

Anti-bullying Policy

Rationale

At Wrenbury Primary School we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and respect towards each other and we will consistently challenge any behaviour that falls below this because at Wrenbury Primary School 'we all matter'.

Objectives of this Policy

All governors, teaching and non-teaching staff, pupils and parents should

- have an understanding of what bullying is.
- know what the school policy is on bullying and what they should do if bullying arises.

The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

What Is Bullying?

Bullying is usually defined as unacceptable behaviour used by an individual or group, usually repeated over time; that intentionally hurts another individual, or group, either physically or emotionally.

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

Bullying can be:

- Emotional -
- Physical
- Racial
- Sexual
- Homophobic, biphobic or transphobic (HBT)
- Direct or indirect verbal
- Covert and hidden

Bullying may be related 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, HBT

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. *Appendix 1* lists the types of behaviours different forms of bullying can include.

Being vigilant and proactive

All staff at Wrenbury Primary School (teaching and non-teaching) are given training and information delivered through CPD, internal staff meetings and/or the Staff Handbook to help them understand the importance of promoting a positive and inclusive school learning community where 'we all matter'. Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of

Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Pupils who are bystanders to a bullying situation also need to be aware that they, too, have a responsibility in reporting or stopping bullying.

Signs and Symptoms for Parents and Staff

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
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- 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
- is afraid to use the internet or mobile phone
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Outcomes

All known/reported incidences of bullying will be investigated by the class teacher or the Head teacher or deputy head teacher. Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place e.g. a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes or measures that it puts in place (such as peer buddying).

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others: e.g. police (PCSO), counsellor, behaviour support worker.

In serious cases, support from external agencies or even fixed or permanent exclusion will be considered. A serious case is defined as when child displays an on-going lack of response to sanctions, no change is seen in their behaviour and there is an unwillingness to alter their behaviour choices.

During and after the incident(s) have been investigated and dealt with, each case will be recorded in the Bullying Log (See *Recording Bullying section and Appendix 2*) and monitored to ensure repeated bullying does not take place.

The Governors will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliation. This forms part of the termly Head teacher's Report. The Safeguarding governor and Chair of Governors will be consulted at the time of any incidents.

Prevention

At Wrenbury Primary School we use a variety of strategies to support children in preventing and understanding the consequences of bullying: through PSHE lessons, our SMSC Curriculum, the school motto 'We all matter', assemblies – PHSE / House including a half termly focus on e-safety and the work undertaken in Anti-bullying week. Worry Pockets are also ways in which children are encouraged to share their concerns and also a way to look out for others and understand that bullying is unacceptable. Children are also consulted through in-school pupil questionnaires (pupil voice); the results of these are promptly responded to by staff.

The ethos and working philosophy of Wrenbury Primary School means that all staff actively encourage children to have and show respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

Staff regularly discuss friendship and bullying, which in turn informs children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and tell / report any incidents and concerns about other children's behaviour.

Staff reinforce expectations of behaviour regularly in line with our school's ethos, Code of Conduct and the school's overarching belief in practice that '**we all matter**'.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or class rules or a personal pledge or promise against bullying
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to as a class or in assembly
- making up role-plays about what to do in different scenarios involving bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- being actively involved in Anti-bullying Week each year

If a child feels that they are being bullied there are several ways they are encouraged to seek help:

- Tell a friend
- Tell a teacher or adult whom you feel you can trust
- Go to the Friendship Stop
- Write their concern and post it in a 'worry pocket'
- Tell a parent or adult at home whom they feel they can trust
- Discuss it as part of PSHE / Circle / house assembly time
- Ring Childline and follow the advice given (posters on display around school)

Recording of Bullying Incidents

When an incident of bullying has taken place, staff will record and report each incident.

In the case of racist bullying, this must be reported to the Head teacher.

General incidences of bullying should be recorded in the Behaviour Log (head teacher's office); this would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying. Confirmed cases of bullying must be recorded and followed up for a period of time afterwards using the Bullying Record in *Appendix 2*

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future.

Incidents of bullying will be discussed with the Governing Body (Safeguarding Gov)

Advice to Parents

As the parent of a child whom you suspect is being bullied-

1. Report bullying incidents to the class teacher, deputy head or Head teacher.
2. The incidents will be recorded by staff and the Head teacher notified.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

Do Not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

Both of these will make the situation much harder to put right.

The DfE website identifies the following organisations who provide support for schools and parents dealing with specific bullying issues and the social, mental or emotional affects caused by bullying.

- Childline
- NSPCC
- The Diana Award
- The Anti-Bullying Alliance
- Young Minds
- Family Lives

Appendix 1 Different forms of bullying

Physical bullying includes:

- hitting
- kicking
- tripping
- pinching
- pushing
- damaging property

Verbal bullying includes:

- name calling
- insults
- teasing
- intimidation
- homophobic remarks
- racist remarks
- verbal abuse

Covert or hidden bullying

This sort of bullying is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation.

Covert bullying includes:

- lying and spreading rumours
- negative facial or physical gestures
- menacing or contemptuous looks
- playing nasty jokes to embarrass and humiliate
- mimicking unkindly
- encouraging others to socially exclude someone
- damaging someone's social reputation or social acceptance

Cyberbullying

Cyberbullying can be overt or covert bullying behaviours using digital technologies, including hardware such as computers and smartphones and software such as social media, instant messaging, texts, websites and other. Cyberbullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying.

Cyberbullying includes:

- Abusive or hurtful texts emails or posts, images or videos
- Deliberately excluding others online
- Nasty gossip or rumours
- Imitating others online
- Using another person's log-in without permission

Bullying record

Reporter of bullying (child):		Year Group	Date			
Reported to:			T / TA / midday / volunteer / gov / PCSO			
Form of bullying being reported: Tick/circle below						
Verbal	Physical	Covert/ hidden	Homo- phobic	Racist	Cyber	
Who is perceived as bullying: Name (s) / age group						
Who was bullying aimed at: Name (s) / age group						
Where and when did the incident(s) taken place						
Outline incident(s)						
Action by receiver of information:						
Signature of record writer/receiver						
Bullying record received by HT / DHT		Date:		Signature:		
Further action required		Yes		No		
Yes / Action needed						

