

Witton Gilbert Primary School



Anti-Bullying Policy

2022-2024

Policy approved by	Governing Body – Curriculum and Standards Committee
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Headteacher	Mrs Paula Nelson
Chair of Governors	Mrs Michelle Harrison

Contents

Important contacts	2
1. Principles and Aims	3
2. Legislation and statutory guidance	3
3. Definitions	3
4. Signs of Bullying	4
5. Entitlement	5
6. Role of Staff, Pupils, Parents and Governors.....	5
7. Strategies for the prevention and reduction of bullying	6
8. Cyberbullying	7
9. Bullying of Staff.....	8
10. Review	9
11. Useful links	9

Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Mrs Paula Nelson	wittongilbert@durhamlearning.net 0191 3710424
Deputy DSL	Mrs Katherine Curry	wittongilbert@durhamlearning.net 0191 3710424
Local authority designated officer (LADO)	Sharon Lewis	03000 268835
Chair of governors	Michelle Harrison	m.harrison600@durhamlearning.net
Channel helpline		020 7340 7264

1. Principles and aims

This policy outlines the school's views on bullying in line with the school's Behaviour Policy. At Witton Gilbert Primary School, we believe we should work together to create an environment in which pupils can learn and develop.

Witton Gilbert Primary School offers a caring environment where all children are valued. The development of maturity and self-esteem are paramount to providing the best learning environment.

This policy applies to all children and adults within school. This policy document applies to all aspects of school life.

2. Legislation and statutory guidance

The Headteacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and bring these to the attention of staff, parents and pupils.

This document has been informed by:

- Durham County Council Anti-Bullying Policy and Guidelines.
- The Disability Discrimination Act (2002)
- The Equality Act (2010)

Witton Gilbert Primary School is a learning community where all children are encouraged to see themselves as learners and participate in their own learning, within and beyond the school.

Our Behaviour Policy outlines in clear terms our whole school approach to encourage all pupils to demonstrate positive emotional behaviour, conduct behaviour and learning behaviour whilst at school and in the wider community.

Positive action is taken to prevent bullying within PSHCE lessons and through cross curricular learning opportunities.

Wellbeing and the promotion of good mental health practices are embedded in our school culture and all pupils understand how to protect their own wellbeing and the wellbeing of others.

Our school offers support to parents on how to help their children engage safely and responsibly with social media through ClassDojo messages to parents; sharing of e-safety links; advice in school newsletter and signposting to other sources of support and advice.

We aim for pupils to learn in a supportive, caring and safe environment without fear of being bullied. Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

3. Definitions

Bullying is defined as deliberately hurtful, upsetting or threatening behaviour, by an individual or a group towards other people. Bullying results in fear, pain, worry and distress to the victim(s). Bullying is often a purposeful and repeated action conducted by an individual or group and directed against an individual who cannot defend themselves in the situation. Bullying may or may not be because of a protected characteristic.

Prejudice related incidents are incidents relating to a protected characteristic, which may or may not be directed at an individual. They may or may not be carried out with the intention to harm or cause offence.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying can take many forms including; name-calling, threats, humiliation, playing tricks and pranks, spitting, hitting, pushing and jostling, 'accidentally' bumping into someone, damaging or taking belongings, malicious text messages, e-communications and photographs, leaving people out of groups or games or social occasions, and spreading hurtful and untrue rumours. Several of these behaviours plainly involve the use of words. Several, however, may be non-verbal, involving body language, gesture and facial expression. Non-verbal behaviours can be just as hurtful and intimidating as those which involve abusive language.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

All school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

4. 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.

