"Together we learn, Together we succeed"

Anti-Bullying Policy

This policy has been written to ensure that the school's ethos, curriculum, and practices promote shared values. It also encourages staff, children and other members of the Welbourne community to understand others and to value diversity, irrespective of gender, race, belief and sexual orientation.

As a Rights Respecting School, we put the United Nations Convention on the Rights of the Child at the heart of our planning, policies, practice and ethos.

Policy Agreed	Reviewed by	Ratified on	Approved by	Signature on behalf FGB	Next Review
November 2014	P Meehan	Nov 2022	FGB	R Moffat	November 2024

Aims

•   We aim, as a school, to create a safe, supportive and secure environment where all can learn and flourish. This policy aims to produce a consistent school response to any bullying incidents that may occur.

•   We aim to make the whole school community aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. the relationship between bullying and the safeguarding of children and young people. Be clear that you take bullying extremely seriously, and that you understand that bullying can be a form of peer-to-peer abuse.

What is Bullying?
Bullying, as stated in 'Preventing and tackling bullying' by the DfE, is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. This is referred to as a form of 'child-on-child abuse' (formally known as peer-on-peer abuse) (KCSIE, 2022).

Bullying can be:-

Physical
Pushing, kicking, hitting, pinching and any other forms of violence.

Verbal
Name-calling, tormenting, hiding books, threats or threatening gestures, ridicule, humiliation, homophobic comments.

Racist
Racial taunts, graffiti, gestures

Sexual
Unwanted physical contact or sexually suggestive comments

On-line or via technology
Using social media to threaten, humiliate or ridicule. This is also known as cyberbullying (another form of child-on-child abuse referred to in our E-Safety policy).

Discriminatory
Taunts, graffiti, gestures that focus on: religion, culture, SEND, disability, sexuality, sex, gender, appearance, home circumstances or home language.

Indirect Bullying
Undermine the victim's reputation and can cause exclusion and peer rejection; e.g. spread rumours and malicious gossip. For this form of bullying it can be hard to identify the people responsible.

Welbourne Primary School has produced an anti-bullying video to explain our policy to children. This can be found on the 'Welbourne TV' area of our website.

SCHOOL STATEMENT

● Welbourne Primary School fully understands the relationship between bullying and the safeguarding of children and young people. We take bullying extremely seriously, and we understand that bullying can be a form of child-on-child abuse (KCSIE, 2022).

● Welbourne Primary School has explicitly adopted a child-rights approach based on the 'United Nations Convention on the Rights of the Child' and has embedded it in school policy, practice and culture. Therefore, children, young people and adults in our school will have a thorough understanding of child rights, and rights respecting attitudes and language are embedded across the school to help prevent bullying.

● The school will not tolerate bullying of any kind. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as wholly unacceptable.

● The school seeks to address any issues relating to bullying and will endeavour to ensure that this is dealt with in a clear, sensitive and positive manner.

● Any instance of bullying will be reported to the Head Teacher and recorded.

● Bullying of school staff will not be tolerated, whether by pupils, parents or staff.

● Everyone connected with the school in any capacity will be tolerant of others, regardless of age, size, race, gender, religion, sexual orientation, interest, abilities or disabilities.

● The school will ensure that PHSE will be addressed through the six puzzle pieces through the Jigsaw curriculum. While discussed throughout the academic year, Anti-bullying will be given greater focus through 'Celebrating Difference' in Autumn 2 and is one part of how Welbourne embeds bullying prevention into the curriculum.

● The school will celebrate differences and promote equality through: festivals, displays, inclusion, family events, parents involved in their children's learning.

● Incidents of bullying will be discussed by the Senior Leadership Team and incidents are always reflected on to drive school improvement.

● If incidents of bullying persist it will be a matter for SLT and the Behaviour Policy procedure will be followed.

● Consequences of bullying will be dealt with according to the behaviour management procedures. They will also be reflected on the traffic light system in the classroom. In addition any discriminatory bullying will be recorded and logged on a Discrimination Recording Form, as well as being recorded electronically on Integris G2.

● If required a Senior Staff member will meet with parents /carers to develop an individual behaviour plan for a child.

● Bullying children will be offered support through a range of ways to educate and reflect, such as through pastoral support groups and the Jigsaw scheme of work.

● Strategies for prevention of bullying include: peer mediation; rewarding positive behaviour through raffle tickets, certificates, stickers and traffic light system; clear expectations of behaviour; prefects supporting younger children.

● Awareness of anti-bullying is raised through regular events. Please see the most recent BIG minutes displayed outside near the community room to see upcoming events.

● A collaborative anti-bullying approach is taken based around the school's core values of the school. This is to develop a positive whole school communal ethos that enables the children to be safe and able to reach their full potential.

ROLES

The Role of Pupils:

- How pupils can report bullying:
- Talk to an adult that they trust.
- 'Worry box' for children to record an incident on a slip. A box is placed in each classroom. Staff respond to issues or problems, individually or through circle time discussion or a PHSE lesson.
- Supporting each other through Peer Mediation.
- Supporting each other through supported and safe discussion in PHSE sessions.
- Develop an information or step-by-step guide for other pupils. Make posters for around the school on what to do if you are bullied, and what happens then to support you.
- Through the Bullying Intervention Group (BIG), plan and carry out activities throughout Anti-Bullying Week.
- Contribute towards action planning through surveys, pupil voice and BIG.

The Role of Governors:

- The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the Anti- Bullying policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- The governor responsible for anti-bullying is Kate Thomas
- To contribute towards action planning through BIG.

