



**Weaverthorpe C.E. Primary School**

**Anti-Bullying Policy**

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## Christian Vision for Weaverthorpe School

‘The Lord is my Shepherd. He guides me in the right paths as he has promised.’ (Psalm 23). At Weaverthorpe School we are on a lifelong journey together. We look out for one another with love, kindness and friendship at the heart of what we do. These are our ‘Compass’ values – Love, friendship, kindness, courage that guide and inform this policy where every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated. No child deserves to suffer the pain and indignity that bullying can cause. We recognise the negative impact it has on the educational experiences and wider development of so many of our children and young people. Bullying has no place anywhere in the school community, and this applies both to the bullying of pupils, staff and visitors.

Just like the Good Shepherd who guides us in right paths, Weaverthorpe Primary School will take an active approach to promoting good behaviour, respect for others and to tackling all forms of bullying — including prejudice-driven bullying and cyberbullying. Our school, with the support of parents, the wider community, the local authority and the young people themselves, will take effective action to prevent bullying happening in the first place. A preventative approach helps our school to safeguard the well-being of our pupils and staff, as well as playing their part in creating a society in which we all treat each other with dignity and respect.

## Aims

At Weaverthorpe Primary School the aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

This policy and its implementation are fully aligned with Weaverthorpe Primary School’s Behaviour Policy and its restorative approach to resolving conflict and preventing harm.

This policy will:

- Raise awareness across the school that bullying in any form is unacceptable and that everyone has a shared responsibility in promoting a safe and secure environment.

- Promote a positive ethos where respect, relationships and responsibilities are key to developing social and emotional well-being.
- Ensure a consistent response to bullying, with effective support in place for both the person being bullied and the person doing the bullying.
- Underpin and complement our Behaviour Policy.

## Definitions and Signs

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The main types of bullying are:

- **Physical bullying:** hitting, kicking, theft.
- **Verbal bullying:** name calling, racist remarks.
- **Indirect bullying:** spreading rumours, excluding someone from social groups.
- **Cyber bullying:** can be defined as 'the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else'. Cyberbullying is a 'method' of bullying. It can be used to carry out all the different 'types' of bullying (such as racist bullying, homophobic bullying, or bullying related to SEND), but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the bullying. Cyberbullying can include a wide range of unacceptable behaviours, including harassment, threats and insults, and like face-to-face bullying, cyberbullying is designed to cause distress and harm. Cyberbullying can take place between children, between adults, but also across different age groups. Young people can target staff members or other adults through cyberbullying; there are examples of school staff being ridiculed, threatened and otherwise abused online.
- **Homophobic bullying:** occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual (LGB) people. (DfE Homophobic bullying)

**Signs of bullying:** Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Teaching and support staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

## Statutory Duty of Schools

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate 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.

Schools are required to comply with the new Equality Duty.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special school.

Further information related to the duties of governing bodies, headteachers and teachers can be found in the DfE “Behaviour and Discipline in Schools” guidelines (2016)

## **Implementing the Policy**

For the successful implementation of the policy, our school will follow the policy, practice and procedures detailed in our aligned and under-pinning Behaviour Policy, to ensure that the following statements are true.

For pupils who experience bullying:

- they are heard,
- they know how to report bullying and get help,
- they are confident in the school's ability to deal with the bullying,
- steps are taken to help them feel safe again,
- they are helped to rebuild confidence and resilience,
- they know how they can get support from others.

For pupils who engage in bullying behaviour:

- they learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge,
- they learn how they can take steps to repair the harm they have caused.

Pupils who have been bullied will be supported by being offered:

- An opportunity to discuss the experience with their class teacher or member of staff of their choice,
- Reassurance and continuing support,
- Opportunities to restore self-esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened,
- Discovering why the pupil became involved,
- Establishing the wrong doing and need to change,
- Informing parents or guardians to help change the attitude of the pupil.

