



## West Melton Primary School

# Anti-bullying Policy

### **Introduction**

West Melton Primary School recognises there is a need to safeguard the welfare of all those within the school community and to encourage a culture of co-operation, acceptance and harmony both within and outside of school.

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils, staff and parents and strive to create a school community in which all children can fulfil their potential.

Bullying of any kind is unacceptable at West Melton Primary School. If bullying does occur all incidents will be dealt with promptly and effectively. The school actively implements its antibullying policy and has clear pathways for reporting, which are known to all members of the school community. If a crime has been committed during the bullying incident, the Community Police Officer will be involved as appropriate. All reported incidents will be actioned by Mrs Zowie Norris- Head Teacher. We celebrate diversity and promote cohesion within our community.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

## **What is Bullying?**

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally"

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against different groups.

### **Definition from Anti Bullying Alliance**

'The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.'

The Equalities Act 2010 aims to offer protection from Hate Crime in the form of discrimination, harassment and victimization. This covers 9 areas, 7 of which are pertinent to Children and Young People. The 7 areas more pertinent to Children and young people are:

- disability
- gender
- gender reassignment / transgender identity
- race
- faith
- sexual orientation/sexuality
- pregnancy/maternity

The two areas which do not specifically affect Children and Young People are Age and Marriage/civil partnerships, although these should be explored within the curriculum, for example in PSHE.

Some of the reasons pupils may be bullied link to the above areas covered by the Equalities Act 2010 and are as follows:

- Race, religion or culture
- Special Education Needs or disability
- Appearance e.g. being over-weight or health conditions
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying
- Gender
- Sexual orientation / Homophobic Bullying
- Transgender status / Transphobic bullying

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The following are examples of bullying behaviours:

- Verbal e.g. name-calling, making offensive comments, taunting
- Physical e.g. kicking, hitting
- Emotional e.g. spreading hurtful and untruthful rumours, excluding people from groups
- Cyber e.g. inappropriate texting/emailing, inappropriate use of MSN/Facebook e.g. sexting
- Written e.g. ridicule through drawings and writing e.g. on planners/PC's
- Incitement e.g. encouraging others to bully
- Extortion e.g. demands for money or personal property
- Damage to Property e.g. theft of bags, tearing clothes, ripping books

This is by no means a comprehensive list of reasons and behaviours and some evolve at different times.

### **Impact of Bullying**

Research confirms the destructive effects of bullying on young people's lives.

Some of the effects are:

- Poor school attendance
- Lower academic achievement
- Low self-esteem and poor self-worth
- Lack of confidence
- Anxiety
- Loss of identity
- Feelings of guilt
- Long term mental health difficulties

### **Some Signs of Bullying**

- Reluctance to attend school
- Poor school performance
- Behaving out of character
- Missing or damaged belongings
- Self-harm
- Increased episodes of illness (real / imaginary)

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

## WEST MELTON PRIMARY SCHOOL - ANTI-BULLYING STRATEGY

What we will do as a school

- Ensure the whole school community understands bullying and its consequences
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community.
- Implement a consistent system for recording incidents of bullying which will then be attached onto the cpoms system.
- Develop a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities.
- Review the anti-bullying policy annually in consultation with the whole school community.
- Identify and make safe, areas in school where bullying could/has been known to occur.
- Be aware of factors which may cause some children to be more vulnerable than others.
- Work in partnership with the police should there be bullying incidents where a crime has been committed.
- Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:
  - Regular praise of positive and supportive behaviour by all staff.
  - Work in school which develops empathy and emotional intelligence.
  - Any incidents are treated seriously and dealt with immediately.
  - If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victims and perpetrators parents will be informed.

### How we will work with targets of bullying

- Ensure that there are clear pathways for reporting bullying.
- Ensure that targets are listened to
- Ensure that strategies are put in place to support individual needs

- Ensure targets are consulted, and kept involved and informed

#### **How we will work with those accused of bullying**

- Ensure that perpetrators are listened to acknowledging that they are sometimes themselves targets of bullying and abuse
- Ensure that strategies are put in place to support individual needs
- Ensure perpetrators are consulted, and kept involved and informed
- Implement appropriate sanctions and learning programmes for example:
  - counselling/instruction in alternative ways of behaving
  - rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control
  - adult mediation between the perpetrator and the target (provided this is safe for the target)
  - fixed periods of exclusion
  - permanent exclusion (in extreme cases which may involve violence)

#### **How we will work with bystanders**

- Ensure that they are listened to
- Ensure that strategies are put in place to support individual needs
- Implement appropriate learning programmes and awareness raising about the impact of bystanders.

#### **Strategies we may use include**

- Worry Box situated on the nurture room door
- Circle Time
- Assemblies
- Peer mentoring
- Peer mediation
- Support from external agencies eg MAST, LA Anti-Bullying Development Officer.
- Sharing good practice with other schools
- Participation in Anti-Bullying / Friendship Week

#### **How we will educate the school community**

- Emphasise through all aspects of the curriculum that bullying will not be tolerated.

