



Anti – Bullying Policy & Procedure

Policy Reference and Suggested Key Resource for Staff

This policy is prepared using the DfE Oct 2014 publication “preventing and Tackling bullying, advice for Headteachers, staff and governing bodies” also the 2014 DfE factsheet “School support for children and young people who are bullied “

Anti-Bullying Policy:

Wynstones school does not tolerate any form of bullying. The pupils and staff have a right to learn in an affirming and safe environment. All children at Wynstones School should receive an education free from humiliation, oppression and abuse. Parents should be entitled to feel confident that when they send their children to school, they are protected from bullying. Class Teachers encourage parents to communicate concerning an upset pupil – swift response is essential in order to act effectively and pedagogically.

What is bullying?

It is an abuse of power. It is a repeated, deliberate act of aggression which causes embarrassment, pain or discomfort to another. It takes many forms and may include physical attacks, verbal insults, extortion and theft, threatening and obscene gestures, spreading malicious rumours and deliberately excluding people from a group or activity.

Bullying behaviour is normally characterised by:

- Deliberate aggression, where someone wilfully seeks to harm another.
- A perceived imbalance of power where those being harmed feel powerless.
- Aggression that leads to pain and distress.
- Pain that can be physical and/or emotional.
- Action that takes place over a period of time – a single, isolated incident of aggression would not normally be described as bullying.

Examples of bullying behaviour can include:

- Writing offensive things about someone using graffiti, notes, letters.
- Verbally abusing someone by name calling, making threats, using sarcasm etc.
- Physically hurting someone by pushing, shoving, tripping up etc.
- Damaging personal property by tearing clothes, ripping books etc.
- Excluding someone by making sure they are isolated from their friends and peers.
- Inciting others to bully.

- Using technology such as text messages, email and social media.
- Humiliating someone because they are seen to be 'different' (e.g. they wear different clothes, come from a different culture, have a different value system, follow a different religion etc.
- Homophobic- bullying someone due to their sexual orientation.
- Transphobic (incidents are those perceived to be insulting to someone's gender identity or to transgendered people)
- Sexual (incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention)

It is also important to note that children's relationships to others in the school can vary tremendously. Children can be the best of friends one day and at loggerheads the next. Parents and staff therefore need to be aware that temporary breakdowns in relationships do not necessarily constitute bullying.

Aim:

We intend to:

- Provide a school environment in which children feel safe and able to express themselves without fear or intimidation.
- To maintain a co-operative ethos in which the school, the children, and the parents work together to prevent bullying.
- Help children to gain the personal qualities and self-esteem to minimise the risk of bullying. Identify children at risk and respond positively to their needs.
- Identify children at risk and respond firmly to incidents of bullying.
- Encourage a 'telling' culture, through daily class life

Encouraging a 'telling' culture

We recognise how difficult it can be for pupils and parents to take action on bullying. Also how bullying thrives on fear and secrecy.

The key messages for pupils are:

- If you are being bullied, tell someone. Don't suffer in silence.
- If you see someone being bullied, tell an adult immediately.
- Don't think that it's OK to be a 'by-stander', this can give the impression that you think that bullying is acceptable when it never is.
- Children are encouraged to report the incident to any adult in the school setting. They may write a note.
- To their teacher, mention it to a member of staff or have a quiet chat with a Teaching Assistant or any other adult staff member.

Procedures for all Staff

- Staff should be watchful and observe relationships. Where appropriate, observations should be brought to the weekly meetings.
- If staff have any doubt or concerns then speak immediately to the safeguarding officer
- There should be appropriate supervision of pupils during unstructured time.
- Children should always be made aware and regularly reminded that they should

always report incidents or situations that make them uneasy to an adult member of staff. This should be reported to Class Teacher / Guardian and Pastoral Care group.

- Staff to record any incidents on a bullying report form immediately
- Discuss the matter within the weekly college of teachers meetings
- Report any serious incidents to the Safeguarding officer immediately.

School procedure for dealing with incidents of bullying

Managing and Recording Incidents

Reports of alleged bullying incidents can come from a number of sources including pupils, parents/carers, staff and members of the community.

All bullying incidents will be recorded on a bullying report form

Staff treat all reports of bullying very seriously and the college of teachers pass these onto the school manager who will record all alleged/actual incidents of bullying in the School Bullying Incident Record

If a staff member observes an incident

Remember a swift response is essential in order to act effectively and pedagogically.

