



# WHITMORE

PRIMARY SCHOOL AND NURSERY

## Anti-Bullying Policy 2017

Whitmore Primary School & Nursery, Governing Body, Headteacher and staff 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.

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 in the community who knows that bullying is happening is expected to report it to staff.

### Objectives of this Policy:

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying and what they should do if bullying issues arise.
- All pupils and parents should know what the school policy is on bullying and what they should do if they feel they have an issue regarding bullying.
- As a school we take bullying very seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

### What is Bullying?

Bullying is 'Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally' (DfE "Preventing and Tackling Bullying", July 2017)

With children we use the acronym STOP (Several Times On Purpose) to support their understanding of this.

### 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 focusing 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.

It can sometimes be directed towards vulnerable groups such as pupils: with SEND, with EAL, who are disadvantaged or who come from different cultures.

### **Preventing, identifying and responding to bullying Prevention**

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others. This will be upheld by all through our everyday actions, lessons and assemblies on British Values and our emphasis on Values for Life (respect, friendship, honesty, perseverance and positivity)
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide planned opportunities to develop pupils' social and emotional skills, including their resilience
- Provide a range of approaches for pupils, staff, parents/carers to access support and report concerns
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school council
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour
- Train all staff to identify all forms of bullying and how to follow the school policy and procedures
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring
- Actively create 'safe spaces' for vulnerable children and young people
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied to prevent reoccurrence
- Celebrate success and achievements to promote and build a positive school ethos Involvement of pupils

**We will:**

- Regularly canvas children and young people's views on the extent and nature of bullying
- Ensure that all pupils know how to express worries and anxieties about bullying
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaged in bullying
- Involve pupils in anti-bullying campaigns in school and embed messages in the wider school curriculum
- Publicise the details of help lines and websites
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

## **Liaison with parents and carers**

We have a named Family Support Officer – Mrs Kelly Earlam, who supports all members of the community with their concerns

### **We Will:**

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats
- Ensure that all parents/carers know who to contact if they are worried about bullying
- Ensure all parents/carers know about our complaints procedure and how to use it effectively
- Ensure all parents/carers know where to access independent advice about bullying
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying
- Actively encourage parents to work with the school to 'role model' positive behaviour for pupils both on and offline Identifying Signs and Symptoms. A child may indicate by signs or behaviour that he or she is being bullied.

Adults should be aware of the possible signs and they should investigate if a child:-

- Is frightened of walking to or from school
- Changes their usual routine
- Is unwilling to go to school
- 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 damaged
- Has possessions which are damaged or go missing
- Asks for money or starts stealing money
- 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 is wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous or 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.

### **Reporting concerns**

Any reported incidents of bullying will be investigated promptly and sensitively in order to ensure that the person reporting their concerns feels safe and supported.

- Pupils and parents are actively encouraged to tell someone if they have a concern about bullying either for themselves or for someone else. The message is that standing by and allowing it to happen is agreeing by compliance and allows it to take place and continue.
- If a concern is reported to a member of staff or a member of staff is concerned that bullying has been taking place, they record the information.
- This information must then be passed on to a senior member of staff who will investigate, once the investigation is completed a decision is made about the most appropriate approach to use.

### **Responding to Bullying**

Why is it important to respond to bullying?

Bullying hurts. 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. The initial approach may be: The No Blame support group approach (see appendix c for documentation)

Whilst using the no blame approach to bullying, research shows that there is a more positive response from pupils. Pupils begin to understand more about how others feel and begin to support each other.

### **The seven steps to the No Blame approach to bullying**

**Step 1** - Meet with victim. When staff find out that bullying is taking place, talk to the victim about their feelings. Do not question them about the incidents but ascertain who is involved.

**Step 2** - Convene a meeting with the children involved. The group should include some bystanders or colluders and even friends of the victim. A group of six to eight works best, with a mix of boys and girls.

**Step 3** - Explain the problem. Tell the group about the way the victim is feeling – it is possible to use a poem, a piece of writing or drawing to emphasise the victim's distress. At no time discuss the details of the incidents or allocate blame to the group.

**Step 4** - Share responsibility. The adult does not attribute blame but states that she knows that the group are responsible and can do something about it.

**Step 5** - Ask the group for their ideas. Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The adult gives positive responses but does not attempt to extract a promise of improved behaviour.

**Step 6** - Leave it up to them. The adult ends the meeting by passing over the responsibility to the group to solve the problem. An arrangement is made to meet with them again to see how things are going.

**Step 7** - Meet them again. About a week later the adult discusses with each student, including the victim, how things have been going. This allows the adult to monitor the bullying and keeps the young people involved in the process. Parents are kept informed throughout the process. If this approach is not effective or appropriate, a more direct approach will be taken where expectations and consequences of further incidents are made clear to the children involved and their parents. Consequences may involve fixed term or permanent exclusion or police involvement. Wherever possible every effort will be made to resolve issues in a positive manner.

**Supporting pupils Learning/Behaviour mentor support will be provided for all parties involved in order to:**

- Ensure everyone feels safe and supported
- Explore any underlying reasons for the behaviours seen
- Facilitate a long term change in behaviour for both the person who has been bullied and the person who has been bullying. This may focus on a range of attributes e.g. assertiveness, confidence, anger management, self-esteem, coping skills, social skills, etc, as appropriate to the needs of the child. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

**Links with other school policies:**

- Behaviour policy
- Complaints Policy
- Safeguarding and Child Protection Policy
- Curriculum Policies e.g. PSHE, Computing Links to legislation

There are a number of pieces of legislation and supporting documents which set out measures and actions for schools. These may include:

- The Equality Act 2010
- Working together to Safeguard Children 2015
- Children Act 1989 and 2004
- SET Child Protection Procedures 2017
- Keeping Children Safe in Education 2016

## **Responsibilities**

### **It is the responsibility of:**

- School governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteachers, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy

### **Monitoring and review**

The Inclusion Lead will report on a regular basis to the governing body on incidents of bullying and outcomes. The school will ensure that we regularly monitor and evaluate the mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the schools' action planning.

### **Supporting Organisations and Guidance:**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" July 2017: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)

- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net) Cyberbullying
- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk) SEND
- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> Racism and Hate
- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)