

*'Be the best that we can be'*

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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf)

### **1) Objectives of this policy**

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) Definition of bullying**

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", October 2014)

Bullying is repeated aggression; verbal, psychological or physical conducted by an individual or group against others. STOP – Several Times On Purpose STOP – Start Telling Other People

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

### **4) Preventing, identifying and responding to bullying**

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.

### **5) 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.

### **6) 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.

### **7) 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
  - Pupils to abide by the policy.

## **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
- 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
- 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.

<b>Taking a school response</b>	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.
<b>Question what has been said?</b>	What do you think the word 'gay' means? <i>If unknown that actual definition of gay, explain this.</i> Do you realise that what you said could hurt someone's feelings? Can you explain what you mean by calling that 'gay'?
<b>Address and tackle</b>	Language like that is not acceptable You might think that word is hurtful, but many would not
<b>Make it personal</b>	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.

<b>Who</b> 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.
<b>Where</b> did the incident take place?	Actual location of the incident on the school site.
<b>When</b> did the incident take place?	Date/time of the incident.
<b>What</b> was said?	Record the specific language used, even if this is offensive.
<b>What</b> 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.
<b>Review</b> systems	Having a named person review incidents looking for patterns e.g. students needing support or their behaviour addressing. <b>This will be done by the Team Leader and named adult in school</b>

#### 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, September 2020*

**Achievement – Safety – Respect – Friendship - Forgiveness - Trust**