



Anti-Bullying Policy

Date of policy:	April 2024
Review date:	September 2025
Date of approval:	
Approval by:	

Anti-Bullying Policy

At Westglade Primary School we are committed to provide a safe, caring and friendly environment for all our pupils to allow them to; learn and challenge themselves effectively; respect themselves and others; have a thirst for knowledge; develop and show resilience; collaborate by working, playing and having fun alongside each other and by being proud of what they and others achieve. We want all pupils to 'Grow, discover and blossom'.

We are aware that bullying can happen in any setting. Bullying is unacceptable at our school and we aim to have strategies to support children if bullying occurs. 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 who knows that bullying is happening is expected to tell the staff.

We would expect pupils to feel safe in school, including that they understand the issues relating to safety, such as bullying and that they feel confident to seek support from school should they feel unsafe.

Objectives of this Policy

- The school community should know that any form of bullying will not be tolerated.
- Governors, staff, pupils and parents should have an understanding of what constitutes bullying.
- Governors and staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

School's Accountability

Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.

Roles and Responsibilities

The Head Teacher

The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers.

The responsibilities are:

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

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

STOP Bullying! (Several Times On Purpose)

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (Preventing and tackling bullying DfE October 2014)

At Westglade we teach our pupils about respect for each other and that unkind or cruel behaviour will not be tolerated. However, not all unkind behaviour is bullying.

To be rude to someone once is unkind.	To be unkind again is mean.	To be mean several times is bullying.
---------------------------------------	-----------------------------	---------------------------------------

The key characteristics that turn unkindness into bullying are:

- That it is repeated and goes on over time.
- That it is deliberate and not accidental.
- That it involves the person doing the bullying in having some sort of power over the person experiencing the bullying.

We investigate and record in the 'red book' any incidents which are brought to the attention of staff. ***If there are three repeated unkind behaviours logged from one child to another*** – this will be logged as an incident of bullying and a significant sanction applied, e.g. internal exclusion working with staff looking at the impact on a victim of bullying and considering the perpetrators behaviour.

Occasionally an incident may be deemed 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.

Pupils at Westglade are taught STOP – that bullying is Several Times on Purpose.

Bullying can be:

- Emotional being unfriendly, name calling, mocking, making offensive comments, excluding, producing offensive graffiti, gossiping and spreading hurtful and untruthful rumours, tormenting, (e.g. taking belongings, 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 inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet, misuse of social media and online games.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately. Bullying can take place between:

- children and young people.
- children, young people and staff.
- between staff.
- individuals or group.

Signs and Symptoms

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school.
- changes their usual routine.
- is unwilling to go to school (school phobic).
- 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 books damaged.
- has possessions which are damaged or “go missing”.
- has unexplained cuts or bruises.
- 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 & jumpy when a cyber-message is received.

It is important to note that these signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Prevention

As far as possible we will seek to eliminate bullying at Westglade through education and by teaching methods for helping children to prevent bullying.

These include:-

- Promotion of our values across the school.
- Circle Time
- Circle of Friends
- ELSA support
- Through our PSHE curriculum.
- Taking part in national initiatives such as Anti-Bullying Week .
- Writing a set of class rules annually and reviewing these through the year.

- Writing stories or poems or drawing pictures about bullying.
- Reading stories about bullying or having them read to a class or assembly.
- Making up role-plays.
- Having discussions about bullying and why it matters.
- School Council

At times, however, bullying may occur despite these methods of prevention. 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. School has a responsibility to respond promptly and effectively to issues of bullying. Our school has clear and well-publicised systems to report bullying for the whole community (including staff, parents/carers, children and young people) this includes those who are victims of bullying or have witnessed bullying behaviour (bystanders).

The systems for reporting bullying are as follows:

- Children and young people should report concerns about bullying behaviour to their teacher, if passed to a class teacher, staff should pass on the information to member of the senior leadership team.
- Parent/Carers can report concerns to the office, who will endeavour to find a member of senior staff to discuss the concern. If no one is available parents will be contacted on the same day at the earliest opportunity.
- Visitors and other bystanders should refer any concerns about bullying behaviour to a member of the senior leadership team.

Each case of bullying will be investigated involving all parties.

- Step one -Talk to the victim (what is the problem? What has happened? Who is involved? Are there any witnesses? What would you like to be different?)
- Step two –talk to the people involved (alleged perpetrators/witnesses)
- Step three – discuss possible actions and sanctions and inform victim and perpetrator and parent/carer of these
- Step Four – Meet with them again to monitor and check progress
- Step Five – Review actions and progress with parents

Recording bullying and evaluating the policy

Bullying incidents will be recorded by a member of the senior leadership team.

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. E.g. if three recorded incidents of unkind behaviour e.g. homophobic / racist comments are logged – the significance of the sanction will increase and bullying will be logged as the behaviour of the perpetrator. This information will be presented to governors as part of the Head Teacher's report to Governors and used in the process of updating the policy.

Outcomes

If possible, the pupils will be reconciled using restorative justice strategies.

After the incident/incidents have been investigated and responded to according to the situation, for example, restorative justice session, circle of friends, individual work with the victim and /or perpetrator, referral to outside agencies. Each case will be monitored to ensure repeated bullying does not take place.

Sanctions will be applied according to the school behaviour policy. Serious incidents and incidents of continual bullying may result in exclusion.

Links with other documents

Preventing and tackling bullying advice for headteachers, staff and governing bodies.

Anti-Bullying Team

Jo Keely (Head Teacher)

Kim Wenyon (Deputy Head Teacher and SENCo)

Jess Foster (Assistant Head Teacher)

Pauline Baskill (ELSA)

Steve Scrimshaw (Chair of Gov

