



**Dream Believe Achieve**

# **Anti-Bullying Policy**

<b>Date approved:</b>	January 2022
<b>Review Date:</b>	January 2023
<b>Version Record</b>	V2 – 10032023

## ***Bullying:***

***Bullying is deliberately hurtful behaviour repeated over time, where it is difficult for those being bullied to defend themselves***

**We do not tolerate bullying of any kind at Whittlefield Primary School.**

**Any incident of apparent bullying is investigated.**

**Bullying is something that happens more than once to the same person.**

**Something that happens once may be mean and hurtful but it is not necessarily bullying.**

### **Introduction**

In 2003 OFSTED, published "Bullying effective action in secondary schools". This was followed by DfES guidance for schools under two headings: "Don't suffer in silence" and "Bullying – a charter for action". This policy reflects this guidance. DfES guidance defines bullying as actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct or indirect.

Whittlefield Primary school is committed to working with staff, pupils and parents and carers to create and maintain a school community where bullying is not tolerated. The school anti-bullying policy has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our pupils and we will take all steps to ensure their safety.

### **Aims and objectives**

The governors, headteacher, leadership team and all staff at Whittlefield Primary School acknowledge that bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim to:

- show commitment to overcome bullying through practising zero tolerance.
- have a safe and secure environment where all can learn without anxiety and measures are in place to reduce the likelihood of bullying.
- ensure a consistent school response to any bullying incidents that do occur.
- make the school community aware of our opposition to bullying and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

This policy aims to promote the understanding that bullying is usually caused by discontentment/unhappiness in the aggressor.

## **2: Roles and responsibilities across the school**

### **Governors' role and responsibilities**

#### ***Role***

- Promote the wellbeing and ensure the safeguarding of all pupils in school
- Ensure the school carries out both the letter and the spirit of the legislation and statutory duties, and observes national and local guidance.
- Provide leadership to ensure the development, implementation and regular review of the anti-bullying policy
- Ensure that policy and good practice is reflected in the school's anti-bullying practice

#### ***Policy development and implementation***

- Through consultation with all stakeholders, develop a written statement of principles regarding the anti-bullying work of the school
- Guide the Head teacher in determining and implementing measures, based on the statement of principles, which promote good behaviour throughout the whole school community
- Nominate a named governor with a particular brief to oversee the anti-bullying work of the school
- Make anti-bullying a regular item at governor meetings
- Publish and keep under annual review the anti-bullying policy
- Ensure the policy includes references to age, disability, ethnicity, gender, religion and belief, sexual orientation, class, poverty and any other local issues appropriate to the school context
- Review the policy in consultation with pupils, parents/carers and staff and ensure that it is informed by, and responsive to, their experiences
- Ensure that the school makes use of monitoring data and understands its implications for the development of policies, procedures and practice
- Provide leadership to ensure a consistent response to all incidents of bullying and harassment
- Ensure the development and publication of a complaints procedure
- Record, investigate and respond to any complaints from parents/carers or the wider community related to the school's response to bullying

#### ***Behaviour***

- Provide an appropriate and consistent role model for all staff, pupils and the wider school community
- Celebrate and share examples of good practice from the school and among individual staff and pupils

### **Headteacher and senior staff with key responsibilities**

#### ***Role***

- Build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff
- Promote the wellbeing and ensure the safeguarding of all pupils in the school
- Provide support for the governors through the development and implementation of an effective anti-bullying policy
- Ensure the voice of pupils, staff, parents and carers is heard and communicated to governors

### ***Policy development and implementation***

- With the advice and guidance of governors and through consultation with staff, pupils, parents/carers and other stakeholders, develop, implement and review anti-bullying policy and measures which promote good behaviour, respect for others, and self-discipline amongst pupils
- Ensure the effective communication of the policy to all pupils, staff and stakeholders
- Ensure that pupils, staff, parents/carers and other stakeholders are involved in the creation of a positive school ethos
- Take action to prevent all forms of bullying
- Ensure that the school's anti-bullying policy and related practice is complied with consistently and effectively
- Make sure that effective monitoring procedures are developed, operated and maintained
- Ensure all staff (including support staff) regularly receive appropriate training to enable them to recognise and prevent all forms of bullying and ensure they are clear about their roles and responsibilities in preventing and responding to bullying
- Develop and implement a system for recording incidents of bullying and hurtful behaviour which staff know and use consistently
- Ensure that appropriate support systems are in place to prevent and respond to bullying, including peer support programmes
- Use partnerships and multi-agency approaches to prevent, and/or respond to, bullying which happens off-site
- Provide structures and systems that respond effectively to pupils' views and ensure that all staff, pupils and other stakeholders are supported to participate in the review and impact assessment of behaviour and anti-bullying policies
- Monitor the continued progress and self-esteem of the targets and perpetrators of bullying
- Ensure evidence of the impact of anti-bullying policy and practice is reflected in the school's self-evaluation. (RoSE)

### ***Behaviour***

- Celebrate and share the anti-bullying work of the school and its pupils and highlight good practice
- Act as appropriate role models for all managers, staff, parents and pupils
- Respond appropriately to stakeholder consultation and make sure suggestions, opinions and concerns are included in policy review and impact assessment
- Involve external agencies (including local authority advisers, police, independent mediation or advocacy services etc.) as appropriate to respond to incidents

### **All teaching and support staff**

#### ***Role***

- Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of all pupils and staff
- Promote the wellbeing and ensure the safeguarding of all pupils in school
- Behave with respect and fairness to all pupils, carrying out the letter and spirit of the anti-bullying and equalities policies

### ***Policy development and implementation***

- Observe and implement the school's anti-bullying, racist incidents, behaviour and equalities policies and practices including the keeping of relevant records of incidents
- Contribute to consultations, reviews and impact assessments
- Develop and support curriculum opportunities to promote equalities and address bullying