The role of the Headteacher:

- It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The headteacher ensures that all children and adults know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why certain behaviour is wrong, and what pupils could have done.
- The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. This includes training our procedures through our behaviour policy, e-safety and safeguarding.
- The headteacher sets the school climate of mutual support and praise for success, making bullying less likely. When children feel they are important and belong to a friendly and welcoming school that celebrates diversity, bullying is far less likely to be part of their behaviour.
- The headteacher will ensure that the school supports pupils through the Jigsaw scheme of work, Anti-Bullying Week, Assemblies, Parent meetings and newsletters which will inform parents of what bullying is and what they should do.

The role of the adults in the school:

- Adults in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.
- If adults witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied, then, after consultation with the headteacher, the teacher informs the child's parents.
- If, as adults, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and a consequence for the child who has carried out the bullying (see below). We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the Special Educational Needs Co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.
- Adults will be sensitive to the issues of children with SEN when bullying is raised and will ensure vigilance in observing these pupils particularly in more potentially vulnerable times of the day/locations.
- Adults attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- Adults will ensure that children are rewarded for positive actions towards each other in line with the termly SEAL theme and celebrated for those actions through our weekly UNICEF Rights Respecting award for pupils.
- Adults will encourage pupils to use peer mediation (Welbourne has an established Peer Mediator system) and set up buddy systems for new pupils to class or those who may benefit from having an allocated buddy.
- Adults will undertake e-safety training annually and ensure that they teach pupils e-safety annually in the autumn term.
- Pupils may be supported by additional services in school such as the School Counsellor or the Learning Mentor to develop strategies to overcome bullying.
- Strategies will be developed to prevent bullying in all areas of the school including the playground, dinner hall, classrooms, corridors, and common areas. Anti-Bullying posters will be displayed throughout the school as a reminder.
- All staff members are responsible to prevent bullying. The member of staff with lead responsibility is Robert Lane. Frank Streeter is the E-safety officer. The school takes E-safety very seriously and a record of such incidents is logged.

The role of parents / carers:

- Parents and Carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- Parents and Carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.
- Parents and Carers will be expected to uphold the school's Anti-Bullying Policy at all times through their own conduct and interaction with staff and children in the school.

Monitoring and Reviewing

• The school will share this policy on the school website. Stakeholders will be invited to contribute to monitoring and reviewing through Newsletters, Parent Evenings and the school's ongoing work towards the BIG award.
• The school will seek parental contributions on an annual basis through a parent survey.
• The school will seek children's contributions through the annual pupil survey, pupil discussions and through school council meetings.
• The governing body will review the policy.
• The policy will be reviewed annually by all stakeholders.
• The school will use data analysis information of reported incidents of bullying to reflect on and re-design strategies for tackling bullying.
• Progress will be monitored annually through an action plan.

Welbourne Primary School recognises that policies need to operate cohesively. The policies below give further information regarding specific areas of Anti-Bullying. Co-ordinators of each area meet on a regular basis to ensure a common purpose with regards to the prevention of bullying.

PHSE – This policy describes how the school works towards creating a positive ethos within the school.
E-Safety – This policy describes cyber bullying in detail with reference to pupils and staff. It gives a description and definition of cyber bullying, the forms that it can take and how such incidents are dealt with. There is also guidance for teachers who are cyber bullied.
Behaviour – Explains how incidents of bullying are dealt with seriously and by the head teacher. This policy also shows the reprimands for bullies
Child Protection – Explains that abused children could be being bullied.
Equality Statement– This policy explains the duties an employer has regarding discrimination. It describes how the school works to eliminate bullying as a form of discrimination.
Acceptable use policy – The procedure to keep children protected of the risks posed by e-safety are explained to Staff, Governors and Visitors.
SEN/Inclusion policy – The school vision for SEND children is explained in this policy.

BULLYING CONSEQUENCES

The most important consequences of bullying are the feelings experienced by those who are bullied. Children who are bullied are more likely to be depressed, anxious, or suffer from other negative experiences. Those who bully are also more likely to be involved in future anti-social behaviour and have criminal convictions. Therefore it is paramount that bullying is taken seriously within the Welbourne community.

Sanctions from bullying will also be dealt with in line with the behaviour management procedures. They will also be reflected on the traffic light system in the classroom. In addition any discriminatory bullying will be recorded and logged on a Discrimination Recording Form.

1. Verbal warning by class teacher
- Incident is recorded on a behaviour log
- Parents of both victim and perpetrator to be informed by class teacher

2. Written warning by Senior Leader
- This second incident is also recorded on a behaviour log and discussion logged on Incident Investigation form
- Parents are contacted by SLT for meeting

3. Sent to Head Teacher for final warning
- The Head Teacher contacts parents
- Action plan drawn up with parent and child
- All staff made aware of concern
- Governors informed

4. Any further incidents may warrant a fixed term or even permanent exclusion

Policy was written by whole school.

Reference documents for proposed changes:

KCSIE 2022
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_
data/file/1101454/Keeping_children_safe_in_education_2022.pdf

Kidscape guide to policy writing:
https://www.kidscape.org.uk/media/134350/guide-to-writing-an-anti-bullying-policy.pdf

BIG Guide to writing an Anti-Bullying policy

Anti-Bullying Alliance guide to Anti Bullying

Equality and Human Rights Commission

https://www.equalityhumanrights.com/sites/default/files/using-data-to-inform-and-
evaluate-anti-bullying-strategies.pdf

For use for future child-friendly document about bullying and helping bullies stop bullying:

https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/bullying-
cyberbullying/