



Anti-Bullying Policy

This policy will be reviewed annually
Policy reviewed: October 2019 by ALMN
Next review: September 2020 by ALMN

This policy applies to all children in the school including those in EYFS and should be read in conjunction with the following school policies:

Safeguarding policy; Behaviour Management Policy; Policy on taking photos (Pupils and Parents) PSHE policy; Staff Code of Conduct.

It is important to realise that there may be times when bullying becomes a safeguarding concern and should be treated as such by the school. Peer on Peer abuse in any form should not be tolerated and staff should be aware that it may well constitute a safeguarding concern.

Introduction

The aim of this policy is to show that bullying is unacceptable at WCPS. We are committed to providing a safe, caring and friendly environment in which the needs of the individual are respected. All pupils have the right to learn in a safe, happy and friendly environment where they feel relaxed and protected. Pupils must feel able to communicate their fears; then if a bullying incident occurs, pupils are protected and the message is given that the bullies' unacceptable behaviour cannot continue.

This document sets out our clear procedures for the prevention of and our response to any incidences of bullying at WCPS. This policy reflects the guidance in "Keeping Children Safe in Education 2018" and "Working together to Safeguard Children" 2018 and has regard to "Preventing and Tackling Bullying 2017" and the Equality Act 2010.

This policy is provided to all new school staff through the induction procedure and is available electronically on the staff shared drive. New parents are directed to the policy in the new parents' information booklet and it is also available on request from the school office.

Definition of Bullying

- "Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, gender, special educational needs or disability, sexual orientation or because a child is

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adopted or has caring responsibilities. It may be motivated by actual differences between pupils, or perceived differences. Bullying can take many forms. It may occur directly or through cyber-technology “for instance cyber-bullying via text messages, social media or gaming, which can include the use of images and video.” DfE - Preventing and Tackling Bullying 2017.

- Ensuring physical safety is the school’s first priority, but emotional bullying can be equally as damaging as physical. At WCPS we acknowledge the seriousness of incidents of all bullying and are committed to being vigilant to, and responding to bullying in all its forms.
- 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.

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. 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.

Signs and Symptoms of bullying

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

- is unwilling to go to school (school phobic)
- wishes to change their usual routine / route to school;
- becomes withdrawn, anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens to run away;
- cries him/herself 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 which are damaged or “go missing”;
- asks for money or starts stealing money (to pay bully);

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- comes home hungry (snacks, sandwiches have been stolen);
- has unexplained cuts or bruises;
- complains of symptoms such as stomach pains and headaches.
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above;
- starts swearing or using aggressive language for no apparent reason;
- starts bed wetting.
- choosing the company of adults

Some of these signs and symptoms could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Strategies for the prevention and reduction of bullying

We will help to prevent bullying by:

- Creating an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave (see Behaviour Management policy)
- Having an effective school leadership that promotes an open and honest anti-bullying ethos.
- Creating an inclusive environment where pupils can openly discuss the cause of their bullying, without fear of further bullying and discrimination.
- Use of curriculum opportunities e.g. PSHE, assemblies, projects, drama, stories, discussion of differences between people to discuss issues around diversity and draw out anti-bullying messages. Using teaching methods which encourage co-operative work and a variety of groupings. Our computing schemes of work contain lessons which raise awareness of avoiding being the perpetrator of unkind behaviour online.
- Use of opportunities throughout the school calendar to raise awareness of the negative consequences of bullying, e.g. anti-bullying week in November of each year, whole school assemblies, e-safety workshops.
- Establishing an atmosphere of open and honest support for one another.
- Improving the school environment looking in particular at staff supervision patterns and timetabling.
- Raising awareness of staff through discussion in staff and year group meetings and specific training where required.
- Ensuring pupils understand the school's approach and are clear in the part they can play to prevent bullying, including when they find themselves as bystanders.

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- Regularly updating our approach by taking account of developments in technology.
- Implementing disciplinary sanctions showing the consequences of bullying reflect the seriousness of the incident so that others see bullying is unacceptable.
- Targeting our attention on key times and locations where bullying could be potentially more prevalent e.g. through the positive playground initiative. As part of the induction procedure, playground staff are made aware of anti-bullying issues. We have Playground Helpers who have instigated new games for children and who also monitor the Friendship Bench.
- Setting up of social interaction groups where appropriate.
- Displaying the contact details of Child Line for all pupils.
- Creating a positive ethos around the issue of anti-bullying through celebrating success.
- Involving parents to insure that they are clear that the school does not tolerate bullying and are aware of the school's procedures in relation to dealing with incidences of bullying. This policy is available to parents on the school website.
- Staff providing good role models for the children, celebrating achievements, anticipating problems and providing support, ensuring children feel confident in talking about any problems they may have, knowing they will be listened to.
- Looking at data from Behaviour Incident Report Forms and Accident Report Forms.