### ***Behaviour***

- Provide a consistent response to incidents of bullying and hurtful behaviour whatever its nature or motivation
- Provide support to both the targets and perpetrators of bullying
- Take part in relevant professional development and maintain awareness about their role and responsibilities in preventing and responding to bullying and promoting equalities
- Model positive attitudes and relationships
- Promote the wellbeing of all pupils and take steps to ensure freedom from bullying and harassment
- Promote a positive view of difference and challenge prejudice and stereotypical views both through classroom practice and by modelling the behaviour and values they are trying to instil
- Raise issues with line managers which could contribute to policy review and development

## **Pupils**

### ***Behaviour***

- Report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness
- With the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged
- Respond to requests for information, opinions and suggestions to help improve the anti-bullying work of the school
- Actively support the school's peer support system/s

## **Parents/carers**

### ***Behaviour***

- Demonstrate positive support for the school's anti-bullying and behaviour policies
- Model appropriate behaviour at all times within the school grounds
- Report to the school any concerns regarding pupils involved in bullying
- Support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination
- Respond to requests from the school to provide feedback on anti-bullying policy and procedures.

### **3: Preventing and responding to bullying incidents**

#### **Prevention of bullying**

All pupils discuss bullying in the autumn term each year, linked with National Anti-bullying Week and the SEAL unit about bullying. Individual classes will address issues around bullying throughout the year in circle or discussion times.

The school works hard to ensure that all pupils know the difference between bullying and “falling out”.

The school employs a Pastoral Support Worker to work with children. She talks to children who have concerns, runs circle of friends groups and supports peer mediation.

#### **Response to bullying**

Bullying may be reported by a child, a carer, member of staff or a parent. In some cases, a child may admit to a member of staff that they have bullied another child. All reported incidents of bullying must be investigated and taken seriously by staff members.

Older children may be asked to write a report themselves. Where appropriate, the wishes of the child will be taken into account before any further action is taken. The Head teacher or a member of the leadership team will take time to discuss the issues with the victim of bullying and suggest strategies on how best to deal with the situation.

Strategies to support a victim of bullying will be put in place by staff. These may include a buddy from an older class, TA support at lunchtime or the opportunity to talk regularly to a member of staff. Parents will be informed. The Pastoral Support Worker will support victims of bullying and those who take part in bullying.

Staff will take time to discuss the issues with the bully and if appropriate carry out relevant sanctions in line with the school Behaviour Policy.

It will be made clear to all the children that bullying will not be tolerated.

If the incident is not too serious a problem solving approach may help. Each child must be given an opportunity to talk and the discussion should remain focussed on finding a solution to the problem and stopping the bullying reoccurring; where possible the pupils will be reconciled. The Head teacher, the leadership team and other appropriate members of staff will monitor the situation closely afterwards. Time is spent talking to the child or children who have done the bullying, explaining to them why their action was wrong and how they should change their behaviour in the future. When appropriate we will invite the children's parents to school to discuss the situation. The school will try hard to support the offender through mentoring and by setting up home school link systems, working with parental support.

In extreme situations The SENCO or head teacher may contact external services, for example the Behaviour Support Team or Educational Psychologist.

If the incident is decided to be bullying or is serious parents will be informed and asked to come into school to discuss the issues. The Head teacher or SENCO may contact outside agencies for support. In some cases exclusion may be considered. Records of bullying are kept during the child's stay at the school.

All incidents of bullying are recorded.

### **Child-on-Child abuse including sexualised abuse**

**Child-on-Child abuse** is defined as abuse between children under 18 years of age.

**Whittlefield Primary and Nursery School** has a **zero-tolerance approach to abuse**, including child-on-child abuse.

Whittlefield Primary and Nursery School will refer to the specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. [5.31 Peer Abuse \(proceduresonline.com\)](https://www.proceduresonline.com/5.31-peer-abuse)

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers and will not tolerate abuse as "banter" or "part of growing up".

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying
- Abuse in intimate personal relationships between peers
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Upskirting
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element

All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe. This process will be continually reviewed by the DSL and SLT.

The school's procedures for managing allegations of child-on-child abuse are outlined in the School Emotional Resilience & Relationships Policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-Bullying Policy and Exclusion Policy, where relevant.

Whittlefield Primary and Nursery School and DSL's will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

**Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:**

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff)
- Risk assessments will be recorded and kept under review as a minimum termly
- Refer to Guidance in Keeping Children Safe in Education Sept 2022, Part 5.

The school's anti-bullying policy is available on the school website and on request from the school office.

#### **4: Recording and reporting bullying**

When a possible incident of bullying is reported it must be recorded on a "Suspected bullying incident report" form. This will be the responsibility of the staff member concerned. The Head teacher must be informed and a copy of the report form given to them.

If after investigation it is decided that the incident is a bullying incident the head teacher or a member of the leadership team will record the incident internally on the bullying log and then on the LA bullying/racist incident form. All such incidents will be followed up by a member of the leadership team.



If the bullying includes racist abuse the Head teacher must be informed and the incident will be recorded in the racial incident log. All such incidents will be followed up by a member of the leadership team.

Governors will receive regular updates from the Head teacher through the Head teacher's report to governors once a term. The Chair of governors will be informed of any serious incidents of bullying.

### **Monitoring and review**

The anti-bullying policy is the governors' responsibility and they review its effectiveness annually.

They do this by examining the school's bullying incident file where incidents are recorded and by discussion with the head teacher. Governors analyse information for patterns of pupils, places or groups. They look out in particular for racist bullying or bullying directed at children with disabilities or special educational needs. The information reviewed by governors does not include children's names.

This policy is monitored on a day to day basis by the head teacher who reports to governors each term.