

## Weston Turville CE School

### MISSION STATEMENT:

Inspire, Believe, Achieve - Together

### Anti-Bullying Policy



When someone says or does something  
*unintentionally* hurtful  
and they do it once, that's  
**RUDE.**

When someone says or does something  
*intentionally* hurtful  
and they do it once, that's  
**MEAN.**

When someone says or does something  
*intentionally* hurtful and they *keep doing it*—  
even when you tell them to stop or show  
them that you're upset—that's  
**BULLYING.**

Co-ordinator:	Ms S Fitzpatrick
Policy Produced by:	Ms K Brooks
Reviewed:	Autumn 2017
Adopted by staff:	Autumn 2017
Adopted by Governors	Autumn 2017
Date of next review:	Autumn 2024

## **Aims and Objectives**

The aim of our Anti-bullying Policy is to:

- Clarify for children and staff what bullying is and that it is always unacceptable.
- Explain to staff, children and the school community why bullying and harassment occur and their impact on individuals and the school as a whole.
- Provide a secure, stimulating, positive, mutually respectful and inclusive environment for learning.

## **Rationale**

Children and young people need to grow up in a caring and nurturing environment where they feel valued. The ethos and atmosphere of our school is an essential factor. However, because of their age and maturity most children do not have fully developed social skills and a clear understanding of what is acceptable behaviour towards others. The aim of this anti bullying policy is to ensure that our pupils learn in a supportive, caring and safe environment without the fear of being bullied.

Our behaviour policy details the ways in which we teach and develop appropriate behaviour. This policy is only concerned with issues of bullying, but should be read in conjunction with the behaviour policy.

Bullying is intentional behaviour which makes other people feel uncomfortable, threatened or excluded. Bullying behaviour usually has the following five features:

- It is repetitive and persistent.
- It can be against the same person or against several different people.
- It is intentionally harmful.
- It involves an imbalance of power.
- It causes feelings of distress, fear, loneliness and lack of confidence in those at the receiving end.

Children (and some adults) will use the term bullying to describe any received behaviour that is disliked. Unpleasant behaviour should not be tolerated but does not necessarily meet the definition of bullying. However all claims of bullying must be thoroughly investigated.

The main recognised forms of bullying are:

- Verbal e.g. name calling, threats, insults, offensive comments
- Physical e.g. hitting, slapping, punching, kicking
- Psychological e.g. implied threats, extortion, blackmail, exclusion
- Social media, including text messaging, emailing, chat-room insults (cyber-bullying)
- Teasing/taunting based on anything that singles the victim out and makes them feel different, eg. gender, sexual orientation (homophobia), race, ethnic origin, culture, religious belief, disability
- Socially unacceptable behaviour e.g. being rude, excluding victim from shared activities

- Organising others to bully by way of threats or rewards yet remaining distanced from the bullying incidents
- Abuse with no provocation

It is important to note here that bullying can often remain hidden and often victims do not tell about their experiences for complex reasons. Children at this school are encouraged to report all unacceptable behaviour to one of the staff.

At Weston Turville CE School we recognise that it is a possibility that the bully may be an adult and will follow child protection procedures if this is the case.

### **Signs of bullying**

When a child is bullied they may exhibit some of the following signs. This list includes some, but not necessarily all, possible signs.

- Personality change – snappy, tearful, withdrawn, tired, not sleeping, loss of appetite, sad, aggressive
- Refusing to go to school
- Unexplained bruises and cuts
- Unexplained lateness home from school
- Sudden illnesses, pains, headaches, tummy aches, toileting accidents
- Nail biting
- Nervousness

### **Prevention**

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour. We must be clear that across the school we follow the same rules.

We create an atmosphere whereby anyone who is being bullied, or others who know about it, should feel they will be listened to, and that action taken will be swift and sensitive to their needs.

### **Roles**

#### **1. Staff**

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well being at school. They have close knowledge of the children in their care and should build up a relationship of mutual support, trust and respect.

Staff will follow the steps on page 5 and:

1. Listen and record the details.

2. Investigate the reported incident by speaking to all concerned parties and ensure records are kept of all details.
3. Take appropriate action dependent on outcome of investigation. Inform the Headteacher, if necessary.
4. Provide children with behaviour guidelines, this includes providing the opportunity for children to have ownership of class rules.
5. Emphasise and behave in a respectful caring manner to children and colleagues, helping to create a positive atmosphere.
6. Provide children with a good role model.
7. Raise awareness of bullying through stories, role play, discussion, School Council, PSHE RE and citizenship, Anti-bullying Week, buddies
8. Inform parents of all concerned, if bullying is found to be taking place, and invite them in to discuss the matter with the school.
9. Support the victim and the bully so they can move forward from the incident.
10. Monitor the situation to ensure that the bullying stops.
11. In extreme cases, where appropriate, exclusion on a temporary or permanent basis will be used by the Headteacher and in such cases this will follow the County Procedures.
12. Through the Headteacher, keep the Governing body informed regarding serious incidents of bullying.

## **2. Parents/Carers**

We expect parents/carers will understand and be engaged in everything that is being done to ensure their child is safe at school.

