



## **ANTI - BULLYING POLICY**

**Welford on Avon Primary School**

At Welford on Avon Primary School staff, parents and children work together to create a happy, caring and learning environment. Bullying, either, verbal, physical, direct or indirect is not tolerated. Everyone at Welford on Avon Primary School accepts responsibility to prevent instances of bullying and, if any do occur, to deal with any incidents quickly and effectively.

### **Aims:**

- To teach children how to challenge bullying behaviour
- To increase understanding for bullied children and help to build an anti-bullying ethos in school
- To develop positive strategies for dealing with bullying incidents
- Provide support structures that are sensitive and responsive to children's needs
- Adopt strategies which promote positive attitudes and values
- To provide an environment where children feel able to speak and know they will be listened to
- To make reasonable adjustments in policy and practice to reflect the individual needs of all pupils.

### **What is bullying?**

There are many definitions of bullying, but we use the one written by children and young people in Warwickshire.

When a person's or group of people's behaviour, **over a period of time, leaves someone feeling one or more of the following:**

- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- Alone, unimportant and/or unvalued
- Unable to see a happy and exciting future for themselves

### **Friendship issues, relational conflict and bullying behaviour**

We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents and carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour. Pupils will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem groups of pupils may disagree, be very upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but pupils will try to resolve the problem and will want to resolve the problem. However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power [when a group acts against an individual for example].

## **Forms of bullying**

Bullying can take many forms:

- Physical bullying (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking, damaging or taking property)
- Verbal bullying (name calling, taunts put downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm.)
- Emotional / psychological (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass)
- Cyber-bullying (sending nasty phone calls, text messages or in e-mails/chat rooms/social media.)
- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND)
  - Bullying related to sexual orientation (homophobic/biphobic bullying)
  - Gender based bullying, including transphobic bullying
  - Bullying against teenage parents (pregnancy and maternity under the Equality Act)
  - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

**Bullying takes place where there is an imbalance of power of one person or persons over another.**

This can relate to

- the size of the individual,
- the strength of the individual
- the numbers or group size involved
- being from a majority rather than a minority group
- anonymity – through the use of cyberbullying or using email, social networking sites, texts etc.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

## **Prejudice-based bullying**

Bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else. We record these forms of prejudiced based bullying by their type and report on them to the local authority. This is in recognition that these groups are protected by the Equality Act 2010 because of the prejudice experienced by some groups in the wider society. We also recognise that there are others groups of children and young people who may be vulnerable to bullying including children is

in care, young carers or those with mental health issues. We recognise therefore that we sometimes have to look at develop specific work or practice to prevent bullying of groups of pupils.

### **Prejudiced based / hate incident**

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident. One-off incidents are not bullying, however we separately record prejudiced based incidents identified using the above definition as we recognise the impact they can have and that they could be an indicator of bullying behaviour or contribute to an environment where bullying could happen.

### **Bullying outside of school**

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils' wellbeing and their ability to learn. We recognise that cyberbullying in particular can mean that a child or young person can experience bullying throughout their day and including when they are at home. Therefore we act to prevent and respond to bullying outside of school as far as we are able to. We may seek support from the Police and or the Community Safety Case Work Team to help us to do this effectively.

### **Why are we concerned?**

At Welford on Avon Primary School we are concerned about bullying and the effect it has on the children and we do everything we can to prevent it occurring. We recognise why we need to challenge bullying behaviour in our school.

#### **1. The safety and happiness of children**

When children are bullied, their lives are made miserable. They may suffer injury. They may be unhappy about coming to school, or lose confidence or self-esteem. Some children blame themselves for inviting bullying behaviour.

#### **2. Educational Achievement**

If bullied children are unhappy it affects their concentration and learning.

#### **3. Bullying can provide a behaviour model**

If children observe bullying behaviour going unchallenged other children may learn that bullying is a quick and effective way of getting what they want. Children who are bullied feel let down by school's inaction.

#### **4. To show that we have a reputation as an effective, caring school**

No school can say definitely that there is no bullying. Every school has some degree of bullying even if it is only slight or infrequent. Parents know this and need school to respond positively and effectively to bullying. We must not be complacent.

### **Who are the victims?**

At Welford on Avon Primary School we recognise that **any** child can be bullied. We acknowledge that there are certain risk factors which will make the experience of bullying more likely.

