



# Anti-Bullying Policy

Reviewed February 2022 - no changes

Person responsible for overseeing the logging of bullying: S A Norris

## Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our children so they can learn and grow in a relaxed and secure atmosphere. We believe it is important to build children's self-esteem and give them the means to make positive and informed choices concerning their own behaviour. As an inclusive school, we endeavour to remove any barriers which may prevent children from engaging fully in school life and fulfilling their potential.

If bullying does occur, all children should be able to tell an adult, knowing that incidents will be dealt with promptly and effectively to end the bullying. Pupils need to be provided with opportunities and experiences which help to support them in dealing with difficult situations. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school

This policy is closely linked to our School Development Plan and is supported by other policies such as *Teaching and Learning, Behaviour, Online Safety, Equality Principles, Safeguarding, Staff Handbook and SEND* policies.

## Objective of this Policy

All governors, teaching, support staff, children and parents should have an understanding of what the school policy is on bullying, and follow it when bullying is reported.

## What Is Bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult or impossible for the victim to defend themselves. Bullying results in pain and distress to the victim. The main types of bullying are:

- **Emotional/Psychological** e.g. being unfriendly, excluding someone from a social group, spreading rumours, tormenting.
- **Physical** e.g. pushing, kicking, hitting, punching, stealing property.

- **Verbal** e.g. racial taunts, homophobic remarks, threats, insults, bullying related to disabilities, SEN, or physical appearance.
- **Online bullying** e.g. graffiti, text messaging, e-mail, or postings on websites or forums.
- **Sexual** e.g. unwanted physical contact or sexually abusive comments including sexting.

**Bullies** The bully or potential bully may also be experiencing problems which are a cause of his/her anti-social behaviour.

Staff must be alert for behaviour or comments which may highlight that the child needs help to deal with their concerns.

Inter-staff bullying can occur whether it is through social networking sites or in the workplace. All preventative measures will be taken to ensure that this does not occur and quick action will be taken if it does.

Staff must always be aware they act as role models and therefore must ensure that their behaviour towards children can never be interpreted as bullying.

**Why is it Important to Respond to Bullying?** Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving.

**Actions to Tackle Bullying** Prevention is better than cure. At William Davies Primary School, we are vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help children to develop strategies to combat bullying-type behaviour. Anti-bullying is discussed as part of our PSHE curriculum. We also have an awareness week every year where anti bullying is a whole school focus.

**Reporting Bullying** Children are told that they must report any incidence of bullying to an adult within the school and that when another child tells them that they are being bullied or if they see bullying taking place it is their responsibility to report it to a member of staff.

**Recording of Bullying** [See appendix 1] All reported incidents of bullying will be investigated and taken seriously by all staff. A record will be kept. The class teacher of the victim will be responsible for this in the first instance before reporting to the Headteacher. Older children will be asked to write a report themselves. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying should be reported to the Headteacher. If bullying includes racist abuse, it should be reported to the Headteacher to be recorded as a Racist Incident.

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. The adult will remain neutral and avoid direct, closed questioning which may be accusatory or interrogational in style. Each child must be given an opportunity to talk and the discussion should focus on all parties gaining understanding leading to finding a solution and stopping the bullying re-occurring.

Where more than one child is involved in bullying another, various other strategies may need to be applied. Role play and other drama techniques can be used as well as Circle Time. Regularly revisiting and covering this topic through the wider curriculum will provide a forum for discussions on important issues such as equal rights, relationships, justice and acceptable behaviour.

Victims who are worried about openly discussing an incident can be encouraged to go and discuss it with a specified adult, peer mediator or a buddy. Victims need to feel secure in the knowledge that assertive behaviour, and even walking away, can be an effective way of dealing with bullying.

In the case of SEN children bullying or being bullied, a more individual approach may need to be taken in addressing the issue. This will depend on the specific needs and concerns relating to the pupil. This will be an area highlighted on their Personal Learning Pathway.

**Lunchtime Incidents** We recognise that the most likely time for an incident to occur is at lunchtime. Lunchtime supervisors record all incidents which in turn are monitored by the Deputy Head. All incidents are dealt with following agreed procedures.

**Monitoring of Incidents** Recorded incidents will be monitored regularly by SLT and decisions will be made as to the effectiveness of the procedures in place. Where a change in policy practice is required, it will be done so in consultation with relevant parties. The

Headteacher will inform the Chair of Governors and Governing Body in her regular reports to the Governing Body.

**Parental Involvement** The parents of bullies and their victims will be informed of any incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The school and parents will work together to monitor these strategies. The bully will also be reminded of the possible consequences of bullying and sanctions for any repeated incident. Persistent bullies will be excluded from school. The school will follow statutory procedures should an exclusion of a pupil be necessary.

To deal with bullying it is essential for the school to have an open relationship with parents and children. The school has actively sought to involve children and parents in writing this policy. Annual questionnaires to pupils and parents gather any concerns. The school maintains an open door policy to parents.

### **Acknowledgement**

This policy was written in consultation with parents, children and staff and governors. All input has been gratefully received.

### **HELP ORGANISATIONS:**

Advisory Centre for Education (ACE) 020 7354 8321

Children's Legal Centre 01206 873820

KIDSCAPE (Parents Helpline, Mon-Fri 10-4)  
020 7730 3300

Parent line Plus 08088 002222

Youth Access NSPCC helpline  
020 8772 9900 0800 800 5000

## Bullying Incident Report Form

**Name of Pupil:**

**Year Date:**

**Details of the Incident [include all involved]**

**Incident reported to**

### **Action taken**

Teacher Peer mediation  
Circle time SLT informed  
Parents informed  
Meeting with parents

**Signed by Pupil**

**Signed by class teacher**

**Review meeting**