

South Wilford Church of England Primary School



Anti-Bullying Policy

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Our Vision

To Spark the Flame and Light up the World.
We are here to be a light, bringing out the God colours in the world.



Our Values

To Be Curious-*Encounter Jesus*
To Love and Respect-*Become Like Him*
To Be Brave and have no limits-
Do the things He did

Our Mission

'To Be at Our Best'

To always be at our best in our learning and spiritual journey. Through a collective commitment to high expectations and putting our faith at the centre of all we do, not only can we ensure that no doors are closed, but that the biggest and heaviest doors are wide open and our calling is clear.

By living out our Christian values and providing rich experiences, we will have the courage to walk through those doors with resilience, confidence and excitement to be all God meant us to be.



Anti-Bullying Policy

1. Aims of this policy

- To provide all staff with an understanding of the school's position on bullying, the way it seeks to prevent bullying and the process it operates when bullying is discovered.
- To raise awareness concerning bullying amongst all adults associated or working within the school.
- To eliminate bullying through education and affirmative action.

2. What is bullying?

2.1. Bullying is the wilful, conscious desire to hurt, threaten or frighten someone, carried out by an individual or group, repeated over time. (Several times, and on purpose.) This can be physical or verbal and includes hitting, name calling, teasing, as well as racial and sexual harassment. It can also include threatening gestures and looks, or cyber-bullying via a social network or text.

2.2. Bullying can be short term or continuous over long periods of time. Bullying can be:

Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical	pushing, kicking, biting, hitting, punching or any use of violence
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Racial	racial taunts, graffiti, gestures
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Sexual	unwanted physical contact or sexually abusive comments
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Homophobic	because of, or focusing on the issue of sexuality
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Direct or indirect Verbal	name-calling, sarcasm, spreading rumours, teasing
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Cyber bullying	All areas of the internet, such as email and internet chat, Twitter, Facebook misuse, mobile threats by text messaging and calls Misuse of associated technology, i.e. camera and video facilities, I- pad, games consoles.
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2.3. Bullying may be related, but not restricted to Race, Gender, Religion, Culture, SEN or disability, Appearance or health condition, home circumstances, including Young carers and poverty, Sexual orientation, sexism, or sexual bullying, including homophobia.

2.4. Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

3. What are our principles?

- 3.1. It is the basic right of all children and young people that they receive their education free from humiliation, oppression and abuse.
- 3.2. We have a responsibility to create and maintain a safe and secure environment for all the pupils in our care, so that parents may send their children to school in the confident knowledge that they will be protected from bullies.
- 3.3. In the same way all adults at South Wilford Endowed CE Primary School have the same right to work free from harassment, humiliation and abuse.

4. The Policy

- 4.1. All discovered bullying will be acted upon. Therefore, every person who is part of South Wilford Endowed CE Primary School has a responsibility to take action.
- 4.2. The organisation, administration and practices within the school will reflect the commitment to the prevention of bullying.

5. Schools Response/Actions

- 5.1. The school's PSHE curriculum includes teaching the children about bullying. Circle Time is also used to help children explore how the actions of other children can impact upon themselves.
- 5.2. A 'Worry box' is situated in a central area where children can leave confidential messages if they wish to report any incidents. This will be emptied and acted upon by the Head Teacher/ Senior Leadership Team/Nurture support Teaching Assistant.
- 5.3. The SLT or delegated representative will oversee and co-ordinate any reported incidents of bullying, it's subsequent reporting and liaising between staff and parents.
- 5.4. Any reported incidents of bullying by children, parents or staff will be promptly investigated by the member of staff who has been informed. It will be recorded in line with the school's management of Behaviour Policy. (See paragraph 8.3)
- 5.5. No Blame Circles may be established by a Senior Leader to help children explore how their actions impact upon others. All pupils involved will be brought together to talk openly about how the bullying has made them feel, so that perpetrators gain a deeper understanding of the consequences of bullying and agree actions for the future. If it is felt that a No Blame Circle will support the pupils involved, the Senior Leader will carefully consider which member of staff will be best suited to leading it.
- 5.6. Where deemed necessary, a child may have an Individual Behaviour Plan written for them or a home/school log/diary. The IBPs will be monitored by the class teacher.
- 5.7. A child may be offered counselling via the EBD support team and appropriate individualised programmes created.

- 5.8. 'Buddy Benches' will be located on the playground so that there is a place where pupils who are lonely, upset or without any friends can sit. Playground Friends come to the friendship stop and try to help solve a child's problem. Playground Friends will refer children to staff on duty if they are not able to help solve a problem. Staff on duty will monitor the Friendship Stop and children who use it frequently.
- 5.9. There is a team of children who are trained to support other children at playtime and engage them with play activities. (SWIFTS-SW Infant Friendship Team and Playground Buddies)
- 5.10 Anti-bullying booklets distributed to all families in school during Anti-Bullying Week.

