

# WELLINGTON PRIMARY SCHOOL



## ANTI-BULLYING POLICY

	Print name	Date Approved	Review Date
Headteacher	Mrs Joy Wood	October 2023	October 2024
On behalf of Governing Body	Mrs Divinder Purewal		

At Wellington Primary School our vision is a school that everyone can be proud of, which promotes a strong social, moral, spiritual and academic ethos. When children leave our school, we want them to be respectful, resilient, confident, caring individuals with a love of learning, who are enabled to become positive participants in their local communities and in the global community.

### **Aims and objectives**

The aim of this policy is to make clear to pupils, staff, governors and parents that bullying is always unacceptable at Wellington Primary School. The school adopts a 'zero tolerance' approach to bullying. It is our belief that all members of our school community are entitled to learn in a safe and supportive environment, free from any bullying behaviours; working together in an atmosphere of friendship, tolerance, harmony and mutual respect. However, we recognise that incidents of bullying may still occur and this policy aims to give clear guidelines to staff, parents, governors and children about how to detect bullying and the actions that should be taken to deal with issues effectively.

### **We want our school to be a place where:**

- people respect and value others
- everyone feels safe and happy
- people feel able to talk openly about their problems
- people know who to talk to and feel that they are listened to
- people are ready to help when someone else has a problem

### **Definition of Bullying**

Bullying is: "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically (eg kicking, hitting, pushing, taking money or belongings) or emotionally (eg name calling, teasing, spreading hurtful rumours, excluding people from groups, cyberbullying). (DCSF Guidance Safe to Learn). We believe there are a number of different types of bullying:

- **Emotional** - excluding from a group, humiliating, ridiculing, tormenting
- **Indirect** - spreading stories about someone, making repeated negative comments about someone
- **Online** - all areas of the internet, such as email and social networking mobile threats by text messaging and calls misuse of associated technology, i.e. camera and video facilities
- **Physical** - pushing, kicking, hitting, punching or any use of violence
- **Sexual** - unwanted physical contact or sexually abusive comments
- **Verbal** - name-calling, insulting, sarcasm, spreading rumours, teasing, making gestures

Wellington Primary School works hard to ensure that children know the difference between bullying and general "falling out" which happens as a normal part of growing up. Some incidents of name calling between children can be resolved quickly, sometimes with the

intervention of an adult, and no further action may be taken as the incident can be dealt with as part of the school's behaviour policy. However, all staff are encouraged to look for signs that any incident has a deeper root, such as bullying.

People can be bullied for a variety of reasons. Specific groups of people who may be the target of bullying include:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs or disabilities (SEND).
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation (e.g. homophobic bullying).
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Bullying related to gender (including transgender bullying)

We also recognise and highlight to children that bullying can take place anywhere at any time by anyone.

Child-on-child abuse can be manifested in many different ways, including bullying. 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 challenging inappropriate behaviour between peers, and will not tolerate abuse as "banter" or "part of growing up".

All staff will understand the role they have to play in preventing child-on-child abuse and responding appropriately where they believe a child may be at risk from it.

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.

### **The Planned Curriculum**

The aim of PSHE teaching at our school is to develop every child as an individual, facilitating academic and social learning so that children of all abilities can achieve their full potential, thereby developing as confident, enquiring and independent members of society. Through our PSHE programme, we aim to develop children's social skills of tolerance and consideration, mutual respect and care to complement our school's values. This programme supports our children to ultimately become informed, active and responsible citizens. Children will be able to reflect on their own experiences and develop an anti-bullying awareness of their personal and social development within a community. The PSHE programme supports children's spiritual, moral, social and cultural development.

## **Signs a child is being bullied**

Staff are aware of signs of possible bullying:

- A decline in school work
- Changes in the child (withdrawn, tearful, lacking in confidence)
- Changes in sleeping/eating patterns (nightmares, bed-wetting)
- Unexplained cuts or bruises
- A child becoming aggressive or otherwise unreasonable
- Is unwilling to go to school (school refusal)
- Starts stammering
- Feels ill in the morning
- Has possessions which are damaged or “go missing”
- Is afraid to use the internet or mobile phone

## **Online Bullying**

Online bullying can be defined as “the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else”. (DCSF Guidance Cyberbullying) Online bullying is different from other forms of bullying.

For example:

- it is an invasion of home and personal space and can be perpetrated at any time
- the audience can be large and reached rapidly
- people who online bully have a perception of anonymity
- bystanders to online bullying can easily become perpetrators – for example, by forwarding on text messages
- some instances of online bullying are known to be unintentional (bullying is usually intentional)
- many online bullying incidents can themselves create an electronic record that may act as evidence. (DCSF Guidance Cyberbullying)

We have online safety rules and a pupil acceptable use policy to help children understand this. Children are asked to sign the AUP once a year.

