



Wivelsfield Primary School

Anti-Bullying Policy

This policy was adopted on 26.09.2018

This policy is due for review September 2019

OUR AIMS

At Wivelsfield Primary we take all forms of conflict, friendship problems and bullying behaviour seriously.

Our aims are:

- To provide a safe and secure environment for all students in our care
- To create a happy atmosphere in which both parents and staff work together for the welfare of the pupils.
- Everyone is mutually valued and respected regardless of gender, race, age beliefs and ability.
- To encourage pupils to adopt agreed standards of behaviour and values in order to develop a sense of self- discipline and to take responsibility for their own actions.

DEFINITION OF BULLYING BEHAVIOUR

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both students disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

Bullying behaviour is defined as – “The repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power.”
(Anti-bullying Alliance 2011).

Bullying can take many forms:

- **Physical bullying** (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking or taking property)
- **Verbal bullying** (name calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism or sarcasm.)
- **Indirect bullying** (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection.)
- **Cyber bullying** sending nasty phone calls, text messages or e-mails/chat rooms. Linked to schools online safety policy.

Some bullying is done because a child is deemed to belong to a certain group. This has been labelled 'prejudice based bullying', and includes homophobic bullying, racist bullying, sexual or gender bullying and bullying of students with learning or other disabilities. (See also Equalities Policy.)

STRATEGIES FOR PREVENTING BULLYING

Whole school approach:

- Issues surrounding friendships and bullying behaviour are taught through the Personal, Social & Health Education Curriculum, Citizenship Curriculum and R.E. Children are taught to explore some of the ups and downs of relationships, including the positive aspects and benefits of friendships and the negative aspects of relational conflict
- Whole School and Key Stage Assemblies are also used to discuss bullying and raise children's awareness of what bullying looks like and how they can respond.
- SEAL and R.E. sessions provide opportunities for more detailed discussions and role play activities to explore the nature of bullying.
- Class and School Council provides a forum for discussing any bullying issues and for the children to decide ways of preventing it and supporting those who are bullied.
- Positive play leaders and Prefects are used to reduce potential conflict during break time and lunchtime.
- All staff will monitor behaviour and intervene if it becomes inappropriate in order to prevent bullying to develop. Staff on playground duty will inform class teachers of any incidents.
- All classes have bullying logs held with behaviour logs in a class lose leaf file. This form should be filled in and copied and passed onto the Head Teacher to be held in the central record.

STRATEGIES FOR RESPONDING TO BULLYING BEHAVIOUR

Where bullying does occur this will be followed by an immediate and appropriate response, including the use of disciplinary sanctions where necessary.

Early identification is the most effective way in minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the

person doing the bullying needs to understand that their behaviour is unacceptable and must stop. They may also need support to change their behaviour and explore the underlying reasons for bullying.

Children are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:

- Speaking to their teacher/TA or any member of staff
- Speaking to a parent/other adult who then may contact the school in any of the ways listed
- Speaking to their School Council Representative, playleader or prefect.

WHEN BULLYING IS KNOWN TO HAVE HAPPENED OR TO BE ONGOING

The class teacher will discuss the incident(s) with the child being bullied. It is important that they are listened to and believed. The incident will then be discussed with the child engaging in bullying. Information will be gathered from witnesses to explain what they saw. The class teacher/Deputy Headteacher/Headteacher will be informed.

Sanctions in line with the school's behaviour policy will be used where appropriate. In addition, these might include:

- Official warning to cease offending or withdrawal of certain school privileges
- Involvement of outside agencies such as ESBAS
- Records will be kept on students files.

Where a pupil or group of pupils deny involvement in bullying behaviour the children concerned will be observed and monitored. The pupil being bullied may be asked to record and report any incidents which cause them concern.

This policy will refer to 'the person bullying' and 'the person bullied' rather than 'bully' and 'victim', both of which can be defined as negative labelling.

PARENTAL INVOLVEMENT

Parents and carers of both the person alleged to be bullying and the person being bullied will be informed of any investigations and the outcomes of these. They will be updated on any significant information.

MONITORING AND EVALUATION

This document will be monitored and evaluated regularly and updated to take account of new Government and local guidance and the views of the whole school community.

COMPLAINTS

The Governing Body has established a formal complaints procedure and this may be used by a parent/carer if necessary. The Headteacher reports any formal complaints made under this procedure via the Headteacher's termly written Head teacher's report.

This policy will be reviewed annually.

