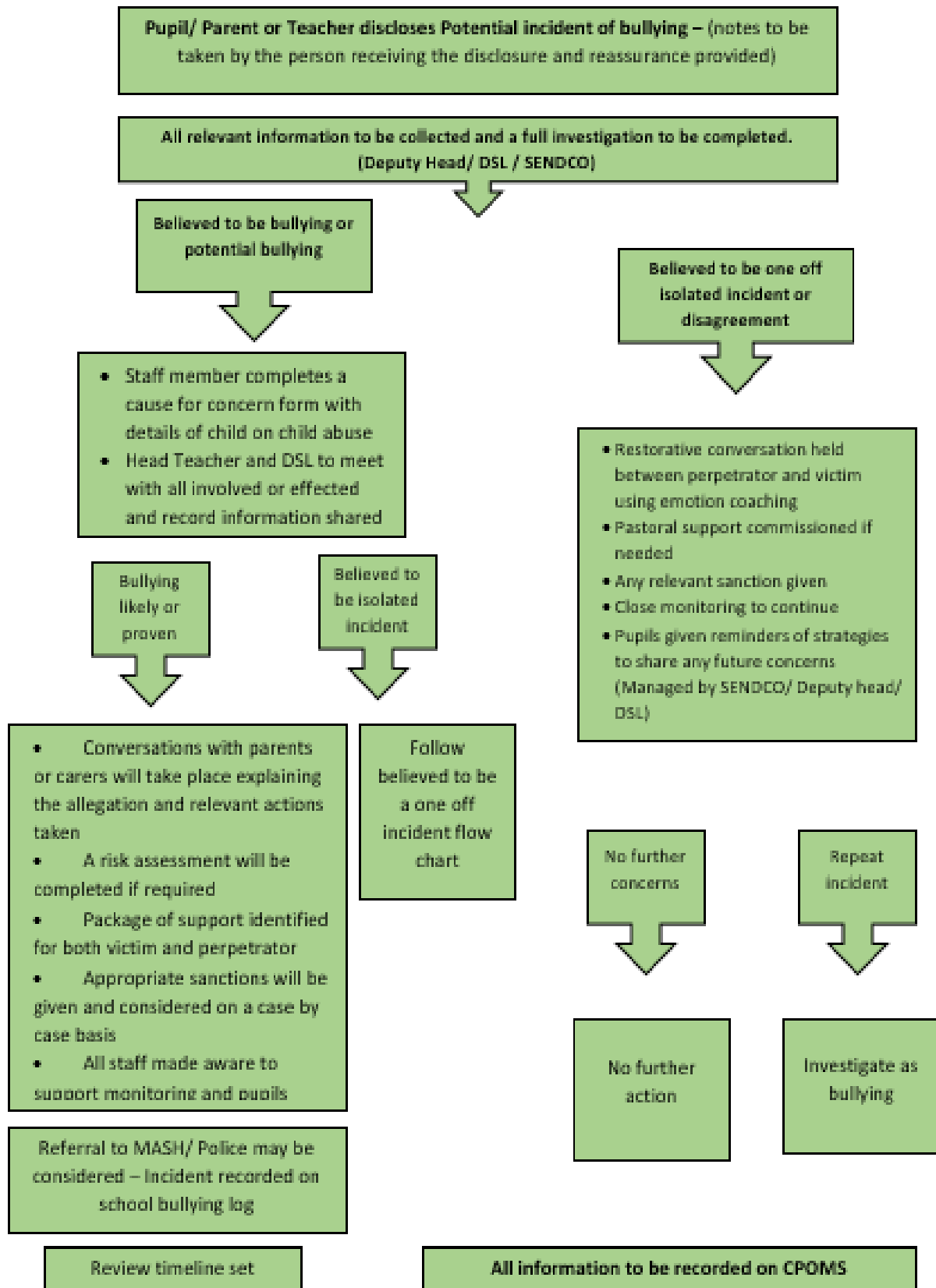
Signs of Bullying

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.



Managing Accusations of Bullying or Child on Child Abuse





Managing Accusations of Bullying or Child on Child Abuse – additional guidance

How to talk to a child about bullying

TALKING TO A CHILD ABOUT BULLYING
WHAT HELPS vs WHAT HURTS

✔	✘
It took a lot of courage to tell me this.	Why are you letting other people get to you?
I know this is hard for you. You don't deserve to be treated this way and it's not your fault.	What have you done to cause people to treat you this way?
I'm always here to listen and to help you.	You shouldn't care what other kids think.
How would you like to handle this?	You just have to be strong and push through this.
Who at school has your back?	Don't let them treat you like that. You need to fight back and stand up for yourself!



Is it bullying?

What's the difference?

There are four things that can help you identify bullying over unkind, rude or mean behaviour.

Bullying is:

Unbalanced – the person who is bullying has more power (older, bigger, stronger, smarter, more control or influence).

Harmful – leaves you feeling hurt, harmed, unsafe, threatened, unable to defend yourself or make it stop.

Targeted – they say or do things on purpose to hurt, embarrass, scare, harass or put you down.

Repeated – they act this way towards you over and over again, even if you tell them to stop.

<p>Rude</p> <p>Saying or doing something hurtful that wasn't planned or meant to upset someone.</p>	<p>Mean</p> <p>Saying or doing something hurtful to someone on purpose once or twice.</p>	<p>Bullying</p> <p>Someone more powerful saying or doing something hurtful to someone on purpose, over and over again.</p>
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Before Intervention

I feel safe in school		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
I feel staff listen to me		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
I have a person with whom I can share my concerns		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Each day I feel							
On the playground I feel							
In class I feel							
Moving round school I feel							

After Intervention

I feel safe in school		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
I feel staff listen to me		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
I have a person with whom I can share my concerns		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Each day I feel							
On the playground I feel							
In class I feel							
Moving round school I feel							



What Happens if I think I am being bullied?