Intervention and responding to reported incidences of bullying

- The boys are encouraged to tell an adult if an incident has occurred, this includes cyber bullying and instances outside school. All instances of bullying are reported to the Head Teacher.
- We ensure that the pupil is safe by providing emotional support and advice.
- Investigation of the situation follows from the perspective of the victim and the alleged perpetrator. The problem will be identified and possible solutions suggested.
- Decisions are made to stop reoccurrence of the bullying behaviour.
- Disciplinary measures would be applied to pupils who bully in order to show clearly that their behaviour is wrong. Sanctions to be applied fairly, consistently and reasonably, taking account of any special educational needs or disabilities that the pupil may have (see Behaviour Management policy).
- Sanctions to be individual to each specific set of circumstances. This might include removal of privileges or temporary time out from classroom/playground. The seriousness of sanctions would increase and ultimately end with temporary or permanent exclusion.
- The motivations behind bullying behaviour should be considered, as to whether it reveals any concerns for the safety of the perpetrator. Where this is the case the pupil engaging in bullying may need support themselves.

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- Parents of both/all pupils are involved throughout the process of the investigation into bullying.
- Incidences of bullying are logged in the **Incidences of Bullying** file and any patterns of behaviour identified
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Safeguarding

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern where “there is reasonable cause to suspect that a pupil is suffering or likely to suffer, significant harm”. Where this is the case, the school staff should report their concerns to the DSL/DDSL. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the child who is experiencing bullying, or to tackle any underlying issue which has contributed to a pupil engaged in bullying.

Peer on Peer abuse

When dealing with abuse by young people on peers, we follow the key safeguarding documents – Keeping Children Safe in Education (2018) and Working together to Safeguard Children (2018) even when the alleged perpetrator is a child. This will entail:

- effective implementation of the school’s usual safeguarding and anti-bullying policies
- seeking advice from statutory agencies as appropriate and readiness to make a referral if an incident meets the referral threshold set by the local Safeguarding children’s board
- following the advice for practitioners in: What to do if you are worried that a child is being abused.
- effective information sharing with any agencies or other professionals involved
- good record keeping of related conversations, meetings and communications

Bullying outside the school premises

Bullying can happen anywhere – in the classroom, in the corridor, in the toilets, in the playground. Bullying may also happen on the way to and from school. In such cases, the Head Teacher is empowered by law to deal with such incidents, but must do so to “such an extent as is reasonable” in accordance with the school’s policy. Where bullying outside school is reported to school staff, it will be investigated and the school will do what it can to address any bullying issues e.g. talk to the local community police officer about a specific problem outside the school premises, speak to the Head Teacher of other schools whose children may be involved in bullying off the school premises, talk to the children about how to handle or avoid bullying outside the school premises.

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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 which can happen at all times of day with a potentially bigger audience. At WCPS our PSHE and Computing schemes of work contain topics covering ways pupils can remain safe online and avoid being a victim of cyber bullying. All staff have taken part in E-Safety training relating to topics such as grooming, avoidance of websites containing violent or adult content and dangers of sharing personal information and photographs. All children take part in E-safety workshops.

Definition

“Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.”

Department for Children Schools and Families

Cyberbullying can have a serious impact because of a number of factors including:

- Invasion of personal space
- The anonymity (at least initially) of the bully
- The ability to broadcast upsetting messages and images rapidly to a potentially social networking sites, like Club Penguin, Snapchat and Facebook, emails and mobile phones, used for SMS messages and as cameras.

Cyber bullying – Preventative measures

WCPS:

- Expects all pupils and staff to adhere to its policy for the safe use of the Internet.
- All e-communications used on the school site or as part of school activities off-site are monitored
- Certain sites are blocked by our filtering system and pupils’ use is monitored.
- The curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely including personal rights
- Children at WCPS are not permitted to bring mobile phones into school.
- Staff must keep their mobile phones out of sight during the school day and they must be switched to silent during lessons and when on duty. Staff may not use mobile phones to take photos or record the children.
- Only school cameras are to be used when taking photographs of the children. No personal cameras may be used at school. The school cameras may not be taken off-site unless needed for outings/sports fixtures.
- All images on school cameras are required to be downloaded (on to the school’s

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network) and deleted once they are no longer needed.

Monitoring and evaluation of the policy

To ensure this policy is effective, it will be monitored and evaluated annually by SMT and staff. This will enable patterns to be identified and the effectiveness of the approach adopted will be evaluated. Incidences of bullying forms will be used to gauge the effectiveness of the policy. The policy will be annually updated to take into account any changes in legislation and/or statutory guidance. Following an annual review, any amendments will be made to the policy and all teaching and non-teaching staff will be informed.

Links to other policies

- Safeguarding policy
- Behaviour Management Policy
- Policy on taking photos (Pupils and Parents.)
- PSHE policy
- Staff Code of Conduct