



Wycliffe Church of England Primary School

Anti-Bullying Policy

2022/23



Approved by the governing body: January 2022

Review: Jan 2023

Vision Statement

We nurture an aspirational family of hard-working, respectful individuals who work collaboratively to have a lifelong love of learning.

“Life in all its fullness” (John 10:10)

Our vision is to ensure that our school family are happy and fulfilled in a creative learning environment. This is flexible and caters to individual needs while developing a life-long love for learning through which all members can flourish. We nurture an aspirational family of hard-working, respectful individuals who work collaboratively.

Statement of Intent

At Wycliffe CE Primary School we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. At Wycliffe CE Primary School, we acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Aims and Objectives of this Policy

The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- The school will meet the legal requirement for all schools to have an anti-bullying policy in place.
- The school will work closely with other professional agencies to ensure that children stay safe as stated in the following documents: The Children Act 1989, The Children Act 2004, The Education and Inspections Act 2006, The Equality Act 2010, Working together to Safeguard Children 2018, Keeping Children Safe in Education 2021 and Preventing and Tackling Bullying 2014
- All governors, teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.

- All pupils and parents/guardians will know what the school policy is on bullying and what they can do if bullying occurs.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.
- Whole school initiatives (staff training, assemblies etc) and proactive teaching strategies (PHSE [Personal, Health & Social Education] lessons, Philosophy for Children etc) will be used throughout the school to reduce the opportunities for bullying to occur.
- A positive, caring ethos will be created within the school, which is deeply rooted in Christian Values and therefore leads to an environment where everyone can work, play and express themselves, free from the fear of being bullied.

What Is Bullying?

The school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is (taken from Preventing and Tackling Bullying 2014):

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

KCSiE 2021: All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy). It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature.

Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming

forward to report it. Peer on peer abuse, when it leads to bullying, is most likely to include, but may not be limited to:

- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- **Verbal:** name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone.
- **Physical:** pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things.
- **Racist:** racial taunts, graffiti, gestures, making fun of culture and religion – prejudice-based.
- **Sexual:** unwanted physical contact or sexually abusive or sexist comments.
- **Linked to sexual or gender orientation :** because of/or focusing on the issue of sexuality
- **Cyber:** setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones or other wireless technology
- Any unfavourable or negative comments, gestures or actions made to someone relating to their home situation, (e.g. a looked after child), disability or special educational needs – discriminatory.

Sexualised online bullying is classified as a form of sexual harassment. As such, the KCSIE 2021 guidance advises the following response to a report of sexual harassment: "It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 55 in Part one of this guidance."

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling, or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Where does bullying happen?

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground.

Bullying may also happen out of school. In such cases, the Head teacher is empowered by law (Preventing and Tackling Bullying 2014) to deal with such incidents but must do so in accordance with the school's policy.

At Wycliffe CE Primary School, we are concerned with our children's conduct and welfare outside as well as inside school and we will do *what we can* to address any bullying issues that occur off the school premises. The following steps may be taken:

- Talk to the local Community Police Officer about problems on the streets
- Talk to the Head Teachers of other schools whose children may be involved in bullying off the premises.
- Map out safe routes to school for children.
- Discuss coping strategies with parents.
- Talk to the children about how to handle or avoid bullying outside the school premises.

Signs and Symptoms

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine/route to school
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to underperform in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

What can you do if you are being bullied?

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

Here are some strategies which children themselves have suggested to combat bullying:

- Try not to let the bully know that he/she is making you feel upset.
- Try to ignore them.
- Be assertive – stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group, bullies usually pick on individuals.
- Get away as quickly as you can.
- Tell someone you can trust – it can be a teacher, a teaching assistant, a midday supervisor, a parent, a friend, a brother, a sister or a relative.
- If you are scared, ask a friend to go with you when you tell someone.
- If you don't feel you can talk to someone about it, write it down and post it in the 'Worry' box.
- When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?)
- Keep on speaking out until someone listens and helps you.
- Never be afraid to do something about it and quick.
- Don't suffer in silence.
- Don't blame yourself for what is happening.
- Call a helpline.

What can you do if you see someone else being bullied? *(The role of the bystander)*

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger. Here are some strategies which children themselves have suggested to combat bullying:

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on yourself.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that you are going to get help.

- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it, write it down and leave it for a trusted adult.
- Call a helpline for some advice.

Bullying of children with Special Educational Needs or Disabilities

Wycliffe CE Primary School is an inclusive school. We provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are.

