Weaverthorpe CE (VC) Primary School
Weaverthorpe
Malton
North Yorkshire
YO17 8ES
Telephone: 01944 738280
E-mail: admin@weaverthorpe.n-yorks.sch.uk
Head Teacher: Miss J Wilkinson B.Ed. (Hons)

Forgiveness
Endurance
Friendship
Thankfulness

Weaverthorpe C of E (VC) Primary School

Anti-bullying Policy

At Weaverthorpe C of E (VC) Primary School we believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour. It is made clear that bullying is a form of anti-social behaviour. It is wrong and will not be tolerated.

What is Bullying?

Bullying can be described as being a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully.

Bullying can occur through several types of anti-social behaviour. It can be:

Physical: A child can be physically punched, kicked, hit, spat at, etc.

Verbal: This can take the form of name calling. It may be directed towards gender, ethnic origin, physical/social disability, personality, etc.

Exclusion: A child can be bullied simply by being excluded from discussions/activities.

Damage to Property or Theft: Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hands over property to them.

Bullying is deliberately hurtful behaviour repeated over a period of time. Ofsted defines bullying as aggressive or insulting behaviour by an individual or group, **often repeated over a period of time** that intentionally hurts or harms. It is difficult for victims to defend themselves against it.
Bullying can include

- Name calling
- Malicious gossip
- Teasing
- Intimidation
- Ostracising
- Theft
- Damaging someone's property
- Violence and assault
- Jostling, pinching and kicking
- Extortion

Employer's duties

- Employers are responsible under the Health and Safety at Work, etc. Act 1974 for the health and safety of non-employees, such as pupils, who are at the workplace. They are required to do all that is reasonably practicable to protect their health and safety.

- Employers also have a common law duty of care to pupils in school. They are required to take reasonable care.
- The statutory and common law duties are discharged if reasonable precautions are taken to prevent bullying in schools and there are procedures in place to record any incidents that do take place and procedures to take appropriate action to stop further incidents.
- Employers should give employees who are responsible for implementing a school's anti-bullying procedures whatever information and training in necessary.

Employee's duties

- Employees must take care for the reasonable care for the health and safety of others at work.
- Employees must co-operate with the employer in health and safety matters.

Symptoms of bullying

Early signs that a child is being bullied could be:

- The child becoming withdrawn
- A deterioration in the child's work
- Erratic attendance or spurious illness
- Persistently arriving late at school
- General unhappiness or anxiety
- The child wanting to remain with adults
- Sudden outbursts not in common with the child's normal behaviour

Physical symptoms could include headaches, stomach aches, fainting, fits, vomiting or hyperventilation. Victims can become depressed and this can continue into their adult lives. They can want to take their own lives.

Curricular approaches to bullying

In dealing with bullying we aim to:

- Raise awareness about bullying and the school's anti-bullying policy
- Increase understanding for victims
- Teach pupils about their relationships with others through the curriculum

Strategies to combat bullying

We aim to include the following in our teaching:

- Befriending
- Circle of friends
- Support groups
- Mediation by adults
- Mediation by peers
- Assertiveness training groups
- Social Skills groups

Befriending

Befriending involves assigning selected pupil volunteers to be with and befriend pupils who are being bullied or having difficulties because they are new to the school or upset by an event outside school, e.g. a family bereavement. The objective is to give the befriended pupil someone to talk to and to help them feel more positive about themselves.

Circle of Friends

A small number of pupils volunteer to form a circle of friends for a vulnerable pupil to help improve the pupil's level of inclusion and acceptance and to increase insight into his or her feelings and behaviour.

Support Groups

The support group for a bullied pupil includes those involved in the bullying. The aim is to get the bully to identify with the victim and then to help resolve the problem.

Mediation by adults

Members of staff can help establish ground rules between pupils who are being bullied and the pupils who are doing the bullying to help them co-exist in school.

Assertiveness training groups

From time to time we will involve the Behaviour Support Team with Assertiveness Training for Groups. This can cover:

- Making assertive statements
- Resisting manipulation and threats
- Dealing with name calling
- Staying calm in difficult situations
- Escaping safely from physical restraint
- Getting help from onlookers
- Boosting self esteem

What Can Children Do If They Are Being Bullied?

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:

- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard, but a bully thrives on someone's fear.
- Stay with a group of friends/people.
- Be assertive – shout "No!". Walk confidently away. Go straight to a teacher or member of staff.
- Fighting back may make things worse.
- Generally it is best to tell an adult you trust straight away. You will get immediate support.
- Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

What do you do if You Know Someone Is Being Bullied?

- Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
- Do not be, or pretend to be, friends with a bully.

Role Of Parents/Carers

Parents/Carers have an important part to play in our anti-bullying policy. We ask parents/carers to:

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.

- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- If a child has bullied your child, please do not approach that child on the playground or involve an older child to deal with the bully. Please inform school immediately.
- It is important that you advise your child not to fight back.
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately.

We ask parents to contact the school if they suspect their child is being bullied.

Strategies For Dealing With Bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

If bullying is suspected we will:

- Talk to the suspected victim, and any witnesses.
- Identify the bully and talk about what has happened, to discover why they became involved. Make it clear that bullying is not tolerated at Weaverthorpe C of E (VC) Primary School.
- If the bully owns up then sanctions procedures outlined in the Behaviour Policy will be followed.
- An additional sanction may be to arrange for the child to be escorted from the school premises.
- Incidents of bullying are recorded as such in the School Incident Log.
- If the suspected bully does not own up, investigate further.
- If it is clear that they are lying, continue with the procedure.
- Continue monitoring the situation to ensure no repetition. The follow-up findings will be recorded in the monitoring section of the school Incident Log.

In the case of provable, persistent and violent bullying we will normally seek to permanently exclude the bully.

Dealing with bullying incidents

In dealing with bullying incidents, we will observe five key points.

- We will not ignore bullying.
- Staff should not make premature assumptions.
- All accounts of the incidents should be listened to fairly.
- We will make every effort to adopt a problem-solving approach which encourages pupils to find solutions rather than simply justify themselves.
- We will follow up to check bullying has not resumed.

Cyber Bullying

Please read this policy alongside the acceptable use of ICT documents.

Aims

This policy aims to ensure that:

1. Pupils, staff and parents know about cyber bullying and its consequences;

2. We have the knowledge, policies and procedures to prevent and, if necessary, to deal with cyber bullying in school or within the school community;

3. We monitor the effectiveness of our procedures.

What is cyber bullying?

- Cyber bullying includes sending or posting harmful or upsetting text, images or other messages, using the internet, mobile phones or other communication technology.
- It can take many forms, but can go even further than face to face bullying by invading home and personal space and can target one or more people.
- It can take place across age groups and target pupils, staff and others.
- It can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images.
- It can include messages intended as jokes, but which have a harmful or upsetting nature.

Cyber bullying may be carried out in many ways, including:

- Threatening, intimidating or upsetting text messages;
- Threatening or embarrassing pictures and video clips via mobile phone cameras;
- Silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible;
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name;
- Menacing or upsetting responses to someone in a chat-room;
- Unpleasant messages sent during instant messaging;
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites (e.g. Facebook).

In some cases this type of bullying can be a criminal offence.

Prevention of Cyber Bullying Understanding and information

- The Head will act, as an e-Safety Officer, to oversee the practices and procedures outlined in this policy and monitor their effectiveness.
- The e-Safety Officer will ensure that the school maintains details of agencies and resources that may assist in preventing and addressing bullying.
- Staff will be trained to identify signs of cyber bullying and will be helped to keep informed about the technologies that children commonly use.
- Pupils will be informed about cyber bullying through curricular and pastoral activities.
- Pupils and staff are expected to comply with the school's Acceptable Computer Use Policy.

Practices and Procedures

- The responsibilities of the school and of pupils as set out in the Anti-Bullying Policy apply also to this policy.
- Positive use of ICT will be promoted and the Acceptable Computer Use Policy will be kept under review as technologies develop.
- CPD and INSET may be used to help staff develop their own practices and support pupils in safe and responsible use of ICT.
- The school will encourage safe use of ICT, emphasising, for example, the importance of password security and the need to log out of accounts.
- The school will promote the message that asking for help is the right thing to do and all members of the school community will be informed how cyber bullying can be reported.
- Confidential records will be kept of all cyber bullying incidents.

Responding to cyber bullying

Cyber bullying will generally be dealt with through the schools countering-bullying policy. A cyber bullying incident might include features different to other forms of bullying, prompting a particular response.

Key differences might be:

- Impact: possibly extensive scale and scope;
- Location: the anytime and anywhere nature of cyber bullying;
- Anonymity: the person being bullied might not know who the perpetrator is;
- Motivation: the perpetrator might not realise that his/her actions are bullying;
- Evidence: the subject of the bullying will have evidence of what happened.

Support for the person being bullied

As with any form of bullying, support for the individual will depend on the circumstances. Examples include:

- Emotional support and reassurance that it was right to report the incident;
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff;
- Advice on how the perpetrator might be blocked from the individual's sites or services;
- Actions, where possible and appropriate, to have offending material removed;
- Advice to consider changing email addresses and/or mobile phone numbers;
- Discuss contacting the police in cases of suspected illegal content Investigation.

