Whitkirk Primary School
Anti-Bullying Policy

'Be the best that we can be'

Created/ revised & approved by staff	March 2022
Next review date	March 2024

This policy is based on DfE guidance "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", July 2017:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf

There is no legal definition of bullying, but the DfE defines it as *'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group by either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and videos) and is often motivated by prejudice against particular groups (…). It might be motivated by actual differences between children, or perceived differences.'*

1) Objectives of this policy

In fulfilling the duties listed above, we are guided by three principles:

- Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

This policy outlines what Whitkirk Primary School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

2) Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis through CPOMS and other communications.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns of bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support relevant organisations when appropriate.

3) Preventing, identifying and responding to bullying

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As in many areas, prevention is better than cure. Whitkirk ensures weekly PHSE lessons take place alongside SMSC lessons, school values and Mindmate sessions to ensure that children are aware of the issue of racism and the damage it can cause to individuals and the wider community. They also explore strategies to ensure they address racism if they are faced with it. The curriculum is based around an ethos of understanding that no forms of racism or racial intolerance are acceptable. We promote a 'speak out' culture. All classes in Reception to Year 3 have a 'Worry Monster' and Year 4-6 classes have a locked postbox that the teacher and teaching assistant check daily.

The school community will:
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Create a quiet space for vulnerable children and young people (The Green Room, The Haven).
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

4) Involvement of pupils

We will:
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

5) Liaison with parents and carers

Alongside our Home-School Agreement, we will:
- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

6) Responsibilities

It is the responsibility of:
- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school

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- Pupils to abide by the policy.

Key members of staff:

1. Class teacher and teaching assistant
2. Phase Leaders: Miss Emery (Reception, Miss Lynch (KS1), Miss Odor (LKS2) and Mr Sadler (UKS2)
3. Pastoral team and Designated Safeguarding Officers: Mrs Hart and Mrs Audsley
4. Senior Leadership team: Miss Quarmby, Mr Sadler and Mrs Downes

ADDITIONAL CONTENT

Dealing with Incidents

The following steps may be taken when dealing with incidents:
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, supported by the child's Phase Leader and a designated safeguarding officer in the first instance.
- A clear and precise account of the incident will be recorded on CPOMS.
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. Police involvement may be needed to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour policy.
- Parents/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted

Supporting Pupils

Pupils who have been bullied will be supported by:
- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:
- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour policy. This may include official warnings, removal of privileges, fixed-term and permanent exclusions.
- Speaking with police or local services

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:
- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/headteacher
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken
- Reassuring and offering appropriate support

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- Working with the wider community and local/national organisations to provide further or specialist advice and *guidance*

Adults (staff and parents) who have bullied will be helped by:
- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

SUPPORTING GUIDANCE FOR STAFF FOLLOWING INCIDENT

Staff response

Your response will be dependent on the circumstance of the incident, the severity, who was involved, where it happened and what the intention was of the instigator.

The following is an example of a robust and positive response to a bullying incident, using an incident involving HBT language. However, the response could be similar for any kind of bullying or discriminatory behaviour.

Taking a school response	In our school we treat everyone with respect and when you use the word 'gay' in a way to mean 'rubbish' or 'bad', it is disrespectful of lesbian, gay, bisexual and transgender people.
Question what has been said?	What do you think the word 'gay' means? *If unknown that actual definition of gay, explain this.* Do you realise that what you said could hurt someone's feelings? Can you explain what you mean by calling that 'gay'?
Address and tackle	Language like that is not acceptable You might think that word is hurtful, but many would not
Make it personal	I'm not happy with what you said. Homophobic language upsets me. I don't want to hear it again. What you have said really disappoints and upsets me. It's really important to treat everyone with respect, and that's why it's wrong to use homophobic words.

Once the incident has been dealt with accurate incident reporting and recording is important.

SUPPORTING GUIDANCE FOR STAFF RECORDING INCIDENT

Incident Reporting

Incident reporting needs to pay attention to language used, which needs to be reported accurately. Staff need to be aware of what discriminatory language is and record incidents as such.

Who was involved	Record under the name of the instigator but include the name of the victim to identify and monitor patterns previously and in the future.
Where did the incident take place?	Actual location of the incident on the school site.
When did the incident take place?	Date/time of the incident.

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What was said?	Record the specific language used, even if this is offensive.
What action will you take/has been taken?	To record the action taken not just the consequences e.g. explaining to the instigator why it was wrong to use the language they did, and support for the victim.
Review systems	Having a named person review incidents looking for patterns e.g. students needing support or their behaviour addressing. This will be done by the Team Leader and named adult in school

MONITORING AND EVALUATION

A copy of this policy is available to parents on request. The effectiveness of this policy is monitored by the governing body and the Senior Leadership Team. Statistics relating to the number of exclusions, bullying, racism and CPOMS entries provide data which is monitored termly. The SLT reports this to the governing body termly.

Whitkirk Primary School, March 2022