For school:

- The whole school community is clear about the anti-bullying stance the school takes.
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school.
- Anti-bullying will be a regular part of the school's collective worship programme, fostering and developing the 'Compass Values' (see Christian vision above) and developing skills and resilience that can be added to the 'rucksack' for the journey.
- Every chance is taken to celebrate the success of anti-bullying work.
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

For Heads, Governors and other School Staff:

- They develop whole-school policies which meet the law and school-inspection requirements.
- They promote a school climate where bullying and violence are not tolerated and cannot flourish.
- They continually develop best-practice based on knowledge of what works
- There is a review of the school anti-bullying policy every three years and, as a result, the policy and procedures are updated as necessary
- Curriculum opportunities are used to address bullying
- Pupil support systems are in place to prevent and respond to bullying
- They have addressed school-site issues and promote safe play areas
- All staff take part in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying
- All staff are aware of the importance of modelling positive relationships
- Data systems gather useful information about the effectiveness of the anti-bullying work, and this data is used for monitoring and evaluation, and is shared with the school community
- They work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

Staff will take the following steps when dealing with incidents:

- The School Behaviour Policy will be fully implemented. Agreed procedures for Restorative Inquiry and Conferencing will be followed.
- If bullying is suspected or reported, the incident will be dealt with immediately either by the member of staff who has observed bullying or has been approached by a child, or by a colleague to whom the matter has been reported.
- A clear account of the incident will be recorded on a school incident log.
- Following the initial Inquiry discussions (as per the Behaviour Policy), the headteacher or senior teacher may talk to all of those involved. All discussions throughout the restorative inquiry and conferencing will be fully minuted and recorded on file.
- Parents will be informed

If the incident is extreme, serious, and/ or the perpetrator is not able to engage in the restorative process the following disciplinary steps may be taken:

- Official warnings to cease bullying
- Exclusion from certain areas of school premises
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion

For Parents:

- they are clear that the school does not tolerate bullying
- they are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure
- they have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary, and that the school systems will deal with the bullying in a way which protects and supports their child
- they are clear about ways in which they can work with the school to prevent bullying and deal with it when it occurs whether their child is a victim or perpetrator.

## **Preventing and Reacting to Bullying**

Our school will adopt a range of strategies to reduce bullying and to tackle it effectively when it does occur.

**Our school will take a preventative approach to bullying in a range of ways:**

Leadership:

- Ensure our Vision and Values underpin all aspects of school life.
- Promote an open and honest anti-bullying ethos which secures whole-school community support for the anti-bullying policy.
- Staff actively demonstrate positive behaviour and set a positive context for anti-bullying work in the school.
- Link with other schools in a local school partnership and with LA strategies.

Collective Worship:

- Anti-bullying and the promotion of positive attitudes and behaviours will be regular and constant part of the schools collective worship programme, fostering and developing the 'Compass Values' (see Christian vision above) and developing skills and resilience that can be added to the 'rucksack' for the journey.

Use of curriculum opportunities:

- PSHE and Citizenship in the curriculum are used to discuss issues around diversity and draw out anti-bullying messages.
- The Primary SEAL programme is a whole-school and whole-curriculum approach to developing social and emotional skills in areas such as empathy and the management of feelings, which are highly relevant to reducing bullying.
- Class Circle Time Discussions are planned to enable chances for children to express thoughts and feelings, and to listen to and reflect on those of others.
- The use of creative learning through art, music, poetry, drama and dance can develop understanding of feelings and enhance pupils' social and emotional skills.
- We can access a variety of resources, including the Anti-bullying website and the DfE Safe to Learn guidelines. The key websites are on our school website

Use of other opportunities to raise awareness:

- Staff will ensure effective, engaging and appropriate provision and support for children at break and lunch times.
- Pupils will be encouraged, trained and supported to become 'Pupil Mediators'.

- Anti-Bullying Week (ABW) events each year
- Targeted small group or individual learning can be used for those who display bullying behaviour as well as those who experience bullying.
- Whole-school collective worship will be used to raise awareness of the school's Anti-bullying Policy and develop pupils' emotional literacy.
- Events which can prompt further understanding of bullying, such as theatre groups, exhibitions and current news stories

#### Pupil voice:

- Engage pupils in developing and implementing the Behaviour Policy, and practice anti-bullying as an effective form of prevention.