5 Entitlement

Everyone at Witton Gilbert Primary School has the right:

- To work and play in a safe and secure environment
- To express their attitudes and feelings constructively and have these respected by others
- To have an uninterrupted education
- To have personal property respected

Everyone at Witton Gilbert Primary School has the responsibility:

- To behave acceptably in all situations
- To accept the consequences of their actions
- To understand their responsibilities in the learning process
- To be polite and co-operative with everyone respecting their rights
- To respect public property and other children's personal property

6. Role of Staff, Pupils, Parents and Governors

Staff will:

- Develop a positive classroom and school culture that fosters 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
- Raise awareness of bullying with all classes so that every pupil learns about what it is, the damage it can do and how to report it
- 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 taken via CPOMS 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 e.g. Education Psychology, Early Help,

We expect children to:

- Treat others kindly and with respect
- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity
- Tell an adult if they think they or another child is being bullying

Bullying can make children feel scared and alone. Children should not stay silent if they see or know it is happening. Bullying is wrong and must be reported. Children who bully others need help too. By telling, they will also get the support they need.

We ask that parents:

- Support their children to behave well and respect others
- Work co-operatively with teachers and their child in building positive attitudes towards learning and school
- Watch for signs of distress or unusual behaviour in their children, which might be a sign of bullying
- Advise their child/children to report any bullying to their class teacher and/or inform the school directly of any bullying
- Support and reassure their children that appropriate action will be taken

The Role of Governors

The Governing Body supports the Head Teacher 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 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 school policy regularly. The governors require staff to keep accurate records of all incidents of bullying and report to the governors on request about the effectiveness of school anti-bullying strategies.

7. Strategies for the prevention and reduction of bullying

At Witton Gilbert Primary School, there are a number of strategies to support the prevention and reduction of bullying, including:

- Welcoming open culture where staff are approachable and know children well
- Good ratios of adults to children at playtimes
- Wide range of activities and resources at playtimes to help engage children in positive play
- PSHCE is taught through the 'Jigsaw' programme and across the curriculum to promote positive relationships

- Assemblies celebrate positive behaviour
- Make children aware that bullying is unacceptable, will not be tolerated and that every incident will be acted upon.
- Staff encourage children to play well and model good strategies
- Through the promotion of good wellbeing and mental health practices, themes of respect, tolerance and kindness are explored regularly with all children.
- Restorative approaches are used to resolve any issues between children
- Be aware of children who may be more likely to be victims but also be aware that anyone is a potential victim. The more vulnerable could be someone:
 - with special educational needs and/or disabilities
 - new to the class or school
 - different in background, appearance or speech from other children
 - suffering from low self-esteem
 - more anxious or nervous than most
 - who give a "reaction" when bullied - i.e. loss of control, tantrums, crying

8. Cyberbullying

Mobile, Internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. But their popularity provides increasing opportunities for misuse through 'cyberbullying'. It is crucial that children and young people, who are particularly skillful at adapting to new technology, use their mobiles and the Internet safely and positively, and that they are aware of the consequences of misuse.

School staff, parents and pupils of Witton Gilbert Primary School must be constantly vigilant and work together to prevent this form of bullying and tackle it wherever it appears. Unlike other forms of bullying, cyberbullying can follow children and young people into their private spaces and outside school hours; there is no safe haven for the person being bullied. Cyberbullies can communicate their messages to a wide audience with remarkable speed and can often remain unseen and unidentifiable.

What is cyberbullying?

- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
- Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible.
- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
 - Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- Bullying through instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- Bullying via websites includes the use of defamatory blogs, personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying.

School staff, parents and pupils of Witton Gilbert Primary School need to work together to prevent this and to tackle it whenever it occurs. The school has a duty to ensure that:

- Teachers have sufficient knowledge to deal with cyberbullying in school

- The curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely
- All e-communications used on the school site or as part of school activities off-site are monitored
- Internet blocking technologies are continually updated and harmful sites blocked
- They work with pupils and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice
- Security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside school
- They work with police and other partners on managing cyberbullying.

