



Wyken Croft
Primary School

ANTI-BULLYING POLICY

July 2021

Agreed: July 2021

Review date: July 2023

Aims

At Wyken Croft Primary School we are committed to ensuring that pupils learn and play in a supportive, caring and safe environment. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this expectation. We do however recognise that bullying can happen from time to time. It can make children's lives unhappy and may hinder learning.

As such we work to prevent bullying and, if bullying does occur, pupils and parents will be assured that they will be supported through a consistent and constructive school response and in line with **The Equality Act 2010**, which states that: 2.19 ...schools need to ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly.

See also our Equalities and Behaviour Policies

What is Bullying?

Bullying is defined as:

Behaviour by an individual or a group, repeated over time, which intentionally hurts another person either physically or emotionally. It can often involve the misuse of power by an individual or group towards one or more people.

People are bullied for a variety of reasons and it can happen to anyone.

This policy covers all types of bullying including:

- Bullying related to race, religion or culture
- Bullying related to special educational needs
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation or gender variant
- Bullying of young carers or looked after children or other home circumstances

Bullying can take many forms but typically includes the following types of behaviour:

- **Physical** – hitting, kicking, spitting, pinching, punching, scratching and taking or destruction of belongings.
- **Verbal** – name calling, insulting, threats, and offensive remarks.
- **Indirect** – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- **Cyber** - sending abusive e-mails or text messages or abuse via any kind of social networking sites i.e. bullying through information and communication technologies. See also our E safety Policy
- **Sexist** or sexual bullying

Roles of Children within Bullying

As a school community we understand that there are different roles within bullying. Besides the ring-leader (the person who through their social power can direct bullying activity) there may be;

- **Assistants/associates** who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- **Re-enforcers** who give positive feedback to the bully, perhaps by smiling or laughing
- **Outsiders/bystanders** who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- **Defenders** who try and intervene to stop the bullying or comfort children who experience bullying.

We discuss these roles with our children so that they understand how different roles may contribute to the bullying incident. We are aware that the same child can adopt different roles at different times, or indeed at the same time. Children are made aware that any of these actions will be dealt with in accordance with our behaviour policy.

We make the distinction between bullying and friends 'falling out' with each other very clear. Falling out is an inevitable part of a child's life that they need to learn to cope with. A single incident involving conflict – aggression, intimidation or nastiness – is also not bullying.

Prevention

At Wyken Croft we use a variety of methods to prevent bullying through the explicit and implicit curriculum. PSHE lessons, class and whole school assemblies and circle times explicitly discuss behaviour and bullying and its impact and help to support children in how to deal with bullying behaviour and when and how to seek help.

More implicitly, our 7 Steps to Success are embedded across the whole of school life and in our whole school ethos.

Moreover, our robust, rigorous and consistent approach to behaviour (See Behaviour Policy), promotes positive behavioural choices and encourages children to have respect for each other and for other people's property. Staff regularly discuss behaviour with children and reassure them that they take bullying seriously. Staff also reinforce expectations of behaviour as a regular discussion both inside and outside the classroom. At all times (and particularly during playtimes and lunchtimes) staff are vigilant regarding the interaction and behaviours of individuals and groups of children.

The general message that is made clear is that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings. Children are also supported in building positive peer relationships through a range of other processes such as the use of Playground Buddies (older children who mediate in minor friendship issues on the playground), in nurture groups or individual sessions.

One-off incidents of aggressive behaviour or use of discriminatory language are dealt with in accordance with the Behaviour Policy.

Responding to Bullying

Bullying hurts. No one deserves to be bullied and everybody deserves to be treated with respect and we firmly believe that our schools have a responsibility to respond promptly and effectively to issues of bullying.

Should incidents of bullying occur they will be dealt with in accordance with the school behaviour policy. ie as bullying incurs a stage 4, parents are automatically invited into school to discuss the incident.

A discussion will also be held with the parents of the child being bullied to come to a mutually satisfactory way forward.

