

# Primary Academies Trust



## Anti-Bullying Policy

**Agreed: November 2016**

**Review: November 2017**

## 1. Definition

This policy refers to all forms of bullying, including bullying relating to:

- race, religion and culture,
- homophobia
- special educational needs and disabilities
- sexist and sexual bullying
- technology-based: cyber, internet, social media

'Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally' (Preventing and Tackling Bullying, Advice for School Leaders, Staff and Governing Bodies, 2011, Department for Education).

Bullying will not be accepted or condoned. All forms of bullying will be addressed.

Bullying can include repeated incidents of:

- Physical pushing, kicking, hitting, pinching etc.
- Name-calling, sarcasm, spreading rumours, persistent teasing and emotional torment through ridicule, humiliation, and the continual ignoring of individuals
- Racial taunts, graffiti, gestures
- Sexual comments, and/or suggestions
- Unwanted physical contact

We are aware that children from ethnic minorities, disabled children and those with learning difficulties are more vulnerable to this form of abuse and may well be targeted.

## 2. Aims

The aims of our anti-bullying policy are as follows:

- To create an ethos in which attending our school is a positive and safe experience for all members of our community
- To make it clear that all forms of bullying are unacceptable at our school.
- To encourage pupils to report incidents of bullying, including cyber bullying.
- To deal with each incident of bullying as quickly and as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.
- To support and protect children and ensure they are listened to.
- To help and support children displaying bullying behaviour to change their attitudes and understand why it needs to change
- To liaise with parents and other appropriate members of our community.
- To ensure all members of our community feel responsible for helping to reduce bullying.

## 3. Statement of Intent

At Wilcombe we believe:

- Bullying, including cyber bullying, is unacceptable.
- A solution-based approach to bullying must be adopted.
- Seeking help and openness are regarded as signs of strength not weakness. We are a 'telling' school.

- All members of our community will be listened to, taken seriously and involved in decision making/solutions.
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.
- We tackle bullying best by encouraging an environment where individuality is celebrated and individuals can develop without fear.
- We maintain and develop effective listening for children and staff within our school e.g. through SEAL and circle time, assemblies and constantly promoting the message that all our children are important and have the right to be safe, happy, respected and listened to and supported.
- We ensure all staff address incidents of bullying, including cyber bullying, effectively and promptly.
- We ensure that all adults who have contact with our children e.g. midday supervisors, part-time staff, volunteers, vicar, support staff etc know how to respond if they witness or are told of a bullying incident.
- We communicate with parents and the wider school/setting community on the subject of bullying, its definitions and how to report it.
- We acknowledge the key role of every staff member in dealing with incidents of bullying.
- We ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations, providing support and education for all children involved in order to affect a positive change on future behaviour.
- We promote emotional health and wellbeing across the whole school and for all members of our community to role-model this in all situations.

#### **4. Reporting incidents of bullying: Advice for parents/carers.**

There are several methods for reporting suspected bullying incidents:

- Please make a report in person, or
- Contact your child's teacher by phone, or via the school email [Wilcombe@thePat.org.uk](mailto:Wilcombe@thePat.org.uk)

#### **5. Investigating allegations of bullying**

When parents have raised a concern about a potential bullying issue, it is important that they be assured that action will be taken. Our response will be as follows:

- The class teacher will act on the information they have been given by a child/parent/member of staff, within 2 school days. The class teacher may need to speak to other children, other staff members (including the Head/Deputy Head of School/SENDCo and/or other parents to gain a better understanding of issues raised/events being investigated.
- The class teacher will then personally contact the parent to inform them of the actions taken and the outcomes of them. In some cases, where the outcomes indicate it is appropriate, the Head/Deputy Head of School/SENDCo may make this contact with parents instead of the class teacher.
- In some cases it may be necessary for a class teacher to meet with a parent and child in person; the Head/Deputy Head of School may also attend this meeting.
- **The whole process should not take longer than 5 days.**

## **6. Our approaches to dealing with bullying**

### **Staff**

1. In the first instance a child faced with a comment/behaviour they do not like will use the school "script" to inform the other child "I don't like that, please stop".
2. If the behaviour continues the child will inform an adult who MUST check if this has happened before. If it has, they must complete a Bullying/Harassment log and hand it to the Deputy Head of School immediately.
3. If it has not, the adult will check that the child has used the school script.
4. If the child has not, the adult will remind the child and accompany them as they tell the child concerned that they don't like their behaviour.
5. If the child has done this, the adult will re-iterate the script and, if appropriate sanction the child who is behaving inappropriately. This member of staff will inform the class teacher immediately about the incident.
6. The Deputy Head of School will review all Bullying/Harassment Logs and then hand them to the relevant class teacher, clarifying the actions to be taken.
7. Once the actions have been taken, the teacher must return the Bullying/Harassment Log to the Deputy Head of School in person, who will confirm that the appropriate steps have been taken, and quality assure the outcome.