## **Roles and Responsibilities**

### **The role of children**

To help prevent bullying in school, children are taught to:

- Treat each other the way they would like to be treated,
- Try to settle any differences with another child in a non-threatening way,
- Tell an adult about any concerns they have about the way another child is treating them,
- Use the worry box in each classroom if they don't feel they can speak to an adult,
- Report any incidents of bullying that they might experience or witness.

## **The role of parents**

To help prevent bullying in school, parents are advised to:

- Contact their child's class teacher straight away if they suspect their child is being bullied or is exhibiting bullying behaviour towards another child;
- Support the school's anti-bullying policy
- Parents are able to contact any member of the Senior Leadership Team (SLT) or the school's Special Educational Needs and Disabilities Coordinator (SENDCO) for advice and support if their child is either a victim or a perpetrator. They can also contact any governor in confidence.

## **The role of all staff in school**

All staff in school have a responsibility for investigating and dealing with incidents of bullying. Initially they speak to the pupil and involve Senior Leaders to liaise with the pupil's parents and determine how the issue will be dealt with.

The role of the Headteacher and Senior Leaders

- Promote an anti-bullying ethos in school
- Implement and promote our Anti-bullying Policy
- Monitor, evaluate and review our Anti-bullying Policy
- Monitor incidents of bullying and ensure that effective records are kept.
- Provide support for the children involved.

All staff will receive relevant training, which will be recorded.

## **The role of the Governors**

The Governing Body supports the school in all attempts to eliminate bullying from our school and expects that any incidents of bullying are taken seriously and dealt with appropriately. The Governors require the Headteacher to keep accurate records of serious or persistent incidents of bullying. The Governing Body monitors any incidents of bullying that do occur and reviews the effectiveness of the policy every year. The Governors monitor feedback from parents and children through school surveys and school communication and investigate any patterns or concerns. They also monitor the implementation of the anti-bullying policy.

## **What we do to prevent bullying**

We expect all pupils and staff to work together in preventing bullying in our school by:

- setting good examples in speech and behaviour
- working together in a positive way to contribute to any anti-bullying discussions and activities, in class and as a year group
- taking note of our Anti-Bullying policy
- being ready to tell someone if we suspect that bullying is happening
- being ready to go for help or to step in when we see an incident starting.

To help us do this:

- an important element of our PSHE curriculum covers managing risk and relationships
- we share ideas and consult with School Council on a regular basis
- a copy of this policy is available online and it has been promoted in assembly
- we support special events and activities which give a clear anti-bullying message
- we have an acceptable use policy for using the internet safely

### **What to do when bullying happens**

When we find out, notice or suspect that bullying is happening, we listen carefully to all concerns, then we take action quickly and sensitively.

1. We ensure the safety of the victim.
2. We talk to the bully and victim at length to get the facts straight and to try to get to the root of the problem.
3. We make it clear to the bully that his/her behaviour is not acceptable and has caused distress and we do all we can to ensure that he/she understands the full consequences of what has happened.
4. We record everything that has happened.
5. When/if both pupils are ready, we work in a restorative way to:
  - a. agree with the school's version of events
  - b. recognise they have done wrong (if appropriate)
  - c. accept responsibility for actions/words (if appropriate)
  - d. understand the effect it has had on the other person (if appropriate)
  - e. move forward without further consequences.

If the behaviour is serious or if it continues after the perpetrator has been spoken to, we inform the parents of both pupils and we decide on the consequences. This will be through a range of sanctions depending on the seriousness of the case.

With cases of online bullying, during evenings and weekends, we inform parents and advise the monitoring of their children's devices, by letter sent by first class post.

We report bullying incidents to the Senior Leadership Team. We keep a record of any bullying on file through the online behaviour system on CPOMS. We would contact the police where a racist hate crime is suspected.

The school draws upon a range of strategies, which include restorative justice, mediation, counselling, sanctions (as set out in the school's behaviour policy), collaborative work with parents, support from other professional agencies, referral to Early Help (Children's Services).

### **Incidents of members of staff being bullied (also see Safe Working Practice policy and Grievance policy)**

As part of our commitment to ensure that all members of our school community work together in an atmosphere of friendship, tolerance and understanding, we acknowledge the

right of every member of staff to work in an environment that is free from bullying. This includes bullying by another member of staff, parent or member of the wider community. Any incidents of bullying against a member of staff will be reported to the Headteacher and investigated, as per the Grievance Policy. If necessary, the member of staff who has been bullied will be referred to Occupational Health for further support and/or the police will be contacted. Any substantiated incident will be reported to the Governing Body and any appropriate action taken. Any accusations of bullying by the Headteacher are to be reported to the Chair of Governors who will follow the Grievance Policy.