- All children's and parents' concerns around bullying are taken seriously and are recorded in the school's bullying log even if it subsequently appears not to be such an incident.
- Incidents of bullying will be investigated, talking separately with all children involved.
- If staff witness or believe reported bullying behaviour or believe that behaviours may be indicative of, or lead to, bullying then they should fill in a **Bullying Incident Report Form (Appendix 1)**.

- Those who bully will be subject to sanctions in line with the school's Behaviour Policy and the targets of bullying will receive support from identified members of staff.
- Adult mediation will be used between the child being bullied and the child doing the bullying to discuss what has happened and how this made the children feel.
- The target of bullying will be assured that they should immediately report any future incidents and should know they will be listened to.
- The child doing the bullying may also be offered support. There are often underlying reasons why a child displays bullying behaviour and acts in this way, and that needs to be addressed.
- We will ensure extra monitoring of the children's behaviour following incidents to check all is well.
- Parents of both 'parties' will be kept informed of outcomes of investigations
- In extreme cases the school may involve outside agencies as deemed appropriate.
- The school, as stated in the behaviour policy, also reserves the right to exclude children whose behaviour remains wholly unacceptable

Involvement of the School Community

It is recognised that Bullying has an impact on the wider school community including children who witness such behaviour, staff and parents.

The school invites parents and carers' views around behaviour and bullying via annual parental questionnaires. Pupils' views, through pupil discussions and the School Council, are also regularly sought.

Bullying Outside School

This policy relates to children's behaviour when in school, when supervised by staff outside school eg. when on school trips or at sports fixtures and when in extended school services including breakfast or after school clubs (including Phoenix Club). The DfE outlines the specific statutory power, held by headteachers, to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the **Education and Inspections Act 2006** gives headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises and can be seen as of particular value when dealing with cyber-bullying

Cyber-Bullying

The rapid development of, and widespread access to technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more "accessories" as people forward on content at a click.

At Wyken Croft the issue of cyber-bullying is explicitly tackled in taught sessions looking at internet safety; however we recognise that this is a fast developing area and that we need to remain vigilant and be prepared to respond to a possible increase in incidents in the future potentially against both pupils and staff. (See our Esafety Policy)

If members of the school community are involved in cyber-bullying against pupils, for example:

- Sending abusive or threatening email or text messages
- Posting malicious or abusive comments on a social media site
- Filming or passing on inappropriate material via mobile phone

the headteacher has the power 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site', which could mean using any of the sanctions as given above or involving external agencies such as the police as appropriate.

It should be noted that dealing with other issues of bullying outside school or school time (when parents and carers are responsible for their own children's behaviour) poses many problems for headteachers, and will only be considered where actions are continued or impact directly upon relationships and learning in school.

Vulnerable Children and Bullying

We recognise that children regarded as vulnerable due to their home situation, disability, communication difficulty etc., are often more likely to be targets of bullying behaviour. As such, children identified as 'vulnerable', via our child safeguarding procedures each term (see Safeguarding Policy) are monitored more closely by staff especially in vulnerable situations such as playtimes or lunchtimes.

Monitoring and Evaluation

This Policy is monitored regularly by the SLT who report to the governors about its implementation and effectiveness. Governors seek information about incidents of bullying in school via their own termly reports and in the Headteacher's Report which will include reference to any Bullying Incident Report Forms completed.

The Annual Safeguarding Report to Governors will include references to bullying

This Policy will be reviewed at least every two years (alongside the school Behaviour Policy)

APPENDIX 1

BULLYING RECORD

Date and Pupils Involved	Incident of bullying	Action. Parents informed?
Previous incident(s) involving the same victim and perpetrator? <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Dates and nature of incident(s)</u>	
Has the victim previously been identified through an incident with another perpetrator?	When and with whom?	
Has the perpetrator been previously identified through an incident with another victim?	When and with whom?	
Actions to support victim	Actions to support perpetrator	