



Willenhall Community Primary School

Anti-Bullying Policy

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1. RATIONALE

We believe that all pupils have the right to learn in a safe, caring environment without the fear of being bullied. Whilst recognising that all institutions, whether large or small, have the potential for some bullying behaviour, we feel that a clearly laid down system for discipline, alongside high quality PSHE education, can minimise its occurrence. At Willenhall Community Primary School we endeavour to promote good citizenship and make it clear that bullying is anti-social and contrary to our ethos and school values. It is wrong and will not be tolerated.

Bullying affects everyone, not just the bullies and the victims. It also affects those children who watch and less aggressive pupils may be drawn in by group pressure.

Bullying rarely sorts itself out. It is clear that jokes, insults, written abuse, violence and threatening or intimidating behaviour are found in our society but we believe that no one person or group should have to accept this type of behaviour.

We feel that it is important for pupils and parents / guardians to know that any bullying complaints will be dealt with firmly, fairly and promptly.

It is also essential that all children know how to ask for help, who they can talk to, and have the opportunity to share any concerns.

2. WHAT IS BULLYING?

In our school, bullying is defined as:

“This word means unfairly hurting a person with their body or words, over and over again, on purpose. It can involve one person, more than one person or happen online.”

The words in this definition can be broken down as follows:

Unfair – bullying is not fair, one person is being treated as less important than another person.

Hurting – this can sometimes be hurting them physically with their body and, almost always, emotionally with words.

Over and over again (repeated) – Bullying is not a one-off event. It occurs over time on a regular basis.

On purpose (intentional) – Accidents aren't bullying; bullying is when a person knows what they are doing.

One person or more than one person – Bullying can happen by a group to one person, or by one person to a group

Online – Bullying can take place using the internet, via social media or apps and games.

3. TYPES OF BULLYING

Bullying behaviour which conforms to the above definition can take different forms:

- Verbal - the repeated negative use of speech, sign language or verbal gestures to intentionally harm (hurt) others e.g. swearing, offensive language, discriminatory language.
- Indirect – repeated negative actions, which are neither verbal nor physical, to intentionally hurt others e.g. isolating someone from a group, damaging/taking somebody's property, physical intimidation.
- Physical – repeated negative use of body contact to intentionally hurt others e.g. punching, kicking, spitting at someone.
- Bullying of anyone with Disabilities - bullying involving children and young people with disabilities, which employs many of the same forms as other types of bullying.
- Racist and Religious Bullying - racist bullying can be defined as 'A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status'.
- Sexist Bullying - refers to bullying simply because the victim is a girl or a boy, based on singling out something specifically gender-linked.
- LGBT Bullying - this is the bullying of lesbian, gay, bisexual and transgender (LGBT) young people, their families, or those perceived as LGBT. Bullying towards LGBT young people may target their non-conformity to gender norms. This can be classed as sexual harassment. Insults should never be ignored and under no circumstances passed off as 'banter'. This can be deemed harassment if it is at the expense of someone's dignity and meant offensively

e.g. the term 'gay' as an insult is unacceptable and should always be challenged. Similarly, 'jokes' about sexual assault, or rape, if unchallenged, can create an atmosphere in which this behaviour is seen as more acceptable.

- Online bullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature e.g. misuse of social networks. This will likely be taking place outside of school, and is repetitive by virtue of the fact that any further viewing and commentary will increase the abuse. Also, owing to its remoteness, the perpetrator will not necessarily see the subsequent, ongoing effect on the victim and may deem the comment as 'just a bit of fun'. Online bullying can include any of the following;
 - Sharing information about another person that is false or damaging.
 - Sharing photos of someone with an intent to be unkind
 - Spreading fake rumours and gossip.
 - The use of extreme and offensive language/ insults.
 - Creating fake profiles on social network sites, apps and online.
 - Coaxing someone into revealing secrets and forwarding it to others
 - Repeated messages that include threats of harm, harassment, intimidation or engaging in other online activities that make a person afraid for his or her safety.
 - Exclusion, when others intentionally leave someone out of a group e.g. group messages, online apps, gaming sites. This is also a form of indirect bullying.
 - Online Sexual Harassment – Sending unwanted images (youth produced sexual imagery) or messages of a sexual context. This could include trying to persuade someone into returning images of themselves and/or doing something they are not comfortable with. This is a significant safeguarding concern. See the school's Safeguarding Policy for further information.

