



## Warlingham Park School

### Anti Bullying Policy

This policy applies to the whole school, including the EYFS

#### 1 Introduction

It is a government requirement that all schools have an anti-bullying policy. In 2003, Ofsted published *Bullying: Effective Action in Schools*. This policy follows the DfE guidance for schools – *Preventing and Tackling Bullying* (2014) and follows the guidance document, *Cyberbullying: Advice for headteachers and school staff* (2014).

DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to) It should be noted it can be racist, sexist or homophobic and may include cyber bullying.

Our aim is to provide a community where differences are celebrated in line with our Mission Statement

Bullying encompasses any behaviour that **persistently** seeks to undermine or hurt an individual or individuals. It is not a single, isolated incident of friends falling out. It is persistent and intentionally negative.

It is often hidden, subtle, and hard to believe and understand and often involves **an imbalance of power within a relationship**.

It includes:

- Aggressive or insulting verbal put-downs;
- Physical attacks that aim to hurt or undermine another individual;
- Mistreatment of another individual's possessions;
- Selective acceptance within and exclusion from a group;
- Written or electronic communications that convey insults to another individual, such as through texts, social media or email;
- Writing (graffiti) on a wall or a board making derogatory references to another individual.

Specific areas of bullying for further consideration and awareness include:

- **Racial** – where the focus of the bullying centres on the race of the victim OR where racist comments are made regardless of the race of the victim;
- **Religious** – where a pupil's beliefs or religious background are mocked, attacked or undermined;
- **Cultural** – where a pupil's cultural values are mocked – this might include taste in music, dress-sense, appearance etc;
- **Sexual** – where a pupil is subjected to either physical or verbal abuse, which is sexual in its intent;
- **Sexist** – where a person's gender forms the basis for the abuse;

- **Homophobic** – where the abuse makes reference to the actual or implied sexual orientation of the victim, both demeaning the victim and implying non-acceptance of homosexuality;
- **Disability-related** – where the victim is bullied for either having a disability or insults are formed that imply a disability.
- **Special needs related** – where a victim is targeted for having special educational needs
- **Cyber bullying** – which includes the use of social websites, personal websites, mobile phones, text messaging and e-mail. (See the school's e-Safety Policy for details of appropriate measures to be taken.)
- **Personal circumstances**-a victim may be targeted due to their home circumstances, eg. being a carer, being adopted or in care

It is vital not to minimise or trivialise accusations and incidents of bullying. The impact on a victim of bullying is likely to include some or all of the following effects:

- Loss of self-esteem and/or self-confidence;
- School phobia;
- A drop in academic performance;
- Introspection;
- Disturbed sleep;
- Bed-wetting;
- Difficulties forming successful friendships / relationships;
- Bullying of another, less *powerful* acquaintance.

Victims of bullying may:

- Come home regularly with clothes or books destroyed
- Become withdrawn, start stammering
- Become distressed, stop eating
- Cry themselves to sleep or have nightmares and call out 'leave me alone'
- Have unexplained bruises, scratches, cuts
- Have their possessions go 'missing'
- Refuse to say what's wrong
- Give improbable excuses to explain any of the above

The effects of sustained bullying can cause lasting psychological damage and in some extreme circumstances has led to suicide.

Whilst bullying is not a criminal offence in its own right, there are criminal laws which apply to harassment and threatening behaviour.

Failure to challenge bullying behaviour by individuals makes such behaviour culturally acceptable, which undermines the values and ethos of the school.

The school has a duty to demonstrate within its own management and operation an abhorrence of bullying not just within the pupil population but in its dealing with all staff and parents.

In helping to tackle bullying effectively and to avoid it being minimised or trivialised, it is important that parents, pupils and staff use the term accurately, with care and consideration. It is important to understand the difference between bullying and conflict. For example it is not considered bullying if children exclude someone on the playground now and then, however repeated and deliberate exclusion can be bullying. A child communicating their dislike of another child is not considered

bullying, as long as they do not start rumours or verbally abuse another child. A child unintentionally bumping into or tripping another child is not considered bullying, as long as it is not deliberate and repetitive. Arguments between children will inevitably happen at school and these are not considered bullying. 'Bystander apathy' is also considered unacceptable and will be sanctioned accordingly.

## **2 Aims and objectives.**

**We must take PREVENTATIVE and PROACTIVE measures.**

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

## **3 The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the Trustees about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Headteacher ensures that all staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Appropriate sanctions are used to act as a deterrent and parents are informed immediately of actions taken in order to provide a clear message that bullying is an unacceptable form of behaviour.

## **4 The role of the teachers and support staff**

Members of the staff in the school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents.

In the Headteacher's office, there is an incident book in which the Headteacher records all incidents of bullying that occur both in and out of class.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the

offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying we then invite the child's parents into the school to discuss the situation.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use assemblies, RE, PSHE, drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time may be used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

It is vital that staff ensure bullying does not occur by monitoring playground corners, changing times, taking children to lunch, play and dismissal areas.

## **5 The role of parents**

Parents who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school website and available at school.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

## **6 The role of pupils**

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. For this purpose, the use of class teachers, non-teaching staff and other members of staff is recommended to children. 'Bystander apathy' is considered unacceptable and children should be reminded of this.