It is hoped they will:

- Support us in meeting our aims
- Feel confident that everything is being done to ensure their child is safe and happy at school.
- Be informed about and be fully involved in any aspect of their child's behaviour
- Be informed about who can be contacted if they have any concerns about bullying

If a parent suspects their child is being bullied or bullying another child they should:

1. Make an appointment to see a member of staff – usually the class teacher in the first instance.
2. Explain the problem their child is experiencing or has witnessed or the concerns they have.
3. Talk calmly to their child.
4. Make a note of what their child says about what they have seen or experienced.
5. Reassure their child that informing them was the right thing to do.
6. Explain that any further incidences should be reported to an adult immediately.
7. Fill in the bullying allegation form.
8. Support the school in actions taken as a result of the allegation/concern.

### 3. Witness/victim

A child being bullied or a witness of bullying or a child being bullied should:

1. Tell an adult they trust so they can help the child and deal with the problem. This could be the class teacher, any member of staff at school, their parent or another member of their family.
2. If they are too scared to tell an adult, they should tell a friend and get that person to come with them to tell an adult.
3. Tell them what has happened.
4. Remember it is not their fault and not to blame themselves for what has happened.

### 4. Governors

We expect that Governors will:

- Support the Head teacher and staff in the implementation of this policy
- Be fully informed in matters concerning anti-bullying
- Regularly monitor incident reports and action taken to be aware of the effectiveness of the policy

### 5. Children

We expect the children will:

- Understand the definition of bullying.
- Be honest at all times about what has happened.
- Support the Headteacher and staff in the implementation of this policy and contribute to agreed approaches via School council, circle time etc.
- Be confident that everything is being done to make the school a safe and secure environment for them to achieve and learn.
- Feel supported in reporting incidents of bullying.
- Be reassured that action regarding bullying will take place.
- Be involved in the monitoring and review process of this policy.

#### **Reacting to Specific incidents:**

The school raises awareness through the taught curriculum in subject areas, assemblies and PSHE to reduce and eliminate bullying.

#### **The recommended strategy for instances of bullying**

##### ***Step 1***

The adult that the child has disclosed to will encourage him/her to talk about the experience, making notes and **being clear of facts**, particularly who was involved and any eyewitnesses who may have seen an event. If this adult is not the class teacher, they will discuss the concern with the class teacher who will continue to deal with the incident,

logging all information. The teacher will want to talk to the victim too. In most situations the issue would be brought to the attention of the Head immediately.

### ***Step 2***

The teacher would convene ***a meeting*** with the people named including witnesses (without the victim). The teacher will listen to their views and establish what was seen and heard and consider the information given.

### ***Step 3***

The teacher will convene ***a meeting*** with the people named and the victim. It is often useful for the victim to have support from a friend or an eyewitness. The teacher tells them about the way the victim is feeling and describes the incident as it occurred from accounts. An agreement is reached about what happened.

### ***Step 4 - Shared responsibility***

The teacher does not attribute blame but states that they know that the individuals concerned are responsible for their behaviour and the consequences and can do something about it. The individuals concerned should understand that what has been happening is unacceptable. They should be asked to explain why it is unacceptable and to discuss other options and choices they could have taken. They will also discuss the school sanctions as set out in the behaviour policy.

### ***Step 5 – Informing parents***

When an incident has been identified, teachers will inform parents, detailing the incidents, strategies used to find resolution and offer feedback the following week. They will also offer support for parents in encouraging their child to make the right choices (Bullies) and to be more assertive in applying strategies learnt (Victims). Both sets of parents will understand that the incident has been taken seriously and has been logged with the Headteacher, even if he/she has not dealt with it directly.

### ***Step 6 - INFANTS – Time for Self-responsibility and Resolution***

The teacher ends the meeting by passing over the responsibility to the group to solve the problem with day to day adult support. The teacher will also ask the Midday Supervisors to watch closely during play/lunches and the names of pupils will be shared at staff briefings so that all staff are aware that these pupils may need support and guidance and any subsequent incident can be responded to quickly.

### ***Step 6 - JUNIORS – Time for Self-responsibility and Resolution***

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. The teacher then arranges to meet with them again within ten school days, to see how things are going. The teacher will also ask the Midday Supervisors to watch closely during play/lunches and the names of pupils will be shared at staff briefings so that all staff are aware that these pupils may need support and guidance and any subsequent incident can be responded to quickly.

### ***Step 7 – JUNIORS - Meet again***

Within ten school days the teacher discusses with each pupil individually, including the victim, how things have been going. This allows the teacher to monitor the situation and keeps the individuals involved in the process. He/she will also have received feedback from other staff.

### **Incidents occurring outside school**

Any incidents that occur outside school are the responsibility of parents, but parents may wish to inform the school if issues may impact upon in-school social interaction.

### **Monitoring**

Trends and strategies are analysed for inclusion in the Headteacher's report to Governors. Careful monitoring and analysis provides us with regular opportunity to link monitoring to action planning for the following school year.

Reviewed  
Autumn 2023

### ALLEGATION OF BULLYING

Your child's name	
The name of the child against whom you are alleging bullying	
Date that the bullying is known to have started	
Has the bullying been ongoing since the start date?	
What is the frequency of the bullying (eg. daily, weekly etc)?	
Where does the bullying take place (eg. playground, classroom etc)?	
When does the bullying take place (eg. lesson time, lunch time etc)?	
What form does the bullying take (eg. hitting, name calling etc)?	
Are there any other factors you feel it would be useful for the school to know?	

Signed:

Your name: