

# ANTI-BULLYING POLICY

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## 1. INTRODUCTION

The Anti-bullying policy reflects the school's aims to provide a safe and supportive environment where kindness & success is celebrated. The school aims to foster values of tolerance and mutual respect through promoting the self-esteem of all members of the school community.

At William Morris Primary School bullying behaviour and peer on peer abuse is contrary to the school ethos. We intend that the policy is clearly understood and shared by all, children, staff and parents.

## 2. AIMS

The aims of this policy are to:

- prevent or reduce peer on peer, including bullying in any form
- adopt a consistent approach to dealing with incidents of peer on peer abuse, including bullying
- create an emotionally safe environment where positive relationships can develop
- ensure that all pupils, parents and staff are aware of this policy and their roles and responsibilities in contributing to its success

Specific articles of legislation referring to the welfare and protection of pupils include the following:

- Article 17 – Duty to Safeguard and Promote the Welfare of Pupils
- Article 18 – Child Protection Matters
- Article 19 – School Discipline: Measures to Prevent Bullying
- 'Pastoral Care in Schools: Promoting Positive Behaviour' (2001)
- 'Pastoral Care in Schools: Child Protection' (1999) 2

## 3. PRINCIPLES

- pupils have a right to learn in a safe and supportive environment, free from intimidation and fear
- the school will not tolerate bullying behaviour
- the welfare & well-being needs of all children and young people are paramount and pupils' needs (whether perpetrator or victim) need to be separated from their behaviour
- The safeguarding team will be made aware of reports of peer on peer abuse, including bullying
- Reported incidents will be taken seriously and thoroughly investigated
- pupils who are targeted will be listened to and supported
- pupils who engage in this behaviour will be listened to and encouraged to accept responsibility and change their behaviour

## 4. DEFINITION OF BULLYING

By definition bullying is behaviour that intentionally and persistently causes distress to others.

The Department of Education defines bullying as:

***"Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him/herself."*** 'Pastoral Care in Schools: Promoting Positive Behaviour' (2001)

Bullying is a form of peer on peer abuse and can take many different forms, including

1. Physical - pushing, kicking, hitting, violent threat making, taking and damaging belongings.
2. Verbal - name calling, sarcasm, gossiping, rumour spreading, persistent teasing and rubbing of work.
3. Emotional - tormenting, humiliating, ridiculing, ignoring and excluding.
4. Sexual - unwanted physical contact, unwelcome comments of a sexual nature.
5. Cyber - harassment, alarm, distress or humiliation which uses internet-related and telephone technology.
6. Racism against any other cultural or religious group - gestures, taunts, graffiti, physical violence and mocking.
7. Homophobic - name-calling, physical violence, and offensive comments made

## **Signs and Symptoms**

Signs of stress in pupils which may indicate peer on peer abuse, including bullying:

- child's unwillingness to attend school
- avoidance, hanging back from playground
- deterioration of work or mislaid equipment or belongings
- spurious illness, non-specific pains, headaches, tummy upsets, withdrawn, loss of appetite
- becomes withdrawn, anxious or lacking in confidence
- cries themselves to sleep at night or has nightmares
- attempts or threatens suicide or runs away
- asks for money or starts stealing
- has unexplained cuts or bruises
- becomes aggressive, impulsive hitting out, out of character temper
- is bullying other children or siblings
- stops eating or starts bedwetting
- is frightened to say what's wrong
- is afraid to use the internet or their mobile phone
- reluctance to sit beside or near certain pupils / hesitant to walk home

(N.B. whilst these behaviours may be symptomatic of other problems – bullying may be one reason)

## **5. STRATEGIES TO PREVENT OR REDUCE Peer on Peer abuse, including BULLYING**

William Morris Primary School has established and will maintain the following strategies to prevent and reduce bullying behaviour:

### **Proactive Strategies to ensure awareness is raised.**

- Promote school ethos at all times (as regards Bullying – be a TELLING / LISTENING / RESPONDING school)
- awareness of rights and responsibilities
- recognise and reward good behaviour
- use of creative learning to enhance social and emotional skills
- ensure that all staff (teaching and non-teaching), parents and pupils and all members of the school community are aware of the policy
- school assemblies – addressing bullying and providing Anti-Bullying Strategies
- Anti Bullying Week
- vigilant supervision – playground / general school environment
- consultation with School Council
- use of PSHE Jigsaw lessons / Life Skills lessons
- promotion of Buddy Bench in playground
- questionnaires
- good parental communication
- awareness raising: parent meetings, staff safeguarding meetings, newsletters, website
- use of outside agencies – eg NSPCC, ChildLine
- staff training

## **6. PROCEDURES FOR DEALING WITH CHILD ON CHILD ABUSE, INCLUDING BULLYING**

The 2003 Statutory Requirements requires schools to “encourage good behaviour and respect for others” and in particular prevent all forms of bullying.”