These include:

- being shy
- coming from an over protective family environment
- being from a different racial or ethnic group to the majority

- having Additional Educational Needs
- lacking close friends
- being a child who behaves inappropriately with others e.g. barging in on games or being a nuisance

### **What can we do?**

It is important to recognise that staff, children and parents have important roles to play in recognising bullying, dealing with it and preventing it.

### **What children can do**

- Not allow someone to be deliberately left out of a group
- Not smiling or laughing when someone is being bullied
- Tell a member of staff what is happening
- Encouraging the bullied child to join in their activities or group
- Tell the bully to stop what he / she is doing
- Show the bully that they disapprove of his / her actions

### **What staff can do**

- Be vigilant
- Communicate with each other
- Listen and investigate
- Watch for children who seem isolated or unhappy
- Watch for problem areas e.g. toilets, playground
- Deal with incidents immediately

### **Anti-bullying week-November**

The school takes part in anti-bullying week each November.

This raises children's awareness of how to deal with a bullying situation.

### **What parents can do**

Help school deal with bullying by:

- Understand the definition of bullying
- Discouraging their own child from using bullying behaviour at home or elsewhere
- Showing their own child how to resolve difficult situations without using violence or aggression or retaliation of any kind
- Watching for signs of their own child being bullied or bullying others
- Talking to their child
- Contacting school straight away with a problem

### **Procedures**

These procedures depend upon the seriousness of the situation.

1. Discuss the incident with the victim, **always** investigate. Listen and act.
2. Identify the bully / bullies. Obtain witnesses if possible.
3. Discuss what has happened with the bully. Confront them with the details. Make it clear that bullying is not acceptable at Welford on Avon Primary School.

If the bully owns up, then follow the procedures outlined below and in the Behaviour Policy

4. Inform the Head teacher or member of the Senior Leadership Team if the Head teacher is not available.
5. Parents informed by the Head teacher.
6. Sanctions decided for the bully:
  - Home School book
  - other form of report book
  - Loss of playtimes/lunchtimes

other appropriate sanctions including:

  - Exclusion at lunchtimes
  - Fixed term exclusion from school

This depends on the severity of the incident(s)

7. Ask the victim what he / she would like school to do to make him / her feel safe. Follow this up by planned support e.g. a named adult to talk to, playtime book
8. Monitor on a regular basis to check the child is happy.
9. Ask other staff to monitor the situation either in class or by observing at playtimes / lunchtimes to ensure there is no repetition.
10. When the behaviour of the bully improves then sanctions can be adjusted and withdrawn.
11. Praise good behaviour.
12. Inform all staff.

### **Online Safety and Cyber Bullying**

The Online Safety Policy recognises the effect of bullying using technologies within and outside of the school. It outlines acceptable use by both adults and pupils and has clear guidelines on how to deal with incidents.

The Cyber Bullying Policy outlines how to prevent and deal with incidents. It aims to promote positive use of technologies but also how to support staff and pupils who are victims of cyber bullying.

### **Adult Bullying**

At Welford on Avon Primary we recognise that there could be occasions where adults are bullies:

adult to child

adult to adult

Any incident where an adult has bullied a child is dealt with seriously. This may involve a parent of another child on the playground, an adult helper in school, a teacher, member of the support staff or lunchtime staff.

Incidents are investigated thoroughly by the Head teacher, and, if necessary the Chair of the Governing Body. If proven, appropriate action is taken.

Any reported incident of an adult being bullied by another adult is also taken extremely seriously. This could take the form of undue pressure on a person's workload, sexual aggression etc. All incidents are investigated thoroughly by the Head teacher and/or Chair of the Governing Body and,

if necessary, union representatives. If proven appropriate action will follow using Local Authority advice.

All incidents will be recorded

## **Resources**

The following resources are available in school:

1. DfE Use of Reasonable Force 2011
2. DfE Behaviour and Discipline in Schools A Guide for Head Teachers and School Staff
3. DfE Behaviour and Discipline in Schools Guidance for Governing Bodies
4. DfE Ensuring Good Behaviour in School- A Summary
5. DfE Preventing and tackling bullying
6. DCSF – Cyber Bullying Pamphlet
7. DCSF- Safe to Learn- Cyber bullying Book
8. Warwickshire Anti-Bullying Good practical guide

Warwickshire Anti-bullying Partnership ([www.warwickshire.gov.uk/bullying](http://www.warwickshire.gov.uk/bullying))

**Evaluation & Review** This policy and its effectiveness will be evaluated by the staff & appropriate Committee of the Governing Body.