- Ensure that the Healthy staff and governors attend appropriate training and development.
- Provide training opportunities for the whole school staff body.
- Ensure that students learn to recognise, respect and value the differences between groups of people within the school community including pupils with Special Educational Needs (Social, Moral, Spiritual and Cultural education via the curriculum)

### **How will we work with parents and carers**

By ensuring that:

- there are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to.
- every opportunity is given to parents/carers to share their concerns.

Where a parent/carer is dissatisfied with the schools handling of a situation then the head teacher will seek to resolve the situation informally. In the event of a formal complaint then the schools agreed complaints procedure will be invoked. (see appendix 2 Recommended procedures in school for reporting bullying).

If after following the schools formal complaints procedure the parent/carer is still dissatisfied the Local Authority complaints procedure for handling school complaints can be accessed on the school website and in the School Office.

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

### **Responding to Bullying**

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff.

In any case of alleged bullying, either the Classteacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), target(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and target(s) together. The perpetrator(s) should fully understand the consequences of their actions on the target(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Parents of both parties should be informed.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to

intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

### **Signs of Bullying**

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy

## Appendix 1. Support Agencies we may consult

Anti Bullying Development Officer - Anne Foxley Johnson Rotherham MBC Tel:  
01709 823688

Rotherham Healthy Schools: [healthyschools@rotherham.gov.uk](mailto:healthyschools@rotherham.gov.uk) Tel 01709 740226

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Kidscape [www.kidscape.org.uk](http://www.kidscape.org.uk) 02077303300

Childline - advice and stories from children who have survived bullying 08000 1111  
WEBSITE

Bullying on line [www.bullying.co.uk](http://www.bullying.co.uk)

Parentline Plus - advice and links for parents [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)  
08088002222

Parents Against Bullying 01928 576152

### Useful sources of information

[Mermaidsuk.org.uk](http://Mermaidsuk.org.uk) - family and individual support for teenagers and children with gender identity issues. [www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk)

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. [www.stonewall.org.uk](http://www.stonewall.org.uk).

[Cyberbullying.org](http://Cyberbullying.org) - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site [www.cyberbullying.org](http://www.cyberbullying.org)

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting [www.chatdanger.com](http://www.chatdanger.com)

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Appendix 2. Recommended procedures in school for reporting bullying:**

**APPENDIX A**

**Inclusion Support Services**



**Record of Bullying and Racist Incidents**

*(Please tick one or both boxes as appropriate)*

Bullying  Racism

Name of School/Establishment .....

Head Teacher/Anti-Bullying and Anti-Racist Co-ordinator: .....  
(if applicable)

Date Incident Report: .....

Perpetrator(s) and Victim(s) - Please add if more than 4 involved:

	Perpetrator(s)				Victim(s)			
	1	2	3	4	1	2	3	4
Age (Class Group)								
Gender								
Ethnicity (if known)								
Religion (if known)								

**Type/Nature of Incident**

<input type="checkbox"/> <b>Written</b> e.g. graffiti, notes, letters, writing on jotters, written threats, ridicule through drawings, etc.	<input type="checkbox"/> <b>Damage to Property</b> (e.g. theft of bags, clothes, money; tearing clothes; ripping books, etc.)
<input type="checkbox"/> <b>Verbal</b> (e.g. name-calling, slagging, threatening, sarcasm, discriminatory comments during classes, etc.)	<input type="checkbox"/> <b>Isolation/Emotional</b> (e.g. 'sent to Coventry', shunned, rejected, left out of activities/groups, spreading rumours, etc.)
<input type="checkbox"/> <b>Physical</b> (e.g. pushing, shoving, fighting, tripping-up, etc.)	<input type="checkbox"/> <b>Incitement</b> (e.g. encouraging others to bully, behaving in a racist, sexist or discriminatory manner; wearing discriminatory insignia such as racist badges, distributing racist or other discriminatory literature)
<input type="checkbox"/> <b>Using Technology</b> (e.g. anonymous telephone calls, offensive/threatening texting/ e-mails)	
<input type="checkbox"/> <b>Extortion</b> (e.g. using threats in order to obtain money, property, etc.)	<input type="checkbox"/> <b>Other</b> (please specify)





**Please indicate what action was taken to support victim(s)**

Support from staff		Letter to Parents	
Support from other pupils		External agency involvement	
Other <i>(please specify)</i>			

**Please indicate the level of parental involvement of both victim(s) and perpetrator(s)**

Parents informed by phone		Parents involved actively in discussions etc.	
Parents informed by letter		Other <i>(please specify)</i>	

**Please indicate if any follow-up/preventative work was done as a result of the incident**

Whole school		Group work	
Whole class		Individual	
Circle Time		Review of policy and procedures	
Other <i>(please specify)</i>			

**Please indicate when you intend to review the effectiveness of the action taken**

One Week

One Month

Six Months

**Any other comments:**

Signed by Head Teacher/Co-ordinator .....

Date .....



Agreed Action Plan/Agreement:

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Follow-up Review will take place on:

Signatures:	Information:
.....	Name: .....
.....	Class Teacher: .....
.....	NTA: .....
.....	Mentor: .....
.....	Other: .....
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.....	.....
.....	.....

**Date Approved by Governors:**

**Reviewed July 2018**