## **7 Supporting victims of bullying**

We have a responsibility to support victims of bullying and make appropriate provision for their needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, guidance from counsellors, engaging with parents, referring to local authority children's services or to Child and Adolescent Mental Health Services (CAMHS).

Children who are being bullied are often too frightened to tell others. However they are encouraged to inform their parents, class teacher or one of the Designated Safeguarding Leads (DSLs) if they feel that they are being victimised or bullied in any way.

Children should be encouraged to speak openly by our showing that we are concerned and want to help and support them. Promises should not be made to keep anything secret but the child should be reassured that we will help them sort out the problem.

If a child is a perpetual 'victim' of bullying by different groups or individuals we will try to observe the child's reactions to others when talking or playing to see if they are being bullied for any specific 'bad' habits. We will help them to change this behaviour and develop better social skills and confidence.

Other ways our school community helps include encouraging a child's self-esteem, giving them responsibilities to help them feel valued and important, encouraging them to do things they are good at and by praising their achievements.

Removing bullied children from school, even for a short time, disrupts their education and can make it difficult for them to reintegrate. We will therefore do all we can to ensure that bullied children feel safe and continue to attend school.

## **8 Raising awareness of bullying**

Implementing classroom strategies:

- During 'carpet time' our teachers encourage our children to raise issues concerning bullying and talk about them, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behavior
- This time is also used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere
- Raising awareness of bullying and behaviour as an issue through brain-storming, role-play, drama, stories, assemblies, projects, songs and historical events
- Using PSHE lesson time for general discussions about bullying, including the differences between people and the importance of avoiding prejudice-based language; or Computing lessons to talk about online safety, cyber-bullying and reinforcing the school's E-Safety Policy
- During Anti-bullying week, year groups to produce 'Anti-Bullying' posters.

Implementing whole school strategies:

- All our staff watch for early signs of distress in pupils and report any such behaviour to the child's class teacher or to one of the DSLs
- Staff are aware that children with Special Educational Needs may not show outward signs of bullying or communicate in the same way and so require extra vigilance
- Whole school clarity of approach and strong home/school links
- Assemblies dealing with these issues
- Our staff receive sufficient training to identify and deal with all incidents of bullying
- Our staff are advised about how to reduce the risk of bullying at times and in places where it is most likely to occur
- Any disciplinary sanctions will reflect the seriousness of an incident and convey a deterrent effect
- Our staff have the power to discipline pupils for misbehaviour outside our school premises 'to such an extent as is reasonable'. Any such reported incidents of bullying will be investigated and acted on according to the procedures below.
- Teaching our children about strategies which they can use to protect themselves from bullying (eg. by staying calm, being firm and walking away from a situation, and encouraging children to tell an adult or a friend what has happened).

## **9 School Procedure**

Periodic training is provided to our staff to ensure that the principles and purpose of this policy are understood, legal responsibilities regarding bullying are known, action is defined to resolve and prevent problems and where sources of support are available. Where appropriate, specialised skills may be needed to understand the needs of particular pupils (for example those with special educational needs and/or disabilities).

Our staff will immediately inform the Headteacher or Deputy Head of any bullying concerns. Similarly, parents are advised to inform their child's class teacher and/or Headteacher immediately if they have any concerns.

Our Headteacher or Deputy Head record any incidences of a significant nature - in the Incidents file in our Headteacher's office. Staff try to identify any patterns which may be developing. Depending on the nature of the incident, our class teachers, Headteacher or Deputy Head will talk

to all children involved. They may then be interviewed separately and witnesses obtained if necessary. Our children may be asked to record their own account of events.

Our children will be told that the matter will be taken seriously and will be dealt with as soon as possible. Depending on the nature of the incident, parents may be informed on an informal or formal basis. An apology will be obtained from the bully/ies to the victim.

All relevant staff will be informed by our Headteacher or Deputy Head and asked to be extra vigilant at break times and report back to the class teacher, Headteacher or Deputy Head if further conflict occurs.

Depending on the nature of the incident, the perpetrator may go on report using our system of rewards and sanctions in line with behaviour targets. Any disciplinary measures will be applied fairly, consistently and reasonably. Exclusion will only be considered in extreme cases of severe and persistent bullying. Should our Headteacher or Deputy Head require additional support or advice, they will contact external agencies as required (such as the police, local authority or children's social care).

The situation will be monitored, progress will be recorded and reviewed at a later date.

Records contained within the Incidents file will be reviewed periodically by our Headteacher to evaluate the effectiveness of our school's approach to bullying, enable any patterns to be identified, consider motivations behind bullying behaviour and to address underlying issues. Our Headteacher will agree a strategy with relevant staff to remedy these, ensuring that information is only shared with necessary individuals.

## **10 Monitoring and review**

This policy is monitored by the Headteacher on a day-to-day basis, in particular in relation to incidents of racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed every year or earlier if necessary.

Revised: October 2019

<b>This policy will be reviewed every year</b>	
Title	Anti-bullying
Author	Sarah Buist (Headteacher)
Approved by SMT	30.10.2019
Approval/Review required by Trustees	Yes 05.11.2019
Latest Review (were changes made)	Yes, October 2019
Next Review Date	September 2020