

Water Orton Primary School



Anti-Bullying Policy

STATEMENT OF INTENT

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

WHAT IS BULLYING?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying results in pain and distress to the victim.

The four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- relational (spreading rumours, excluding someone from social groups)
- cyber (texts, emails, picture/video clip bullying, instant messaging).

Bullying can be:

- emotional - being unfriendly, excluding, tormenting (eg hiding books, threatening gestures)
- physical - pushing, kicking, hitting, punching or any use of violence
- racist - racial taunts, graffiti, gestures
- sexual - unwanted physical contact or sexually abusive comments
- homophobic - because of, or focussing on the issue of sexuality
- verbal - name-calling, sarcasm, spreading rumours, teasing
- cyber - all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, ie camera and video facilities
- disablist – bullying someone because they are disabled and/or have specialist educational needs.

WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

Bullying hurts and can be damaging. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Statutory duty of schools

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

OBJECTIVES OF THIS POLICY

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated.

SIGNS AND SYMPTOMS

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.

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

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school/public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually 'lost'
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

ROLES AND RESPONSIBILITIES

A victim is a person or group that feels unsafe as a result of the behaviour of others and who does not have the resources, status, skill or ability to counteract or stop the behaviour.

It is everyone's responsibility to prevent bullying, and to make sure that bullying is not tolerated.

Pupils are encouraged to:

- tell a trusted staff member of any incidents of bullying
- show disapproval towards bullying behaviours
- walk away and get help when a bullying incident is occurring rather than stand by
- give support to students who have experienced bullying.

Teachers will:

- take bullying seriously
- support students who are being bullied

- to listen to all parties involved in incidents and investigate as fully as possible.
- reinforce to children that it is ok to tell
- explicitly teach as part of the curriculum what bullying is and isn't, assertive things to do if they are being bullied, and ways that pupils can help stop bullying
- address bullying behaviour immediately
- refer pupils involved in bullying to Phase Leaders or SLT members
- support pupils in changing their behaviour
- to foster by example the values we as a school believe in.

The Senior Management Team will:

- take bullying seriously
- mediate between bullies and victims
- inform and engage parents in the process
- make debriefing sessions available to staff as appropriate
- make professional development available to any staff as appropriate
- refer families or individual pupils to support agencies as appropriate.

Parents should:

- watch for signs of stress or distress in their children
- contact the class teacher if they feel that their child is being bullied.

Parents should not encourage their children to 'hit back' as this makes matters worse. Retaliation may mask any bullying which may be taking place. Children should be encouraged to tell adults in school if they feel that they are being bullied so that the situation can be investigated and the appropriate action taken. This will include support for the child who may be a victim.

IMPLEMENTATION

School

The following steps may be taken when dealing with incidents:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
2. A clear account of the incident will be recorded and given to the headteacher, senior leader or behaviour lead on a bullying incident form.
3. The headteacher, senior leader or behaviour lead will interview all concerned and will record the incident on sims
4. Parents will be kept informed.
5. Punitive measures will be used as appropriate and in consultation will all parties and in line with the school behaviour policy.
6. If necessary and appropriate, police will be consulted.
7. The bullying behaviour or threats of bullying must be investigated and the bullying stopped as quickly as possible.
8. An attempt will be made to help the bully (bullies) change their behaviour.

Pupils

Pupils who have been a victim of bullying will be supported by:

- offering an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence.

Pupils who have displayed bullying behaviour will be helped by:

- discussing what happened
- discovering why the pupil became involved

- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil.

The following disciplinary steps can be taken dependent on the nature of the incidents:

1. official warnings to cease offending
2. internal isolation
3. minor fixed-term exclusion
4. major fixed-term exclusion
5. permanent exclusion.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

OUTCOMES

The bully (bullies) may be asked to genuinely apologise. Other consequences may take place. In serious cases, suspension or even exclusion will be considered. If possible, the pupils will be reconciled.

After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

PREVENTION

We will use a variety of methods for helping children to prevent bullying. As and when appropriate, these may include:

- In PSHE lessons:

writing stories or poems or drawing pictures about bullying
reading stories about bullying or having them read to a class or assembly
having discussions about bullying and why it matters

- actively participating in anti-bullying week
- including e-safety as an integral part of the school's curriculum
- providing an e-safety information for parents.
- delivering Protective Behaviours lessons to all children to inform them of how they can keep themselves safe and to raise their confidence and self-esteem.
- R.E. work encouraging tolerance of people of other faiths, backgrounds, physical appearances, etc. Assembly times promoting the school's Christian ethos and the notion of respect.
- Highlighting the role of the school's Pastoral Support Team as members of staff who the children can talk to or ask for support when experiencing relationship issues.
- Seeking to make playtimes a more constructive and organised experience through the use of teaching assistants, play leaders and lunchtime supervisors, and ensuring that adequate resources are available.
- Ensuring 'vulnerable' children are known by staff, including lunchtime supervisors, so that their participation in playtime activities can be closely monitored and supported as required.

MONITORING, EVALUATION AND REVIEW

The school will review this policy every year and assess its implementation and effectiveness.

The policy will be promoted and implemented throughout the school. Data will be collected in the following ways:

- records of incidents
- frequency of incidents
- surveys of parents, pupils and staff.

Policy written: March 2021

Policy adopted by Governors: March 2021

Reviewed: September 2024

Next Review: September 2027