

# Wheeler's Lane Primary School

## ANTI-BULLYING POLICY

### 2022



Policy to be reviewed annually

Ratified by the Governing Body on 24.11.22

Signature of Chair of Governors \_\_\_\_\_

Dated: 24.11.22

**We are a Rights Respecting School and when writing this policy, we have considered the rights of the child and these include:**

**Article 2: Non-discrimination.**

**Article 12: Respect for the views of the child.**

**Article 13: Freedom of expression.**

**Article 14: Freedom of thought, belief and religion.**

**Article 16: Right to privacy**

**Article 17: Access to information from the media.**

**Article 19: Protection from violence, abuse and neglect.**

**Article 22: Refugee children**

**Article 23: Children with a disability.**

**Article 28: Right to an education**

**Article 29: Goals of education.**

## **Anti-Bullying Policy**

### **Aims**

- To create an ethos in which bullying/harassment/discrimination are considered to be unacceptable by all members of the school community.
- To identify and deal effectively with incidents of bullying across our school.

The aim of the Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment, without fear of being bullied. Bullying is anti-social behaviour and affects everyone: it is unacceptable and will not be tolerated.

Our pupils will be encouraged to “tell”, knowing that incidents will be dealt with promptly and effectively.

### **What is bullying?**

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying can be described as being ‘a deliberate act’ done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Bullying can range from ostracising, name-calling, teasing, threats, coercion and extortion, through to physical intimidation, assault on persons and/or their property.

Bullying is any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, persistent and can continue for a long period of time. It always reflects an abuse and imbalance of power and is usually premeditated.

### **Bullying behaviour can include:**

- Physical - aggression, such as pushing, hitting, kicking, violence of any kind, unwanted physical contact, taking or damaging possessions;
- Emotional – being unfriendly, tormenting
- Verbal - such as name calling, threatening comments, insults, racist remarks, homophobic/biphobic and transphobic comments, sexually abusive comments, teasing, sending nasty notes or making nuisance calls; aggressive tone
- Indirect social exclusion, such as deliberately leaving someone out, ignoring someone, spreading rumours about someone or about their family.
- Cyberbullying – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones or other electronic devices.

### **Bullying can be:**

- Deliberate hurtful behaviour (including aggression)
- Repeated and systematic over a period of time
- Difficult for targets to defend themselves

Our school recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children. We include work on the protected characteristics of the equality duty (Equality Act 2010) and aim for children to develop respect and tolerance for differences in our community.

These include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEND) or disabilities
- Bullying related to sexual orientation
- Sexist, sexual or transphobic bullying.
- Derogatory language – relating to race, religion, culture, special educational needs, disability, age, gender, sexual orientation, appearance, health conditions, family/home circumstances (including same sex partnerships).
- **Racial bullying involves the same kinds of behaviour directed against someone because of their cultural or ethnic identity. Sexual or homophobic bullying may involve the use of derogatory terms such as 'gay' - these may be aimed at someone because of their sexuality or gender but often are used as a derogatory term, regardless of the sexual orientation or gender of the person the comment is aimed at. It may not necessarily be**

**the child's actual identity, but is what the actual bully perceives. e.g., the use of 'gay' as an insult may not necessarily be used against a child who is gay.**

### **Bullying is not:**

- Falling out with friends
- Play fighting
- Disagreement
- An isolated aggressive incident
- A clash of personality/dislike for someone.
- Someone being rude, mean or unkind.

Staff, parents and children at Wheelers Lane Primary School, work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Research has shown, repeatedly, that the extent of bullying in schools is underestimated.

### **We work to prevent bullying behaviour through a combination of:**

- Awareness raising about what bullying is, what it can look like (including coercion from others) and how it affects people.
- Emphasising the important role that bystanders play in tackling bullying and teaching pupils how to safely challenge bullying behaviour.
- Help to build an anti-bullying ethos in the school.
- Pupils know bullying incidents will be dealt with and both staff and pupils will follow the anti-bullying policy.
- Staff will encourage openness and disclosure of incidents through, for example circle time, RSHE lessons, Anti-bullying week and KiVa sessions (KS2). KiVa is a research based anti-bullying programme from Finland and is a series of lessons to teach children in KS2 about positive relationships and anti-bullying, topics covered for example in Unit 1 are Let's get to know each other, emotions, difference is richness, we will not join in with the bullying. In Unit 2 example topics are Respect is for everyone, recognise bullying, hidden forms of bullying and countering bullying as a group. The programme (unit 1 for years 3 / 4 and unit 2

years 5 / 6) is predicated on the idea that the way peer bystanders, who are neither bullies nor targets, react when witnessing bullying is crucial in either maintaining or stopping bullying from happening. The peer context is vital in effective bullying work.

- A positive environment is created, by having high expectations of children and emphasising the rewarding of caring, responsible behaviour and good work.
- Pupils are encouraged to take responsibility for discouraging incidents of bullying in a non-violent way.
- Pupils are taught that they all have a right to feel safe and to not be discriminated against.
- Pupils are taught to manage their relationships constructively through use of techniques taught in RHSE sessions such as:

**Self-awareness:** self-monitoring and recognition of feelings; building a vocabulary of feelings; making links between thoughts, feelings and behaviour.