#### Structured data gathering:

- Gathering information and data on the views and experiences of pupils, staff and parents in relation to children's behaviour, including bullying will enable the school to monitor and evaluate its anti-bullying work.

#### Improving the school environment:

- To continue to use available data and 'pupil voice' to identify how the school environment and travel to and from school, can be made safer, can help to reduce any incidents of bullying, e.g. staff-supervision patterns in the playground, school buildings and on school transport, the physical design of the school building(s), including investigating 'blind spots' where bullying could take place, whether 'quiet-play' areas could be established in playgrounds or short-term safe rooms for use at break-times.

#### Professional development:

- All staff are fully informed of this Anti-Bullying Policy, its requirements and procedures.
- Staff are trained and supported in the implementation of our Behaviour Policy, which is the key policy for ensuring the implementation of this Anti-Bullying Policy.
- Appropriately targeted information and professional development, including information on legal responsibilities, is available for all from the SENDCo/Headteacher.

#### Working with Children's Services:

- We work with the LA and all appropriate services to ensure that anti-bullying work and pupil safeguarding has the highest priority.

#### Engaging parents:

We believe it is important for our school to work with parents to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the pupil being bullied or the one doing the bullying. We will ensure parents are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved.

We are legally required to have a complaints procedure and to make parents aware of this.

- Parenting contracts and orders

Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

When parents refuse to engage voluntarily and where their child's behaviour has led to, or has the potential to lead to, exclusion, then external help may be sought.

## **Reporting and Recording Incidents of Bullying**

We encourage pupils to report bullying in confidence using a variety of methods. However, if pupil safety is at risk then school staff cannot keep the information confidential. Staff will use their judgement as to how to speak to the pupil about this.

Children at Weaverthorpe are encouraged to tell an adult if there is anything that is causing them to worry about friendships or relationships. Children are also encouraged to talk to each other and be responsible for helping each other.

These systems work well because pupils:

- Have confidence that their concerns will be treated promptly and seriously, and that action will be taken which will not make their situation worse
- Can access reporting routes easily
- Know who will deal with their concerns, and have trust both in them and the systems which the school uses
- Are aware that malicious reporting relating to pupils or staff will be taken seriously and could incur a disciplinary sanction.

## **Reporting Arrangements for Parents**

If and when a parent contacts the school to report an incident of bullying:

- All staff taking phone messages, notes or receiving visitors have been trained in school systems and procedures and are clear about steps to be taken.
- All staff are sensitive to the emotional needs of parents making contact with a school about incidents of bullying.
- Parents are helped to access the School Anti-bullying and Behaviour Policies.
- Parents should have confidence that staff will act promptly and positively, take the concern seriously and ensure the safety and welfare of those involved.
- Parents are kept informed. Staff will take actions to agreed timescales and report progress to parents.
- Parents are clear about how to take further action if they do not feel that their concern has been properly addressed.

## **Data-Collection Management**

Keeping records of bullying incidents enable us to:

- manage individual cases effectively
- monitor and evaluate the effectiveness of strategies
- celebrate the anti-bullying work of the school

- demonstrate defensible decision-making in the event of complaints being made
- engage and inform multi-agency teams as necessary.

## **What Sort of Data can be Collected and Used?**

We keep information on the date and type of incident as standard but also record data on:

- information on what action the school took and the impact this had on the bullying
- a range of data from pupil surveys including quantitative data and perception data
- records of peer-mentoring initiatives or projects such as playground 'buddying'
- parental complaints to the school or LA regarding bullying
- exclusions data related to bullying
- transfer and admissions data, specific requests for transfer due to bullying or harassment
- data from Ofsted reports
- information contained in school-improvement plans.

## **Staff Professional Development**

We ensure that all staff, including supply teachers, temporary support staff and volunteers are clear about their responsibilities in relation to anti-bullying work in the school.

## **Communicating the Policy**

The Weaverthorpe School Behaviour and Anti-Bullying policies are included within induction programmes for all staff (including voluntary, temporary and supply staff) , and included in the key documentation (Staff Handbook) provided to each member of staff.

The policy is accessible upon request and can be found on the school's website.