Again, the nature of any investigation will depend on the circumstances. It may include, for example:

- Review of evidence and advice to preserve it, for example by saving or printing (e.g. phone messages, texts, emails, website pages);
- Efforts to identify the perpetrator, which may include looking at the media, systems and sites used;
- Witnesses may have useful information;
- Contact with the Internet Watch Foundation, the police or the North Yorkshire Safeguarding Children Board Officer if images might be illegal or raise child protection issues;
- Requesting a pupil to reveal a message or other phone content or confiscating a phone. Staff do not have the authority to search the contents of a phone.

Working with the perpetrator

Work with the perpetrator and any sanctions will be determined on an individual basis, in accordance with the Anti-Bullying Policy, with the intention of:

- Helping the person harmed to feel safe again and be assured that the bullying will stop;
- Holding the perpetrator to account, so they recognise the harm caused and do not repeat the behaviour;
- Helping bullies to recognise the consequences of their actions and facilitating change in their attitude and behaviour;
- Demonstrating that cyber bullying, as any other form of bullying, is unacceptable and that the school has effective ways of dealing with it.

Evaluating the effectiveness of counter bullying procedures

- Members of staff will report any incidents of cyber bullying to the Head teacher.
- The Head teacher will review any serious incident within three months of the school dealing with any reported cases and will ensure that an annual review of Cyber Bullying and the Anti-Bullying procedures are carried out.

Homophobic language

Homophobic language means terms of abuse that are often used towards lesbian, gay and bisexual people, or those thought to be LGB. However, homophobic language is also often used to refer to something or someone as inferior. Phrases such as 'you're such a lezzer!' or 'those trainers are gay!', for example, may be used to insult someone or something, but without referring to actual or perceived sexual orientation. This language is often dismissed as 'harmless banter' and not thought to be particularly hurtful, especially where the intent is not to comment on someone's actual or perceived sexual orientation. However, regardless of the lack of any deliberate intent, these terms liken being gay to something that's bad, wrong or inferior. Tackling homophobic language is a fundamental part of the whole-school approach to tackling homophobic bullying. Pupils' use of homophobic language may or may not be linked to bullying, however verbal abuse is the most common form of homophobic bullying and can have a serious impact on young people's education and achievement in later life.

Where pupils' actions constitute bullying, teachers should follow their school's anti-bullying policies and sanctions.

Stonewall's top ten recommendations for tackling homophobic language

TEACHERS AND SCHOOL STAFF MUST CHALLENGE HOMOPHOBIC LANGUAGE EVERY TIME THEY HEAR IT
Language such as 'lezzer' and 'gay boy', as well as 'gay' as a term of disapproval of someone or something, must be challenged in each and every instance to send the message that homophobic language is unacceptable.

MAKE SURE THAT PUPILS UNDERSTAND WHY HOMOPHOBIC LANGUAGE IS OFFENSIVE
Pupils will be less likely to use homophobic language when, like racist language, they understand the implications of what they say.

INCLUDE HOMOPHOBIC LANGUAGE IN ANTI-BULLYING POLICIES AND PROCEDURES
Teachers are able to challenge homophobic language more effectively when it is included in school policies.

NVOLVE SENIOR MANAGERS IF HOMOPHOBIC LANGUAGE PERSISTS
The involvement of headteachers and senior management proactively as well as in response to the use of homophobic language sends a strong anti-homophobia message to the school.

INVOLVE PARENTS IF PUPILS PERSIST
It is important for parents to help ensure that all school policies are upheld. All pupils deserve to feel safe at school. Whatever their attitudes towards lesbian, gay and bisexual people, parents can play an essential role in ensuring young people are protected from homophobic bullying.

INCORPORATE LESBIAN, GAY AND BISEXUAL PEOPLE INTO THE CURRICULUM Including themes around LGB people in lessons makes young people more aware of the LGB community and reduces homophobic behaviour.

ADDRESS HOMOPHOBIA AND LGB EQUALITY IN YOUR LESSONS
Teaching about homophobia and equality will discourage homophobic language and bullying in schools.

USE ASSEMBLIES TO ADDRESS PROBLEMS OR PROMOTE POSITIVE MESSAGES ABOUT GAY PEOPLE
Assemblies can be an ideal opportunity to tackle issues regarding homophobic language or bullying particular to your school or to incorporate positive messages about gay people, for example during LGBT History Month.

USE POSTERS AND PUBLIC DISPLAYS
Poster and public display campaigns can be used to communicate positive messages regarding lesbian, gay and bisexual people and to tackle homophobic language and bullying.

INVOLVE PUPILS
Pupils want their schools to be safe and welcoming places. Ask pupils how they feel about homophobic language and bullying in their school and involve them in initiatives to tackle the problem.

Miss J Wilkinson

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