### **Governance**

Local Governors or directors have a duty to:

- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy

### **Parents**

We hope that parents will:

- Feel confident that everything is being done to make our school a safe and secure environment in which quality learning can then take place
- Feel supported in reporting incidents of bullying, including cyber bullying
- Remember that we are a 'telling' school and be reassured that if any member of our school 'tells', they will be listened to with sensitivity and respect, and action will be taken.

## **7. Monitoring, evaluation and review**

- The school will review this policy every two years and assess its implementation and effectiveness. This policy will be promoted and implemented throughout the school.
- This policy is part of our commitment to safeguarding children. It should be read in conjunction with our other safeguarding policies and procedures which promote safeguarding such as our Behaviour Policy.
- All our policies are available on the school website.

## APPENDIX A

### Additional Information for staff

#### **Before recording an incident it may be useful for staff to consider the following:**

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure that the child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in the child's behaviour?

Although incidents may not be bullying, they should always be followed up thoroughly in school and dealt with appropriately with timeliness and sensitivity.

All incidents of bullying (as defined in our policy) will be recorded by the school.

The Head of School will take responsibility for ensuring that the incident is properly recorded and that the record is updated as necessary throughout an investigation.

Parents/carers of all children/young people involved will be informed of what has happened, and how it has been dealt with.

All discussions and actions relating to the incident/investigation will be documented.

Wilcombe will:

- Talk the incident through with all parties involved
- Support the person who has been bullied to express their feelings
- Supporting the person displaying the bullying behaviour to express their feelings
- Explore the use of Restorative Approaches
- Discuss which rules(s) have been broken
- Discuss strategies for making amends

Actions will be in line with our behaviour policy, and may include:

- Explanation why the inappropriate behaviour is unacceptable
- Reparation of damaged relationships
- Restorative Approaches
- Time away from an activity
- Meeting with staff, parent and child
- Missing another activity
- Formal letter home from the head of teaching and learning expressing concerns
- Time out from the classroom
- Pastoral support plan
- Fixed term exclusion
- Permanent exclusion

## **APPENDIX B**

### **Additional Information for Parents**

Whenever a bullying incident is discovered, we will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

#### **Before progressing it may be useful for parents/carers to consider the following:-**

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure your child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in your child's behaviour?  
(Although incidents may not be bullying they should always be followed up thoroughly in the school and dealt with appropriately.)

## **APPENDIX C**

### **Key elements of an effective policy:**

- Is there a shared understanding of what constitutes bullying across the setting? (Children, young people, staff, governors/trustees, parents/carers)
- Are the views of children and young people on the extent and nature of bullying canvassed regularly?
- Is it clear how children can contribute ideas about how to tackle bullying?
- Is there a safe and secure means of complaining about bullying?
- Do children feel able to tell a member of staff if they are being bullied, or if they have seen someone else being bullied or that someone is bullying?
- Do children feel that there will be consistent response whichever member of staff they tell?
- Is bullying dealt with promptly?
- Is bullying dealt with consistently and fairly?
- Are children aware of sanctions that may be applied to cases of bullying?
- Are children who display bullying behaviour supported to change their behaviour?
- Do children who are the targets of bullying feel supported?
- Is the policy and practice consistent with The Equality Act 2010?
- Has the policy been subject to analysis?
- Is support at times of transition and for particularly vulnerable groups clearly identified?
- Do all people within the setting respond in line with the whole-setting approach?
- Do all people within the setting feel they have had adequate training about bullying and how to respond to it?
- Are there peer support schemes in place?
- Do visual displays within the setting demonstrate a non-tolerance of bullying and show what help is available from both in and outside the setting (websites, helplines etc)?
- Are records kept of incidents of bullying?
- Is the data from this analysed for patterns (people, places, groups)?
- Does this analysis inform changes to practice?
- Do parents know who to contact if they are worried about bullying?
- Do parents know about the complaints procedure and how to use it?