Whittington Green School

Dream Reach Achieve

Anti-Bullying Policy

Policy Details	**Date**
Policy Written	September 2018
Policy Reviewed	November 2022
Policy agreed by governors	January 2023
Review cycle	Annually
Policy review date	January 2024

The aims of this policy are:

- To work towards ensuring an environment where all children feel safe, happy and secure in school.
- To ensure that all students, staff, parents and governors have an understanding of what bullying means and the impact on the victim's emotional well-being.
- To ensure that all students, staff and parents have guidance and strategies to deal with and resolve bullying related incidents when they occur.
- To encourage children to behave in a responsible manner toward each other, taking responsibility for their own behaviour in accordance with our behaviour policy.

Underlying Principles

Each bullying related incident holds unique and distinctive features, which need to be considered; schools' responses should be informed by the principles below. These principles need to be adopted if schools are to challenge and counter prejudice related incidents and ensure the wellbeing and achievement of all children and young people within the school community in line with Every Child Matters.

- All students are entitled to an education, which respects and values their identity, individuality and background and is free from prejudice, harassment and adverse discrimination.
- Bullying could prevent children from learning and be a significant barrier to their achievement.
- All staff, children, parents, carers and governors should be aware of the school's policy and procedures for dealing with bullying incidents.
- All allegations of bullying should be taken seriously and investigated thoroughly.

Definition of Bullying

We consider that bullying is **repeated**, **deliberate** behaviour that makes another person feel threatened, distressed, hurt or upset. Occasionally the distress caused may not be consciously intended by the perpetrator, this will depend upon the perpetrator's age and ability to understand the consequences of their behaviour.

Forms of Bullying

Verbal (Name-Calling, Taunting, Mocking)

This covers name-calling, insults, threats and incitement of others to behave in a nasty way.

Written: This includes offensive writing, drawings, emails and text messages as well as items posted on the web, including social networking sites.

Graffiti: This includes offensive writing and drawings in public places and anywhere in the school such as walls, desks, and toilets.

Physical: This includes a range of violent actions involving hitting, kicking, and the use of weapons, pushing, shoving or tripping someone.

Intimidation/coercion: This includes making fun of children and adults, offensive gestures, mimicry, intimidating body language and obstruction, for example when entering a school classroom or within the school environment, as well as making someone do or say something against their will.
Extortion: Extortion specifically relates to forcing someone to give up something they own, or have in their custody, such as money, personal possessions or school property.
Personal possessions taken or damaged: This includes deliberately damaging or breaking a person's property, spoiling or destroying a piece of work, hiding a student's bag, pens, shoes and other personal property or the school's property that is in the possession of or being used by the victim.
Isolation, being ignored or left out: This includes a refusal to sit next to or work with another child, for example, in working groups, lunchtime queues, and playground activities.
Spreading rumours: The spreading of rumours and/or malicious gossip, particularly with the intention of causing hurt those named in the rumours.
Cyber (Email, Internet, text): Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. As such, technology is often the vehicle for the bullying, and therefore spreading rumours, for example, may be done via the internet, and would therefore be both 'Spreading rumours' and 'Cyber.'

Please refer to the school's E-Safety policy for further detail/guidance on the use of the internet.

Normal Peer Conflict or Bullying?

The harm caused by bullying should not be underestimated. It can cause considerable stress to children, to the extent that it affects their health and development.

Normal Peer Conflict or Bullying?	
Normal Peer Conflict	**Bullying**
Equal power or friends.	Imbalance of power – not friends.
Happens occasionally.	Repeated unwelcome actions.
Accidental or not pre-meditated harm.	Deliberate harm or the threat of physical or emotional harm.
Not seeking power or attention.	Seeking power, control of material things.
Generally not trying to get something.	May attempt to get material things or power.
Remorse – will take responsibility.	No remorse – may blame the victim.

Action we can take to prevent bullying/prejudice related incidents

It is important that we create an atmosphere in school where victims of bullying feel able to tell an adult what is happening; put their side of the argument; and know that they will be listened to and heeded. Also children accused of bullying behaviour should feel able to tell their side of the story and be listened to.

How this can be achieved:

- Raise the awareness of what bullying is through direct teaching – PSHE
- All members of the school community creating a caring, calm, ordered and friendly atmosphere in school.
- Parents are informed of incidents of bullying by the school and offered advice on how to support their child, be they victim or perpetrator.
- Ensure that consistent behaviour management and high quality activities are available at break and lunch times
- All members of the school community follow policy and are consistent when handling incidents.
- The promotion of anti-bullying campaigns, e.g. Anti-Bullying Week.
- Appointment of the Anti-bullying Ambassadors
- Ensure that the school's Behaviour Policy is implemented where appropriate.