- Stop the incident
- Confirm that the child is not physically injured. If the child is physically injured, fetch the nearest first aider.
- Show concern and support for the child who has been bullied (in presence of the other children involved if appropriate).
- Wait for the situation to calm before trying to find out what happened and then take time to listen carefully and establish the facts and factors involved. Bystanders may provide important background information.
- Tell both parties that the matter will be dealt with and that other teachers and the parents of those involved will be informed.
- Talk over the incident, the problems behind it, and possible solutions with all concerned as soon as possible. Ensure written reports are in the correct "disciplinary incidents" form, and in pupil files etc.
- The Class Teacher/Tutor should be informed.

When reviewing an incident we will try to establish:

- Which pupils were involved.
- The nature and the extent of the bullying and where it was taking place.
- The effects on the person(s) being bullied
- The nature of the relationship between the perpetrator(s) of the bullying and those experiencing it.
- If there were any triggers to the behaviour
- The support and disciplinary measures required to try to resolve the difficulty.

Our priority is to restore a sense of safety and wellbeing in the person who has experienced the bullying and to encourage better behaviour from those who have perpetrated it. Some incidents are resolved quickly and with limited intervention, other incidents can be very complex and demand a great deal of skill and expertise. Some incidents of bullying may require support from outside

agencies, such as social workers, G.Ps etc.

Sanctions

When responding to a particular incident we will consider (in-line with our Behaviour Policy)

- The age of the individuals involved.
- The nature of the incident.
- Whether there are any behavioural/learning needs which could affect an individual's behaviour towards others.
- Whether the individuals have been involved in any previous incidents.
- The duty of care to all pupils and staff

In the first instance, when bullying has been confirmed, the bully is counselled and a sanction is enforced which reflects the seriousness of the particular incident eg reprimand, withdrawal of privileges, written apology.

In exceptional circumstances, bullying may result in exclusion from school

Involving Parents/Carers

We will inform parents/carers of any incidents of bullying we are investigating. After an incident of bullying has been confirmed we will ensure that all parents/carers know:

- The steps that will be taken to resolve the incident.
- The progress towards a satisfactory conclusion

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Authorised by: Name: Job title:	Sign:
Date:	

No Blame Bullying Policy

(Procedures for staff)

1. When complaint/concern is received begin log of all interaction.
2. Speak to parent/guardian involved and this meeting minuted.
3. Speak to pupil 'bullied' and minute meeting.
4. Treat all communication seriously and formally.
5. Keep all parties fully informed so that they are clear and secure.
6. 'Bullying' in essence centres on the need to belong not being met.
7. Focus therefore on the need to belong.
8. Form a 'support' group composed of person 'bullied', 'perpetrators', 'neutrals' and 'friends' of the bullied but only after speaking to 'bullied' pupil.
9. There should be two adults; pupil's teacher plus group leader. Leader outlines needs of pupil to be met. Pupil 'bullied' speaks about these needs e.g. fairness, inclusion, respect etc. No names mentioned or accusations (blames) levelled.
10. Other group members asked to contribute to how needs could be met. Leader could mention certain situations as examples. Honest but objective and no blame. We look to new strategies. Follow up support group meetings are advised.
11. In most instances pupils' consciousness is raised and they respond positively. Most situations are cleared up.
12. The meeting itself can establish belonging for everyone.
13. If 'bullied' pupil is uncomfortable in support group this group is met independently. Please note that the word bully is a powerful label. Do not use it in meetings but choose other non-judgement words.
14. If physical violence or severe and persistent verbal abuse is the case the safety and security of the 'bullied' must be established before above process enacted.

a) Physical violence

- i) Violent pupil excluded until proper process for violent behaviour completed
- ii) With younger pupils and violence in heat of the moment, a conversation with Chair of College will often suffice. Incident recorded and parents informed.

b) Verbal abuse

- i) pupil(s) concerned met and school rules/policies clearly and categorically stated. Pupil's intentions asked for and recorded. Consequences of further like actions outlined. Incident recorded and parents informed.

ANTI BULLYING CHARTER FOR PUPILS OF WYNSTONES SCHOOL

1. We will not tolerate bullying.
2. Bullying will be dealt with seriously.
3. When we report bullying, staff will give us fair hearing.
4. We have the right to travel to and from school without being bullied.
5. We will not put others down.
6. We will not judge others by appearance alone.
7. We will accept others regardless of race, religion, culture or disability.
8. Bullying is too important to ignore – it must be reported.
9. Bullying via electronic communication is just as important as physical and verbal bullying and must be reported to your teacher.

Related policies

- inclusion policy
- SEND policy
- pupil code of conduct
- positive behaviour policy