4. OBJECTIVES OF THIS POLICY

The aim of this policy is to help us deal with incidents of bullying, quickly, effectively, consistently and with sensitivity to the needs of the individual. Specifically this means:-

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- To provide a safe and secure environment where all members of the school community are treated with dignity and respect.
- All governors and staff should know what the school guidance is on bullying, and follow it when bullying is reported.

- All pupils and their parents should know what the school policy is on bullying, and what they should do if bullying happens.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- To be proactive in reducing the risk of bullying by developing a school ethos in which bullying is unacceptable and students are confident to report bullying.
- To apply consistent and appropriate education to any students who are involved in bullying others and apply sanctions as required.
- To ensure that all members of staff take all forms of bullying seriously and intervene to prevent incidents from taking place or continuing

5. SIGNS AND SYMPTOMS OF BULLYING

Rather than telling an adult, children may indicate by signs and symptoms that they are the victims of bullying. Adults should be aware of these possible signs and should investigate if a child:

- Is frightened of walking to or from school
- Begs to be taken to school or back home
- Changes the usual routine
- Is unwilling to come to school
- Becomes withdrawn, anxious or lacking in confidence
- Cries themselves to sleep or has nightmares
- Feels ill in the morning
- Begins to do less well in school work
- Comes home with clothes or possessions damaged or missing
- Starts stealing money
- Has unexplained cuts and bruises
- Becomes aggressive or unreasonable
- Is bullying siblings or other children
- Stops eating
- Is frightened to say what is wrong
- Is afraid to use the mobile phone [or internet]

These signs and behaviours could indicate other problems, but bullying should be considered a possibility.

6. PROCEDURES

When a student, member of staff or family member reports an incident of one or more students being bullied, any action taken will be overseen with the assistance of the Senior Leadership Team. Staff investigating an incident may wish to use the '5 As' to guide their investigation.

- Assess: After a reported incident the staff member should ensure the victim is safeguarded from any further events. This could involve communication with

parents/carers or other members of staff.

- **Assure:** The staff member should reassure the victim that they have made the right decision to come forward and disclose the incident. Staff may also need to reassure other students who are linked to the incident. If children choose to disclose bullying themselves, the adult involved must ensure the child is being listened to and their comments are taken seriously. Is bullying, who is involved and what will happen next.
- **Ascertain:** Through sensitive asking of questions, the adult should establish the facts and work with the child to help them recognise whether what they are reporting is bullying. The children involved or accused should be interviewed by a member of SLT and parents should be contacted and informed. At this stage it must be determined if bullying has occurred and if there are wider reasons for this. After all evidence has been taken into consideration, the staff member involved should decide on further action.
- **Amend:** In most cases it would best to provide educational support for the child who is bullying to modify their behaviour. Where possible we would like the children involved to work together on the outcome and ensure all children understand the potential sanction required. If the incident involves online bullying then the school will work with parents to ensure that all harmful content such as messages or images are deleted and to do everything possible that they are not shared further.
- **Applaud:** It is vital that a staff member who has dealt with a bullying incident reviews the progress made by all children involved. This should initially take place, as a minimum, on a weekly basis. Where positive progress has been made, the staff member should acknowledge this e.g. phone call home to parents.

7. OUTCOMES

The consequences for the children causing bullying will be decided by SLT and be based on the school's behaviour policy. This could include missing breaktime or lunchtime, or potentially more serious consequences such as suspension. See the school's Behaviour Policy for details.

The school will also work with the parents of the children involved to decide the best outcome for all children, help reinforce key messages, address any learning required and to ensure that all children benefit from the outcome.

The incident and outcome will be recorded on CPOMS, the school's recording system for safeguarding and behaviour. This will be reviewed and monitored by the Headteacher and the Safeguarding Lead.

It is also essential that the pupil involved recognises the consequences of them disclosing and that they feel the matter has been resolved. They should also feel confident in knowing who and how to speak to someone should the bullying re-occur.

8. PREVENTION

As a school we will use our PSHE scheme to help pupils prevent bullying. Our scheme covers healthy friendships regularly and about bullying specifically in for every year group, in the following units of work:

Year 1: What is the best way to behave?

Year 2: What is bullying?

Year 3: What makes a good friend? and How do I stay safe online?

Year 4: What should we do about bullying?

Year 5: What are different relationships like?

Year 6: How can I stay resilient?

Each year group also learns about online behaviour and bullying as part of the Computing scheme of work.

The school also uses annual events to teach and bring awareness of bullying, such as national Anti-Bullying week every November and a school-based behaviour and bullying week in April 2023. These provide opportunities to deliver assemblies, teach and reinforce what bullying is, how it can be managed and what children should do if they feel unsafe.

The children's understanding of bullying and their perceptions of bullying are monitored through a twice yearly pupil survey, which generates data which can be used to track current trends. This also allows to identify and address any common misconceptions and identify individuals for whom more focused support or teaching may be required.

In addition, we also use the following strategies:

- Regular staff training with all members of staff
- Use of the school's 'Helping Hands' scheme where all children know and have access to adults who can help them.
- Discussions around the impact of bullying and the link between bullying and mental health and wellbeing in our choice of English texts, such as Planet Omar in Year 2.
- Use of expectations week at the start of the year, where we define what bullying is.
- We utilise Home / School agreements to work with parents and carers.
- We share stories about bullying and use drama / role-play to support understanding when needed.
- We utilise external providers who cover content bullying and staying safe.
- Child-made posters displayed around the school to reinforce key messages.

9. THE ROLE OF THE SCHOOL

- The school will consistently carry out this bullying policy.
- Ensure that all children have trusted adults to speak to if they need to, and that time is given so that they can do so
- Ensure that there is adequate supervision at all times.
- Aspects of bullying will be discussed along with the appropriate way of behaving towards each other during PSHE lessons.
- Any concerns will be dealt with quickly, fairly and firmly.
- Parents will be involved in any incident that occurs.
- We will encourage pupils to discuss how they get on with other people and to form positive attitudes towards others. This includes discussion on positive relationships and healthy friendships.
- We will encourage pupils to treat everyone with respect.
- We will treat bullying as a serious offence and take the opportunity to eradicate it from our school.
- We will continue to review this policy and its degree of success.

10. WHAT CAN YOU DO IF YOU ARE BEING BULLIED?

The most important action to take is to talk to a trusted adult about what is happening.

They will help you to resolve the situation.

11. IF YOU KNOW SOMEONE IS BEING BULLIED

It is important that bullying behaviour is not ignored or considered to be normal.

If you know someone who you think might be being bullied, then talk to a trusted adult as soon as you can.

12. AS A PARENT

- Be aware of what behaviours and incidents are, and are not, bullying. Wrongly labelling an incident as bullying can be harmful to the children's understanding – equally, behaviour that is bullying should be labelled as such.
- Look for unusual behaviour in your children. For example, they may suddenly decide they do not wish to attend school, they may feel ill regularly or not be doing as well with their work.
- Always take an active role in your child's education. Ask how their day has gone, whom they played with etc.

- If you feel your child may be a victim of bullying behaviour, let the school know as soon as possible. Your concern will be taken seriously and appropriate action will follow.
- It is important that you advise your child not to fight back. It can make matters worse and may lead to consequences being given to your child.
- Tell your child that there is nothing wrong with them. It is not their fault that they are being bullied.
- Make sure your child knows our policy on bullying and that they need not be afraid to ask for help.

13. LINKS AND RESOURCES

This policy links closely to the school's Behaviour, Safeguarding and Relationships, Health and Sex Education policies which are available on the school website.

Outside agencies who can offer general support are:

- Childline: 0800 1111
- NSPCC: 0800 800 5000
- Anti-Bullying Alliance www.anti-bullyingalliance.org.uk
- Stand up to Bullying www.standuptobullying.co.uk
- Bullying UK www.bullying.co.uk
- ChildNet International: www.childnet.com
- Digizen: www.digizen.org
- Think U Know: www.thinkuknow.co.uk