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- Reports will be taken seriously
- The school will provide appropriate support to the victim, making sure they feel safe and secure
- Incidents will involve further investigation
- The school will give each pupil the opportunity to talk – the discussion will initially focus on finding a solution and stopping the bullying from reoccurring
- A clear and precise account of bullying incidents will be recorded on CPOMS & shared with DSLs
- The school will ensure parents/carers are kept informed about the concern and action taken
- Disciplinary sanctions, which are proportionate and clearly set out in the Behaviour Policy, may be used
- DSLs will continue to monitor the situation after the incident
- If necessary, other agencies may be consulted or involved eg MASH, police, Early Help, Lighthouse

Every child can make mistakes and can behave in ways that are hurtful to others. In most cases a quiet word and an explanation of how others feel is sufficient to make a difference. Children can and do learn over time how to care for themselves and for others. We believe that learning from mistakes and being genuinely sorry for them is part of growing up to be a kind and social person. We believe much can be achieved by talking with the perpetrator and the victim to achieve a resolution and reconciliation. In some cases, however, talking things through will not make enough of a difference and in these cases we reserve the right to apply a range of sanctions.

## **7. INDIVIDUAL RESPONSIBILITIES**

All members of the school community have a key role in promoting, implementing and supporting the Anti-Bullying policy of William Morris Primary. It is important that there is a collaborative whole school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, happy and anti-bullying environment.

### **Staff should:**

- provide a safe, secure and caring environment
- promote and encourage good behaviour
- listen to & investigate all reports of bullying
- address each situation in line with procedures
- remain neutral and avoid direct, closed questions
- work collaboratively with all relevant members of the school community, developing positive partnerships with parents

### **Pupils should:**

- report all incidents of bullying (if a child is being bullied or is another pupil is being bullied – TELL SOMEONE)
- follow the school’s behaviour policy
- avoid inappropriate behaviour which might be considered as bullying

- be kind, respectful and supportive to others

**Parents should:**

- work in partnership with the school
- advise their children to report any concerns to a member of staff
- discourage behaviours which might be considered as bullying & explain that retaliation is not helpful
- contact the office to arrange an appointment with the child's class teacher to discuss concerns
- co-operate with the school, if their child is accused of bullying, encourage their child to reflect on the implications of bullying, both for the children who are bullied and for the bullies themselves
- accept their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day
- follow the home/school agreement

## **8. TEACHING ABOUT HEALTHY RELATIONSHIPS**

This will be delivered and reinforced through various areas of the curriculum:

In Foundation and Key Stage 1 classes children will be taught how to be kind, co-operate and work together and be aware of different forms of inappropriate behaviour and bullying.

This message will be reinforced in Key Stage 2 classes when children will be encouraged to recognise, discuss and understand the nature of bullying and the harm that can result from it.

Our PSHE curriculum follows the Jigsaw scheme of work.

## **9. LINKS WITH OTHER POLICIES**

William Morris Primary Antibullying Policy links with other policies such as:

- Safeguarding & Child Protection Policy
- Special Educational Needs Policy
- Behaviour Policy
- Health & Safety Policy
- E Safety Policy

## **10. RACE EQUALITY AND EQUAL OPPORTUNITIES**

All children have equal access to the curriculum regardless of their race, gender, disability or ability. Teachers plan work that is differentiated so that all groups and individuals can achieve their potential and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment.

## **11. MONITORING AND EVALUATION**

All incidents of bullying must be recorded on CPOMs and a DSL will oversee the incident.

It is important to remember that staff, pupils and parents all have an active part to play and have a responsibility to ensure an effective implementation and maintenance of this policy.

This policy is monitored on a day-to-day basis by the Headteacher & SLT. The Headteacher reports to Governors & Blue Kite Trust via reports on the number of bullying incidents.

## **12. REVIEW**

This policy is due to be reviewed in July 2024.

### **13. APPENDIX 1 – PEER ON PEER ABUSE**

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.

We will challenge and respond to any concerns related to the above. Incidents will be recorded on CPOMS and dealt with by SLT.

#### **Sexist and sexual bullying**

Sexual Harassment – unwanted contact of a sexual nature which can occur on and offline. This behaviour is considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment.

The initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying and peer on peer abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

Incidents will be recorded on CPOMS and dealt with by a DSL.

#### **Prejudice Related Language**

Racist, sexist, homophobic, bi-phobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is.

Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken or wrong. It also perpetuates and normalises the language of prejudice.

We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Incidents will be recorded on CPOMS and dealt with by a DSL.

#### **Cyber Bullying**

Please see our Online Safety Policy.

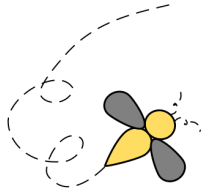


# Is it Bullying?



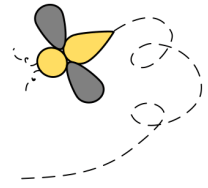
When someone says or does something unintentionally hurtful and they do it once.

**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**