6. Specific Statement Concerning Racist Incidents

- 6.1. South Wilford Endowed CE Primary School is aware of its responsibility for the promotion of racial harmony and understanding. It is committed to creating a positive climate that will enable everyone to work free from intimidation and harassment to achieve their full potential.
- 6.2. Therefore:
 - 6.2.1. It will use all the powers and resources at its disposal to eliminate racial incidents.
 - 6.2.2. It will ensure that any complaint of racial harassment is promptly investigated and that everyone is aware of their responsibility and the procedures to challenge and report it when it occurs. All racial incidents are recorded in Arbor and reported to Transform Trust Guardians.
 - 6.2.3. We will work with parents, communities and other agencies to ensure that it is clearly understood that racial harassment is unacceptable.
 - 6.2.4. We will identify a diversity lead teacher in school to promote equality and awareness of diversity across school.
 - 6.2.5. We will ensure our school resources reflect all ethnic groups.

7. Implications for Pupils

- 7.1. Pupils need to understand what bullying is: its causes, effects and methods of prevention.
- 7.2. Pupils must accept that they have a duty to themselves and others in the prevention of bullying.
- 7.3. If a pupil witnesses an incident which they believe could be bullying or potential bullying, they should report this as soon as possible to an adult, at school or home.
- 7.4. Pupils who tolerate bullies are supporting them. Pressure from other pupils can stop bullying.

8. Implications for Teachers and Other Adults Employed at School

- 8.1. All discovered bullying must be acted upon as soon as possible and seen to be acted upon.

- 8.2. It is essential that incidents are carefully recorded by a member of the Senior Management Team. Written accurate evidence is vital and helps to bring home the seriousness of the incident. Statements should be taken from all involved.
- 8.3. Any reported incidents of bullying will be promptly investigated by the member of staff who has been informed. It will be recorded in line with the school's Management of Behaviour Policy.
- 8.4. The Head Teacher must be made aware of any additions being made to the Incident Log.
- 8.5. Particular danger periods are breaks and lunchtimes. Teachers, Teaching Assistants and Midday Supervisors on playground duty need to supervise the children actively, to try to minimise opportunities for bullying to take place.
- 8.6. There are implications for pupil management by staff. If bullying strategies are consistently used by staff this reinforces the idea that bullying is a legitimate way of exercising power and control.
- 8.7. Teaching about bullying is an essential strategy in prevention. We will ensure this is a focus in class throughout the year and place particular emphasis on this annually during national Anti- Bullying Week, when classes will focus their cross curricular planning on anti-bullying issues.
- 8.8. Our newly formed mentally healthy schools team will support Anti-Bullying through their planning of whole school activities.
- 8.9. **We have a designated DSL for anti-bullying- Ben Precious**

9. Implications for Senior Leaders

- 9.1. In many ways all staff have a role to play in creating a climate and attitude in school which does not sustain bullying.
- 9.2. This is mainly concerned with valuing others and treating everyone, their property and the school, with respect.
- 9.3. Examples to pupils of good practice are essential. It is important that notices around the school are polite and positive, that staff and parents treat each other and the pupils in their care with respect and consideration.
- 9.4. Particular responsibilities

include:

- 9.4.1. Ensuring policies, practices and consequences are clear to parents and pupils.
- 9.4.2. Supporting all staff, especially the Midday Supervisory Staff, in dealing with bullying should it occur.

9.4.3. Providing opportunities for staff training when required.

9.4.4. Ensuring that there are clear signs for children to inform them how to raise a concern.

10. Implications for Parents

- 10.1. Parents have a key role to play in the identification and prevention of bullying.
- 10.2. Parents can help identify early signs of possible bullying such as an unwillingness to attend school, pattern of vague headaches, moodiness, requests for extra money or equipment missing.
- 10.3. If parents think their child or another child is being bullied or is bullying, then they should contact the school. A member of the Senior Management Team is usually available to provide support and advice.
- 10.4. A child should not be encouraged to hit back but to seek adult support immediately.
- 10.5. If the problem only occurs outside the school, the school will try to offer help and support, but it may be necessary to contact the local police.
- 10.6. A child who has a wide circle of friends is less likely to be bullied.
- 10.7. Parents may unwittingly encourage bullying behaviour if they use this strategy at home themselves. Parents who bully children are reinforcing the ideas that bullying is acceptable.
- 10.8. Parents should understand the very serious consequences for bullies who continue to bully other children.
- 10.9. Parents will receive the Home-School agreement which contains Anti-Bullying information at the start of the school year, the contents of which should be discussed with their child.

11. Implications for Governors

- 11.1. Governors must satisfy themselves that the school policy, structure and systems are preventative, yet capable of dealing with bullying should it occur.
- 11.2. Governors monitor the effectiveness of the Anti-Bullying Policy and any evidence of bullying. The Incident Log is seen by members of the Pupil and Personnel Committee termly and is also available for a governor to inspect at any time.
- 11.3. If a pupil persistently threatens the safety, education and welfare of other pupils then governors would be asked to support the use of exclusion, with the use of permanent exclusion as a last resort.

12. Monitor and Review

12.1. All staff have a responsibility for making the Head Teacher aware of incidents or concerns relating to bullying by any members of the school community.

12.2. The Head Teacher will monitor concerns and incidents, as well as the application of this policy.

12.3. The policy will be reviewed by staff and governors at least every two years.

12.4. Governors must satisfy themselves that the school policy, structure and systems are preventative, yet capable of dealing with bullying should it occur.

Please refer to South Wilford Endowed CE VA Primary School Single Equality Policy when reading this policy. Other policies to be viewed in conjunction with this policy include:

- PHSE
- Safeguarding
- Behaviour