



Witton Gilbert Primary School

Anti-Bullying Policy

This Policy should be read in conjunction with our School Aims, Behaviour Policy, E-Safety Policy, Safeguarding Policy, Restrictive Physical Intervention Policy, Equality Policy and Child Protection Policy.

1. Introduction

Witton Gilbert Primary School is completely opposed to bullying of any kind and it will not be tolerated. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. We believe that bullying behaviour is totally unacceptable and that where bullying is challenged effectively, children will feel safe and happy.

We believe that children have the right to learn in an environment which is free from fear and intimidation (Ref UNCRC, Article 28: Every child has the right to an education. Ref UNCRC, Article **: Every Child has the right to be in a Safe Environment)

We believe that everyone has a right to be treated with respect and to play without fear, as agreed in the UNCRC, Article 29: 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights' and in Article 31: 'Every child has the right to relax and play'.

Pupils who are bullying others need to learn different ways of behaving. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy aims and objectives.

This policy has been developed through consultation which involved all members of the school community – children, parents/carers, governors and all school staff.

2. Participation and Consultation Process

This policy has been developed as part of:

- Awareness-raising programmes (Inter-school work)
- Survey/questionnaires distributed to pupils, parents and whole school staff.
- Obtaining the views of elected student representatives e.g. Anti-Bullying Champions, School Council and Rights Respecting Representatives.

This policy is regularly monitored, evaluated and is reviewed on a 2 yearly basis in line with LA recommendations.

3. Signs of Bullying

The behaviour of children, young people and adults is not always easily understood. Changes in behaviour may have many causes. Being bullied can be one reason why a child or young person's behaviour changes.

There is a need to be alert to the possibility that bullying is occurring.

These are some possible signs which may need to be investigated sensitively: -

The child or young person may:

- Become withdrawn, clingy, moody, aggressive, unco-operative or non-communicative
- Behave in immature ways, e.g. revert to thumb sucking or tantrums
- Have sleep or appetite problems
- Have more difficulty in concentrating
- Show variation in performance
- Have cuts, bruises or aches and pains without adequate explanation
- Request extra money or start stealing
- Have clothes or possessions which are unusually damaged or lost
- Complain of illness more frequently
- Show a marked change in a well-established pattern of behaviour e.g. A sudden loss of interest in a previously favoured activity
- Changing times of coming to and going from the house
- A reluctance to (or no longer wishing to) leave the home
- A request to change school
- A refusal to return to a place or activity

4. What is Bullying?

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. Bullying may be repeated over a period of time and it is very difficult for the victims to defend themselves. Bullying results in fear, pain, worry and distress to the victim (s).

Bullying is often purposeful and repeated action conducted by an individual or group and directed against an individual who cannot defend him / herself in the situation. However, bullying can also take place in the form of an isolated incident. It involves an abuse of power.

Witton Gilbert Primary School uses the following collaborative definitions of bullying. It may take various forms:

- Verbal: name calling, use of threatening or provocative language, racial taunts, making fun of culture and religion, teasing, unfavourable or negative comments, gestures or actions relating to disability or special educational needs, spreading rumours;
- Psychological: excluding from play, refusing to talk or even acknowledge an individual, threatening;
- Physical: hitting, kicking, nipping, pushing tripping, taking or hiding another's property.
- Online/Cyber: misuse of technology (internet or mobiles) to hurt or humiliate another person.
- Homophobic and Transgender: Homophobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, other physical traits or because they have friends or family who are gay, lesbian, bisexual, or transgender or just because they are seen as being different.
- Racist racial taunts: Graffiti, gestures, making fun of culture and religion.

Bullying is harmful for all involved: not just the person who is bullied, but also to those who stand by. It can lead to lack of self-esteem, depression, anxiety and physical harm.

SOME VICTIMS OF BULLYING DO NOT APPEAR TO REVEAL ANY OUTWARD SIGNS. THESE SIGNS CAN ALSO BE AN INDICATION OF OTHER PROBLEMS AND MAY NOT ALWAYS BE LINKED TO BULLYING.

5.Guidelines for Staff

Children have the right to be safe. All staff have a responsibility to keep them safe.

The Responsibilities of Staff

Our staff will:

- Foster in our pupils self-esteem, self-respect and respect for others. Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.

- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.
- Ensure the immediate safety and well-being of children and young people.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Work with pupils and parents as necessary to resolve incidents.
Parents of the child who is being bullied and of the child who has bullied should be supported to ensure that incidents are not repeated and children are happy at school.
- Record incidents and actions being taken and report suspected cases of bullying to a member of the Senior Leadership Team so that incidents can be monitored over time. Records will include names, date, details of incident, action taken.
- Follow up any complaint by a parent about bullying, and report back promptly to parents fully on the action which has been taken.
- If appropriate other relevant professionals may be contacted to address issues eg. EWO, Education Psychology, Parent Support Advisor
- Staff will receive ongoing training to ensure that strategies for dealing with incidents are consistent and their practice is up to date.
- Staff will be given regular training of the Data Protection Act 1998 with regard to the disclosure of information.

6. These actions have been taken:

A member of staff is responsible for co-ordinating anti-bullying issues.

Staff and children are informed of developments on bullying issues by Anti-Bullying Champions; through house assemblies; via posters, leaflets, games, circle time and PSHCE lessons; buddy work; information on our website.

Co-operative behaviour is positively encouraged.

Support is provided to victims of bullying and incidents are dealt with promptly.

Support is provided to those alleged to be bullying and a plan devised to support positive behaviour in future.

Children can voice their concerns anonymously in a worry box or a worry book.

Children can raise concerns through Anti-Bullying Champions or buddies.

Children also know that they can speak directly to class teacher, Teaching Assistants, lunchtime supervisors, play leader or members of Senior Leadership Team. They are aware and will be reminded that these staff members are required to share the information to help.

7. The Responsibilities of Pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

Remember

Bullying can make children feel scared and alone. You should not be silent when you are being bullied. Telling about bullying isn't 'telling tales' or 'grassing'. Bullying is wrong and should be reported. No-one deserves to be bullied. Bullying is everyone's problem.

Children who bully others need help too. By telling, you will get them the help they need so they won't bully others.

8. The Responsibilities of Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their child/ren to report any bullying to their class teacher and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keep a written record of any reported instances of bullying

9.The Responsibilities of All

Everyone should:

- Work together to combat bullying.

SOME USEFUL CONTACT DETAILS

www.DfES.gov.uk

www.durhamlea.org.uk/abs

The Anti-Bullying Alliance (ABA)

Bullying Intervention Group

<http://www.bullyinginterventiongroup.co.uk>

VIVA Anti-Bullying Service

Val McFarlane & Vicci Cheetham – val.mcfarlane@bigaward.org.uk

Review Agreed on 9th March 2017 by Behaviour and Safety Committee and Anti-Bullying Champions (Keelan Cummings, Ruby Leslie, Alfie Crone, Joel Nicholson, Ryan Goff and Conner Pacey).

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