Signs and Symptoms of Bullying

A student 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 student:

- refuses to go outside at break times or refuses to stay at school for school dinners
- requests to change classes or school
- becomes withdrawn, moody, uncooperative or non-communicative
- finds it difficult to concentrate or school performance deteriorates
- is frightened of walking to or from school
- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- self-harms (egg scratches themselves)
- begins to do poorly in school work
- has possessions "go missing"
- 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
- is afraid to use the internet or mobile phone

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

Responding to Bullying Related Incidents

All bullying behaviour should be treated as a serious matter. It is crucially important that the member of staff who first encounters the incident shows firm disapproval and takes positive action to deal with the situation. A failure to respond could be seen as condoning prejudiced behaviour and could discourage students and parents / carers from reporting incidents and sharing their concerns with staff.
Prompt, appropriate and consistent responses from all members of staff can encourage students who might otherwise suffer in silence to report incidents and share their concerns and worries. In dealing with the perpetrators of prejudice related bullying or other discriminatory incidents, **it is important that it is the behaviour that is disapproved of and not the students themselves**.

Effective action could include:

- drawing the perpetrator to one side and explaining clearly and calmly why the behaviour was wrong and hurtful or offensive and seeking an assurance that the student understands why the behaviour was wrong and that it will not be repeated;
- where an assurance is forthcoming, asking the student to apologise for his or her action, where possible mediate between the students;
- referring the matter, where appropriate, to the Pastoral Team or to a member of SLT
- Informing parents / carers in order to make it clear to them that such behaviour is unacceptable and that further disciplinary action will be taken if there is any repetition (if such behaviour appears to be condoned or encouraged by the parents, staff should refer the parents to a member of SLT) ;
- Checking e-portal to see if the student has been involved in any earlier incidents. If this is the case, a member of the Pastoral Team should meet with the parents / carers of the perpetrator. The meeting should enlist the support of these parents and carers to stop such behaviour and to stress that a similar incident in the future could have serious consequences for the child. In some cases, this could lead to a fixed-term or permanent exclusion and possible action by the police if the aggrieved victim took action against the perpetrator.

Recording and Reporting Procedures

Bullying incidences should be recorded on the School Bullying Report Form. Completed forms must be passed on to the Pastoral Team to be filled in the student's folder.

Consequences & Support

Consequences for the inappropriate actions of the perpetrator are important but may not prevent further incidents of bullying. It is, therefore, essential that the

