Worplesdon Primary School

Anti-Bullying Policy

Policy Reviewed	October 2018
Next Review	October 2019

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1. Introduction

At Worplesdon Primary School we aim to provide a safe, caring and friendly environment for all our pupils in order for them to learn effectively, improve their life chances and to help them maximise their potential. Pupils should feel safe in school, including issues relating to bullying, and feel confident to seek support from school should they feel unsafe. We aim to establish an ethos in which staff, pupils and parents feel comfortable to report incidents and where they can feel confident that their concerns are dealt with sensitively, promptly and effectively. All staff have the responsibility to model respectful behaviours towards pupils and other adults.

2. Policy Development

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers, children and young people, and other partners (extended schools, visiting external providers in school). Pupils contribute to the development of the policy through the school council, Eco Kids, circle time discussions, anti-bullying week, assemblies and the Values Curriculum. The school council will develop a pupil friendly version to be displayed on the school council board, displayed in classrooms and sent home to parents. Parents / carers will be encouraged to contribute by discussing with their child the pupil friendly version that will be sent home.

3. Roles and Responsibilities

The Head Teacher has overall responsibility for the policy, and its implementation, for liaising with the governing body, parents / carers, LA and outside agencies, and appointing an anti-bullying leader who will have general responsibility for handling the implementation of this policy.

3.1 Anti-Bullying Leader

The anti–bullying leader is Laura Bassett-Cross.

Her responsibilities are:
- Policy development and review involving pupils, staff, governors, parents / carers and relevant local agencies;
- Implementing the policy, monitoring and assessing its effectiveness in practice;
- Ensuring evaluation takes place and that this informs policy review;
- Managing bullying incidents;
- Managing the reporting and recording of bullying incidents;
- Assessing and leading training and support for staff and parents / carers where appropriate;
- Coordinating strategies for preventing bullying behaviour.

3.2 Anti-Bullying Nominated Governor

The nominated governor with the responsibility for anti-bullying (Behaviour) is: Ginny Willis.

3.3 Anti-Bullying Script

At the first incident, if somebody does something the child doesn't like they say:

"Stop, I don't like it."

If the behaviour continues the child says:

"Stop, I don't like it. If you carry on I will tell an adult."

If the behaviour continues, the child tells an adult who supports all children in sorting the situation out and records and reports the incident.

4. Definition of Bullying

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally'. (Safe to Learn: embedding anti bullying work in schools, 2007).

How does bullying differ from teasing, falling out between friends, or other types of aggressive behaviour?
- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

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 sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

5. What Does Bullying Look Like?

Bullying can include:
- Name calling;
- Taunting;
- Mocking;
- Making offensive comments;
- Physical assault;
- Taking or damaging belongings;
- Cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet;
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtual or physical) of others who become the 'bystanders' or 'accessories'.

6. Why Are Children and Young People Bullied?

Specific types of bullying include:
- Bullying related to race, religion or culture;
- Bullying related to special educational needs or disabilities;
- Bullying related to appearance or health;
- Bullying relating to sexual orientation;
- Bullying of young carers, looked after children, or otherwise related to home circumstances;
- Sexist or sexual bullying.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately. Bullying can take place between:
- Young people;
- Young people and staff;
- Between staff;
- Individuals or groups.

7. Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) and this includes those who are the victims of bullying or who have witnessed bullying behaviour (bystanders).

The systems include:

Who	Who Should They Go To
Children and young people in school	The children know that they can talk to any member of staff, who will inform the anti-bullying co-ordinator.
Parents / carers	They will need to see the anti-bullying co-ordinator or Head Teacher.
All staff and visitors	They need to see the anti-bullying co-ordinator or Head Teacher. If the allegations are against the Head Teacher they need to see the Chair of Governors.
Bystanders	They need to see any member of staff (if children), the anti-bullying leader or Head Teacher

8. Procedures

All reported incidents will be taken seriously and investigated involving all parties. The following steps will be taken where appropriate:
- Interview all parties;
- Inform parents;
- A range of responses appropriate to the situation: - solution focused, social stories, restorative approach, circle of friends, individual work with victim, referral to outside agencies if appropriate;
- Refer to Behaviour Policy and school sanctions, how these may be applied including what actions may be taken if bullying persists;
- Keeping in touch with the person who reported the situation to the school;
- Keeping in touch with the parents / carers of the person;
- Support for the victim and the bully.

9.   Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying Leader.

The information stored in the log book will be used to ensure individual incidents are followed up. It will also be used to identify trends and to inform preventative work in school and development of the policy. This information will be presented to the governors as part of the Head Teacher's reports. The policy review will be linked to the School Development Plan, working towards an inclusive ethos across the school community.

10. Strategies for Preventing Bullying

As part of our continuing commitment to the safety and welfare of our pupils we at Worplesdon Primary School have developed the following strategies to promote positive behaviour and discourage bullying. Strategies used in curriculum and in whole school approach include:

- Involvement in Healthy Schools;
- Anti-Bullying week annually in November;
- PSHE/citizenship curriculum;
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety;
- Weekly school council meetings (representatives from each class bring the views of their class to the meeting);
- Parent groups/extended schools (SEND parents meeting);
- Parent questionnaires that include the question; How safe does your child feel at school?
- Home School Link Worker;
- Peer mediators that meet weekly to discuss playground concerns; they record them and they are analysed each half term to understand common themes;
- The use of Restorative Practrice;
- Active interventions towards resolving playground issues;
- Parent information events/information;
- ELSA (Emotional, Literacy support assistant) and art therapists;
- Staff training and development for all staff;
- Values Curriculum;
- Half termly 'children of concern' meetings.

As well as all of the above, we teach the children the anti-bullying script every year 3.3 Anti-Bullying Script