



# **Anti-Bullying Policy**

November 2021

## Rationale

Wolviston Primary is committed to providing a caring, friendly, and safe environment for all our pupils, so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. This policy was developed in consultation with governors, staff, pupils, and the school council.

We are a Rights Respecting School, and this policy is underpinned by our continued work of our commitment to UNICEF and the UN Convention of Rights of the Child.

This policy links directly to the following articles of the UN Convention of the Rights of the child.

**Article 14:** “The enjoyment of the rights and freedom of any ground such as colour, race, sex, language, religion, political or other opinion, national or social origin, association with a national minority birth or other status”

**Article 29:** “Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and their cultures, and the environment.”

## What is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be classified into the following groups:

**Cyber** - Being cruel to others by sending or posting harmful material using technological means (e.g., email, social networking, chat rooms, forums, message boards, phones, webcams, gaming)

**Emotional** - Being unfriendly, excluding, intimidating, tormenting (e.g., hiding books, threatening gestures)

**Physical** - Pushing, kicking, hitting, punching or any use of violence

**Racist** - Racial taunts, graffiti, gestures

**Sexual** - Unwanted physical contact or sexually abusive comments

**Homophobic** -Because of, or focussing on the issue of sexuality

**Verbal** - Name-calling, sarcasm, spreading rumours, teasing

There are many definitions of bullying, but we consider it to be:

- Deliberately hurtful.
- Repeated often, over a period of time.
- Difficult for victims to defend themselves against.

## The Objectives

- All governors, teaching and non-teaching staff, pupils and parents understand what bullying is.
- All governors and teaching and non-teaching staff know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## Why is it Important to Confront Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Wolviston Primary School has a responsibility to respond promptly and effectively to issues of bullying.

## Signs & Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school
- begins truanting
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens to run away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in class
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive, or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### Wolviston Primary Procedures

All members of staff take bullying seriously. Children are encouraged to report any incidents of bullying immediately to any member of staff so that the incident can be fully investigated – usually in the first instance by the class teacher, but where judged necessary, by a member of the SLT. Staff should listen to the victim, bully and any other pupil with information and keep a note of the incident on CPOMS. They will meet and talk separately to victim and bully to discuss what happened. The bully will be informed that such behaviour is unacceptable and made aware of the consequences of their actions (in line with behaviour policy).

In most cases once a bullying incident has been reported and dealt with there will be no further incidents. If bullying persists then the SLT will be involved. Parents will be informed and encouraged to work with the school to stop this happening again. In such cases all staff will be made aware of the behaviour to monitor the situation effectively across school.

### Possible Outcomes

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- If possible, the pupils will be reconciled
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### Support for Children Involved

Victims of bullying will be encouraged to confide in a named member of staff if the bullying continues. They will be monitored by the class teacher, or in the playground by lunchtime supervisors. They will be reassured that they are safe, and that bullying will not be tolerated. They will be encouraged to share their feelings e.g., in class circle time. They will be encouraged to develop positive strategies and appropriate assertive skills.

Bullies will be made aware of the seriousness of their actions and possible consequences. They will be given an official warning and may lose privileges (e.g., playtime). They will be monitored in class-by-class teacher and in playground by lunchtime supervisors. Where behaviour does not improve, they will have their own personal behaviour plan (involvement of SENDCO). If necessary, they may be referred to an outside agency i.e., Behaviour Support.

### Teaching Programme, Strategies and Resources

Anti-Bullying Education is delivered through the PSICHE programme and assemblies.

Whole class or groups use a broad variety of teaching and learning strategies. Teachers are aware of the individual learning needs of their children. Teachers pay attention to Visual, Auditory and Kinaesthetic learning styles and adapt their inputs appropriately. Devices such as story boards, puppets, circle time and role play are incorporated into planning.

We use methods for helping children to prevent bullying. As and when appropriate, these may include:

- PSCH lessons, including themes 'Getting on and Falling Out', and 'Relationships'.
- Circle time
- Assemblies
- E-Safety Week
- Co-operative group work
- Monitoring of playground by staff on duty
- School Council – suggestions box
- Worry box/Worry Monster in every class
- Displays and Posters around school
- Rights Respecting School - UNICEF

### **Monitoring And Evaluation**

The head teacher is responsible for the overall monitoring of anti-bullying education. The views of pupils and teachers are essential for evaluation. Feedback will be gained through discussions and written responses when necessary. Changes, if needed, will be made to the planning, and teaching of the programme in light of the evaluation and evidence of best practice.