Staff have a responsibility to:

- Teach children safe internet etiquette
- Apply school policy in monitoring electronic messages and images
- Teach pupils the value of e-communications and the risks and consequences of improper use, including the legal implications

Witton Gilbert Primary School can help parents by:

- Providing information via website and newsletters
- Providing support when cyberbullying incidents are reported

9. Bullying of Staff

All forms of bullying of staff, either face to face or online, or whether by pupils, parents or colleagues, is unacceptable. At Witton Gilbert Primary, we believe staff can have fulfilling careers free from harassment and bullying. Positive school parent relationships help create an atmosphere of trust that encourages parents to raise concerns in an appropriate manner and ensures parents and carers are aware and understand how to communicate with the school.

It is not acceptable for pupils, parents or colleagues to denigrate and bully school staff via social media in the same way that it is unacceptable to do so face to face. School leaders, teachers, school staff, parents and pupils all have rights and responsibilities in relation to cyberbullying. Schools encourage all members of the school community, including parents, to use social media responsibly. Parents have a right to raise concerns about the education of their child, but they should do so in an appropriate manner

If a member of staff is subject to online bullying:

- Where the perpetrator is known to be an adult, in nearly all cases, the first action would be for a senior staff member to invite the person to a meeting to address their concerns, and if they have a reasonable complaint, to make sure they know how to raise this appropriately. They can request that the person removes the offending comments. If they refuse, it should be an organisational decision what to do next – either school or the member of staff could report the matter to the social networking site if it breaches their terms, or seek guidance from the local authority, legal advisers or support from other agencies for example, The UK Safer Internet Centre.
- If the comments are threatening or abusive, sexist, of a sexual nature or constitute a hate crime, the member of staff or a representative from the school may consider contacting the local police. Online harassment is a crime.

10. Review

The policy will be reviewed at least every two years by school staff and governors.

Useful Links

Witton Gilbert Primary School Behaviour Policy [Version 1 \(wittongilbert.durham.sch.uk\)](http://wittongilbert.durham.sch.uk)

Witton Gilbert Primary School Equality Statement Policy [WGPS-Equality-Policy-Statement-Jan-2022.pdf \(wittongilbert.durham.sch.uk\)](http://wittongilbert.durham.sch.uk)

Witton Gilbert Primary School Online Safety Policy [WGPS-Online-Safety-Policy-2021-2022.pdf \(wittongilbert.durham.sch.uk\)](http://wittongilbert.durham.sch.uk)

Witton Gilbert Primary School Child Protection and Safeguarding Policy [WGPS-Child-Protection-and-Safeguarding-Policy-2021-2022.pdf \(wittongilbert.durham.sch.uk\)](http://wittongilbert.durham.sch.uk)

Witton Gilbert Primary School Additional Safeguarding Advice [WGPS-Additional-Safeguarding-Guidance-A-response-to-COVID-19.pdf \(wittongilbert.durham.sch.uk\)](http://wittongilbert.durham.sch.uk)

Childnet Using Technology Guide [Using technology | Childnet](http://www.childnet.co.uk)

NCSC Advice and Guidelines on privacy and security settings on social media guide [Social Media: how to use it safely - NCSC.GOV.UK](http://www.ncsc.gov.uk)

Safer Internet Centres - Guides and resources Parents and Carers [Parents and Carers - UK Safer Internet Centre](http://www.saferinternet.org.uk)

Safer Internet Centres Professional Reputation - Understanding and managing your online reputation Guide [Professional reputation - UK Safer Internet Centre](http://www.saferinternet.org.uk)

UK Safer Internet Centre- Professionals Online Safety Helpline Tel. 0344 381 4772 [Professionals Online Safety Helpline - UK Safer Internet Centre](http://www.saferinternet.org.uk)

The Anti-Bullying Alliance (ABA) <http://anti-bullyingalliance.org.uk>

Bullying Intervention Group <http://www.bullyinginterventiongroup.co.uk>

The National Society for the Prevention of Cruelty to Children <http://www.nspcc.org.uk>

Internet Matters <http://www.internetmatters.org/>

Bullying UK <http://Bullying.co.uk>

Beyond Bullying <http://www.beyondbullying.com>