We have some children who have learning disabilities and/or communication difficulties. Everyone involved in the school is very aware that these children can be especially vulnerable to bullying and we are therefore particularly vigilant at all times.

High attainers, gifted or talented pupils can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying.

Procedures for reporting and responding to bullying incidents

All staff will respond calmly and consistently to all allegations and incidents of bullying at Wycliffe CE Primary School. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

1. Report all bullying allegations and incidents to staff.
2. Staff will make sure the victim(s) is and feels safe and that appropriate support is provided for them (e.g. daily pastoral meetings, CAMHS referral, support from external agencies such as Kidscape or the NSPCC)
3. Appropriate advice will be given to help the victim(s).
4. Staff will listen and speak to all children involved about the incident separately.
5. The problem will be identified, and possible solutions suggested.
6. Staff will attempt to adopt a problem-solving approach which will move children on from them having to justify their behaviour.
7. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
8. Staff will reinforce to the bully that their behaviour is unacceptable.
9. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied (see next section).

10. If possible, the pupils will be reconciled, with all parties receiving support.
11. An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
12. In all cases of bullying, the incidents will be recorded by staff on CPOMS.
13. In all cases of confirmed bullying, parents will be informed and will be invited to come into school for a meeting to discuss the problem.
14. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
15. Bullying incidents will be discussed regularly at staff meetings.
16. The headteacher will present termly reports on serious bullying incidents to the Governors, if there are any to report.
17. On all occasions, the Designated Safeguarding Lead in school will be notified and if appropriate, Social Services or police services will be consulted.
18. DSLs will instigate social care assessments considering children being harmed outside the home on contextual safeguarding - which includes measures to prevent bullying.

The following sanctions may be used in line with our Behaviour Policy and Good To Be Green system:

- Apologise to the victim(s) verbally or in writing.
- Lose privileges.
- Lose playtimes.
- Spend playtimes and lunchtimes with an adult.
- Parents will be communicated with.
- Go on a self-improvement report.
- Be removed from class and work in a reflective space.
- Report to the Headteacher or Deputy Headteacher.
- Be withdrawn from participation in school visit, clubs and events not essential to the curriculum.
- Suspension.
- Permanent exclusion.

Strategies for the prevention and reduction of bullying

Governing bodies should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. Our response to bullying does not start at the point at which a child is bullied, we aim to adopt a more robust approach which involves staff in school proactively gathering intelligence about issues between pupils which might provoke conflict and developing strategies to prevent the bullying occurring in the first place. In our school, we aim for proactive practice, rather than reactive.

Some of the strategies used in school to prevent bullying include:

- Each class writing and agreeing on their own set of class rules.
- Making national anti-bullying week a high profile event each year.
- Awareness raising through regular anti-bullying assemblies.
- PHSE (Personal, Health & Social Education) scheme of work from Reception to Year 6 used to support this policy.
- Circle time / Philosophy for Children time spent on bullying issues.
- Setting up of a circle of friends support network where a small group of children volunteer to help and support an individual experiencing difficulties.
- Children writing stories and poems and drawing pictures about bullying.
- Children being read stories about bullying.
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations.
- Prominently displaying positive interaction posters produced by the children around the school.
- Introducing playground improvements and initiatives.
- Using praise and rewards to reinforce good behavior – Good to be Green.
- Encouraging the whole school community to model appropriate behaviour towards one another.
- Organising regular anti-bullying training for all staff.
- Linking with national organisations such as NSPCC and Kidscape to provide workshops for children.

Monitoring and evaluation of the policy

The policy is monitored through the SIAMS framework and this is led by Miss R Rawling.

Linked Policies:

Safeguarding and Child Protection

Behaviour

E-Safety

Review

- This policy is an update on our previous policy.
- To be reviewed in January 2023

Sources of further information, support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Name of organisation	Telephone number	Website
Anti-Bullying Alliance (ABA)	0207 843 1901	www.anti-bullyingalliance.org.uk
Anti-bullying Network	0131 651 6103	www.antibullying.net
Childline	0800 1111 (helpline for children)	www.childline.org.uk
Kidscape	020 7730 3300 (general enquiry number) 08451 205 204 (helpline for adults only)	www.kidscape.org.uk www.beyondbullying.com
NSPCC	0207 825 2500	www.nspcc.org.uk
Parentline Plus	0808 800 2222	www.parentlineplus.org.uk
The Children's Legal Centre	0800 783 2187	www.childrenslegalcentre.com
UK Government Website	not available	www.direct.gov.uk