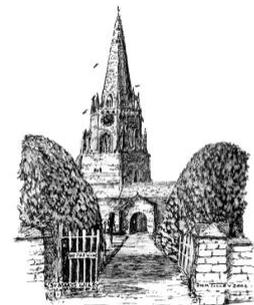


Wilby Church of England (VA) Primary School
Anti Bullying Policy



*Together we are inspired to learn within the family of God's love.
We encourage one another to reach our full potential within a Christian
atmosphere.
John 13:34*

Vision

At Wilby CE VA Primary School we are deeply committed to inspiring our children to learn and reach their full potential. Everyone is valued as an individual and helped to develop and progress in their own unique way within a Christian atmosphere.

School statement on bullying

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

1. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated several times on purpose. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)

- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

2. Reporting Bullying

Guidance for pupils

You should not take part in any kind of bullying and should watch out for signs of bullying among others. You should never be a bystander to incidents of bullying - instead you should offer support to the person being bullied and encourage them to report it. You may also want to report it yourself to a member of staff.

If you are being bullied;

- Remember it is not your fault as all bullying is wrong and you do not have to stay silent about it
- Try to stay calm and look as confident as you can
- Be firm and clear – look the bully in the eye and, if possible, tell them to stop and tell them how you feel.
- As soon as you can, tell an adult or somebody you trust about what has happened. Adults in school have a responsibility to give you help and support around bullying
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying.

When you are talking to an adult about bullying be clear about;

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened.
- What you have done about it already

If you experience bullying by mobile phone, text messages or e-mail;

- Don't retaliate or reply
- Save the evidence do not delete anything
- Make sure you tell an adult who you trust
- Contact your service provider or look at their website to see where to report incidents
- Be careful who you give your mobile phone number or e-mail address to
- Make a note of exactly when a threatening message was sent.

Guidance for parents/carers

Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying or report concerns if they feel their own child is displaying bullying traits.

If your child has been bullied:

- Calmly talk with your child about their experiences at the first opportunity
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened
- Reassure your child that they have done the right thing to tell you about the bullying
- Explain to your child that should any further incidents occur they should report them to an adult in school immediately
- Make an appointment to see your child's class Teacher in the first instance
- Explain to the teacher the problems your child is experiencing

When talking with members of staff about bullying:

- Try to stay calm and bear in mind that the staff member may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed
- Discuss your concerns with a parent governor
- Make an appointment to discuss the matter with the Head teacher and keep a record of the meeting.
- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening.

If your child is displaying bullying behaviour towards others:

- Talk with your child and explain that what they are doing is unacceptable and makes other children unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how they can join in with other children without bullying.
- Make an appointment to see your child's class teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when they are co-operative or kind to other people

If your child is experiencing any form of cyber bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to (If they have access to these)
- Check exactly when a threatening message was sent and keep evidence of offending e-mails, text messages or online conversations. DO NOT delete messages.

- If the bullying involves a pupil from school, contact the school to report this as a safeguarding matter.
- Parent should contact the service provider to report the incidents.
- If the cyberbullying is serious and a potential criminal offence has been committed, you should consider contacting the police.
- Remind your children that they can press the CEOP button on many websites

Guidance for adults experiencing bullying.

The responses may be broadly similar or vary greatly to the response chart if it is an adult being bullied. If you are experiencing bullying as an adult:

- Seek advice and information from your union
- Share your concerns with a trusted colleague
- Make a record of all incidents and date them
- If you feel your situation is not being resolved then you should follow the school's formal procedures as adopted by the governing board

Reporting – Roles and Responsibilities

All staff have a duty to challenge bullying (including HBT bullying and language) report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying. The Headteacher has overall responsibility for ensuring that the Anti-Bullying Policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. From September 2009 it has been a legal requirement for schools to record all incidents of bullying. To meet this requirement we will:

- Keep a record of individual incidents of bullying. (*See Appendix A*);
- Ensure that an annual analysis of the bullying record is undertaken by the school including members of the Governing board.