**Personal decision making:** self-monitoring of actions and recognition of their consequences; distinguishing between thought-led and feeling-led decisions.

#### **Issues to be explored with pupils are:**

- What is bullying?
- How people may try to bully others.
- The impact of bullying.
- What causes people to bully each other?
- How does it feel to be bullied /to bully?
- What are the effects of bullying behaviour on bullied pupils; on pupils who bully others; on bystanders?
- What would our school and our society be like if bullying behaviour was acceptable?
- Why should we try not to bully each other?
- What can we do to stop bullying?
- What moral dilemmas do we face when we encounter bullying behaviour?
- Who to talk and seek help from, if being bullied or witness bullying?
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

- that bullying (including taking place online - cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Peer pressure and coercion and strategies to deal with them.

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different bullying related roles within bullying situations can be identified and include:

- The bully/ring leader who through their position of power can start the bullying, bullies others and often directs bullying activity and gets others to join in.

Bystanders can have different roles in bullying situations and these can include:

- Assistants/associates, who actively join in the bullying and assists the bully in different ways (sometimes because they are afraid of the ring leader/bully)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing. These facial expressions and gestures signal that bullying is okay or even fun.
- Outsiders/silent approvers, who may stay back, withdraw from the situation or stay silent, pretend they don't notice what is happening and thereby appear to condone or collude with the bullying behaviour. They don't want to get involved.
- Defenders, who try to intervene to stop the bullying or comfort pupils who experience bullying, help the target/victim by telling others.
- Children can adopt different roles simultaneously or at different times e.g. a bullied child (target/victim) might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the bully is not around.

Bullying may be brought to the attention of any member of staff by the target(s), their friend(s), their parent(s) or other interested people.

### **What are the signs and symptoms of bullying?**

Pupils who are being bullied may show changes in behaviour

- Becoming shy or nervous
- Feigning illness
- Taking unusual absences
- Clinging to adults
- Changes in work patterns
- Lacking concentration

As a "telling" school children are encouraged to 'tell' an adult.

### **Implementation**

## **School Procedures to follow:**

- When a bullying incident is identified it is important to make a record of who is involved, what happened and how it was followed up.
- Staff are responsible for dealing with incidents of bullying, and these should be dealt with as soon as possible after the incident.
- KiVa Team (Julie Richmond, John Canning and Karen Harte) will follow the KiVa programme with any child who is being bullied and the bully.
- A clear account will be recorded by the member of staff who is told about the bullying incident on our CPOMS system which is used to record child protection concerns including bullying and this is sent to the Behaviour Co-ordinator and appropriate member of senior staff. Also, any other members of staff need to be informed relevant to the issue e.g., child's class teacher/ Learning mentor.
- All matters of bullying to be brought to the attention of the Behaviour co-ordinator and the Head teacher. The Behaviour co-ordinator will interview all those concerned and record the incident and inform relevant staff what action has been taken.
- Use of restorative justice approach.
- Parents/carers to be informed by letter/phone call/meeting.
- Appropriate action will be taken.
- The bullied pupil is to be informed what action has been taken and support to be provided if necessary.

### *Pupils*

Pupils who have been bullied will be supported by

- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by

- Discussing what has happened
- Discovering why the bullying incident occurred
- Establishing the wrongdoing and need to change
- Informing parents/carers to help change attitudes

### **How we will prevent bullying from occurring**

- Regularly update the children's Anti-Bullying booklet with the Junior Leadership Team.
- Send an Anti-Bullying Booklet home.
- Take part in Anti-Bullying Week.
- Include anti-bullying themes in assemblies, circle time and drama activities.
- Use questionnaires to monitor children's feelings
- Ensure that all stakeholders understand the definition of bullying.
- Participate in the KS2 KiVa programme.

## **Responsibilities**

### **Everyone in school is expected to:**

- Act in a respectful and supportive way to one another
- Adhere to, and promote, the aims of this policy

### **Pupils are expected to:**

- Remember we are a "telling" school and report incidents of bullying, including suspected incidents that victims are frightened to report.
- Support each other and seek to help to ensure that everyone feels safe, and nobody feels excluded or afraid in school.

### **Staff are expected to:**

- Never ignore suspected bullying
- Not make assumptions – investigate fairly and thoroughly.
- Listen carefully to all accounts.
- Follow up shortly after intervention and sometime after to check that the bullying hasn't returned.
- Tackle language used in bullying such as racist /homophobic/biphobic and transphobic bullying.

## **Equal Opportunities/Inclusivity**

This policy has paid due regard to the Public Sector Equality Duty and safeguarding of our pupils and will reflect the ethos of the school, by providing a secure non-judgemental environment in which to learn, in accordance with any protected characteristics as defined by the Equality Act 2010.

## **Monitoring and evaluation**

The policy will be reviewed regularly and its effectiveness assessed.  
The policy will be promoted and implemented throughout the school.



Signed: \_\_\_\_\_ Dated: 24.11.22