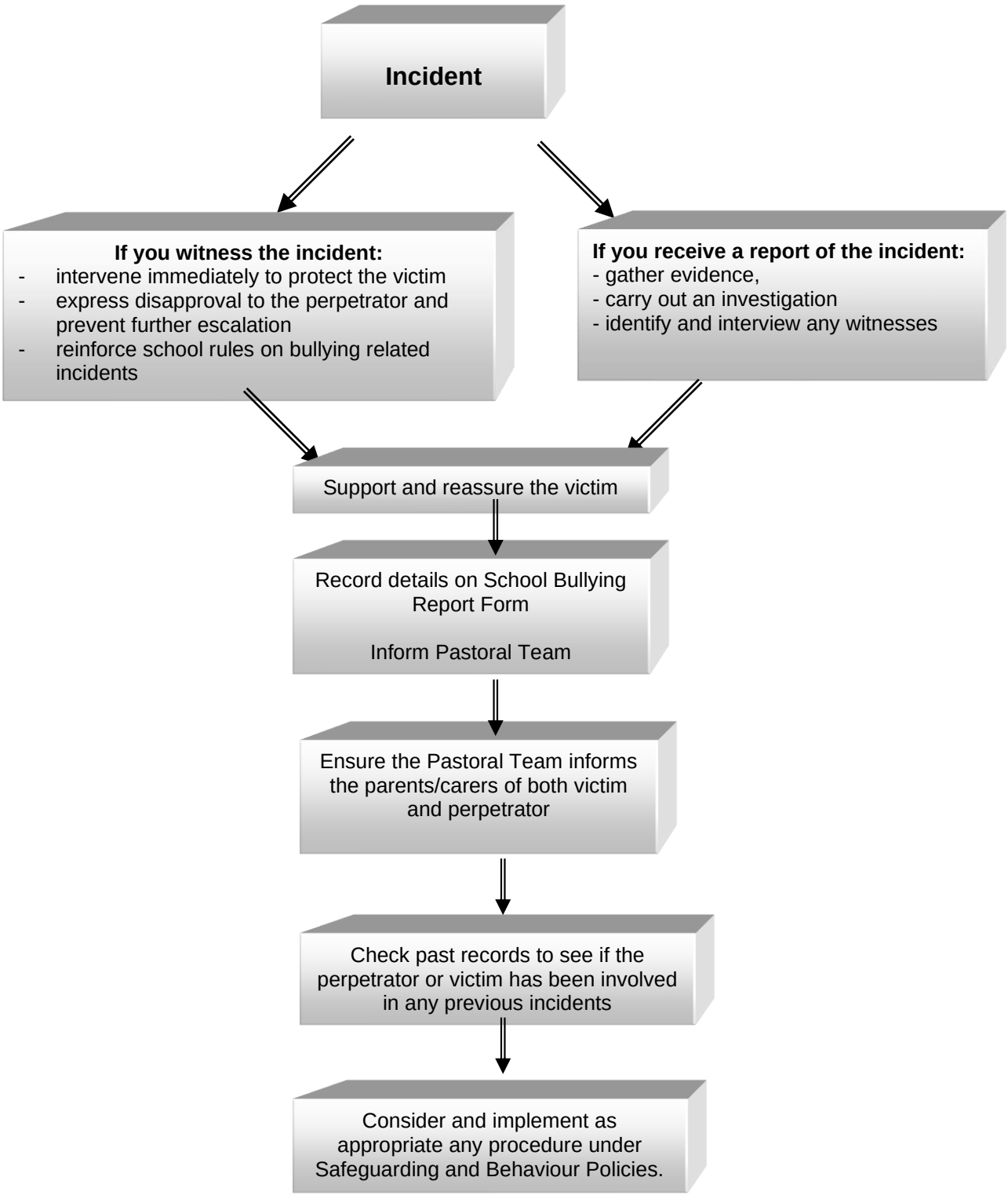
perpetrator is helped to understand the impact of their actions; the reasons for their actions and then given strategies and support to prevent recurrence. This may require long-term in-school support and the involvement of external agencies.

Consequences may include: detentions (at break time and/or lunch time), isolation and/or exclusion.

Support for the victim may include: 1:1 time with an adult to help build self-esteem; peer support; a "trusted" adult at lunchtime who is fully aware of the issues and can offer protection; regular home-school contact between parents and teachers.

Support for the perpetrator may include: 1:1 time with an adult to help build self-esteem and social skills; social skills group work, peer support; a "trusted" adult at lunchtime who is fully aware of the issues and is able to rapidly intervene in any incident; regular home-school contact between parents and teachers; behaviour support plan if a risk of permanent exclusion.

Dealing with a Bullying Incident
A Step-by-Step Checklist



WHITTINGTON GREEN SCHOOL BULLYING REPORT FORM

1. School/Establishment: Whittington Green School

2. Date and time incident reported: _____

3. Person who reported incident

☐ Victim ☐ Other (please specify) _____

4. Type of incident (please tick)

Social Media		*Personal possessions taken/damaged*	
Isolation/Being Ignored or Left Out		*Written*	
Physical		*Spreading Rumours*	
Verbal (Name-Calling, Taunting, Mocking)		*Intimidation/coercion*	
Cyber (Email, Internet, Text)			

If you feel the incident was motivated by any of the following please tick

Appearance		*Racism/Ethnic Origin*	
Disability/SEN		*Sexual Orientation*	
Gender/Sexism		*Home Circumstances including Looked After Child*	

Details of Young People involved

	Name	Year Group	Role*
1			
2			
3			
4			
5			
6			

*Role: **V** Victim **P** Perpetrator(s) **A** Associate **B** Bystander

5. Have parents/carers of victim been informed? ☐ Yes ☐ No

Have parents/carers of perpetrators been informed? ☐ Yes ☐ No

Repeat victim? ☐ Yes ☐ No

Repeat perpetrator? ☐ Yes ☐ No

6. Brief summary of incident

7. Perpetrator known to victim (by sight or name)

☐ Yes ☐ No Known details:

8. Summary of Agreed Action (including future preventative work)

Record completed by _____ Date _____

Incident dealt with completely ☐ yes ☐ no

Incident passed to _____ to deal with

Other people informed: _____