3. Responding to Bullying

- Once a member of staff is made aware of any form of bullying, all incidents **must** be reported to the Headteacher at the earliest opportunity;
- The Head Teacher, with the help of members of staff, will investigate the incidents within 24 hours of reporting (this may be longer allowing for weekends/school trips);
- Parent/carer of both the bully/victim will be notified of a potential bullying incident and that it will be investigated.
- Parent/carer of both the bully/victim will be kept up to date with information and next steps.
- Within 24 hours of reporting, the Headteacher will discuss the incident(s) with the victim and make sure they understand that it is not their fault and that they do not have to 'face it on their own'
- The victim and those accused of bullying will be given opportunities to discuss common concerns and express their perception of the incident(s). If necessary statements will also be taken from any witnesses;
- The victim will be supported by named staff at the time of the incident, this may be their teacher or designated support staff member;

- All staff, teachers, support staff, lunchtime supervisors will be aware of the incident if deemed appropriate. Extra vigilance and observation will be given during unstructured times during the school day;
- Support for the pupils involved will also be given by either peer support, class sessions, managed activities, no-blame support group, restorative justice solutions, counselling;
- All parties will be invited for a review (either in person or via telephone) within 4 weeks for feedback to ensure that the incident has been resolved;
- For adults experiencing bullying, support will be given by the Head Teacher and resources will be available from outside agencies listed below. In the case that the Headteacher is the perpetrator of the bullying, the Chair of the Governing Board should take the place of the Headteacher;
- If the Headteacher feels it appropriate external agencies will be bought in to act as advisors in all cases of bullying;
- Staff will record the bullying on the school bullying incident reporting form (*See appendix A*);
- The Headteacher will record the incident of bullying onto SIMS;
- The Headteacher will monitor incident reporting forms and analyse the results;
- Termly reports will be produced, summarising this information, which the Headteacher will report to the Governing Board.

Sanctions (where appropriate)

- Verbal reprimand by the Headteacher.
- Discussions with parents/carers where appropriate.
- Withdrawal of children from activities at the School.
- Loss or reduced break times for a period.
- Fixed period of exclusion from school.
- Permanent exclusion from the school may be used depending on the severity of the incident.

4. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupil's wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

5. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on the incident log and SIMS, and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

6. Prejudice based incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitored in school, with the headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted antibullying interventions.

7. School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Stereotypes are challenged by staff and pupils across the school.
- We have Pupil Anti bullying Ambassadors from across the school who offer support to all pupils.
- We have an Anti Bullying board which the Ambassadors update on a regular basis.

8. Training

The headteacher is responsible for ensuring that all school staff receive regular training on all aspects of the anti-bullying policy.

9. Monitoring the policy

The headteacher is responsible for monitoring the policy on a day-to-day basis. The headteacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

10. Evaluating and reviewing

The headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in school monitoring such as learning walks and focus groups with pupils. If further improvements are required the school policies and anti-bullying strategies should be reviewed.

This policy was approved by the Governing Body in November 2005, reviewed biannually, with the latest review being in Spring 2019. The next review will take place in Spring 2021.

Appendix A

Incident Reporting Form

This report will be held in strict confidence and will not be made available to any outside persons or agencies.

Report written by:

Date of Incident:

Ethnic Origin of Victim:

Gender of Victim:

Time of Incident:

Ethnic Origin of Perpetrator:

Gender of Perpetrator:

INDICATE TYPE OF INCIDENT – PLEASE TICK:

Verbal		Physical	
Name-calling		Kicking	
Taunting		Hitting	
Mocking		Punching	
Making offensive comments		Pushing	
Teasing		Pinching	
Emotional		Cyber	
Offensive graffiti		Offensive text messages	
Excluding from group		Offensive e-mails	
Spreading rumours		Sending degrading images	
Being forced to do something against own will		Taking possessions/money	
Other (please state)		Other (please state)	

If you feel the bullying incident was in any way motivated by any of the following, please indicate with a tick:

- Appearance;
- Disability
- Home Circumstances;
- Gender;
- Race/ethnic origin;
- Medical condition
- Religion;
- Sexuality;

Brief description of the incident (Including those involved):

Return to Headteacher who will investigate the report within 24 hours of receiving it (where possible).

ROLE:.....

SIGNED:.....

Action taken *(To be completed by the Headteacher):*

Did the incident lead to the perpetrator(s) being excluded? Yes/No

Have you had contact with the victim's parent/carer? Yes/No

Have you had contact with the perpetrator's parent/carer? Yes/No

Have you reported this incident to any other agencies Yes/No

Next steps *(To be completed by the Headteacher):*

Organisations that can offer support:

www.anti-bullyingalliance.org.uk

www.diana-award.org.uk

www.kidscape.org.uk

www.ncb.org.uk

www.nspcc.org.uk

www.teachers.tv/bullying