



Warkworth Church of England Aided Primary School

*'Learning together through love,
forgiveness and friendship'*



This year we have chosen to focus on the Christian Values of Love, Forgiveness, Friendship,
Respect, Community and Perseverance.

Anti-Bullying Policy

Policy to be approved: Autumn 2017

Review Date: Autumn 2018

Headteacher: Mrs Ritson

Chairman: Professor Hobrough

Reviewer: Governing Body

Overview and Aims

At Warkworth C of E Primary school we aim to provide a safe, caring and inclusive learning environment for all our pupils. Bullying of any kind is deemed unacceptable and will always be taken seriously and acted upon.

The aims of our anti-bullying policy are as follows:

- To create an ethos in which attending our school is a positive experience for all members of our community.
- To make it clear that all forms of bullying are unacceptable at our school.
- To enable everyone to feel safe while at Warkworth C of E Primary school.
- To encourage pupils to report incidents of bullying, including cyber bullying.
- If an incident of bullying does arise it is dealt with as quickly and as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support children/young people displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with parents and other appropriate members of our community.
- To ensure all members of our community feel responsible for helping to reduce bullying.

Definition

Bullying is a 'Behaviour by an individual or group usually repeated over time that intentionally hurts another individual or group either physically or emotionally'. Safe to Learn: embedding anti-bullying work in schools (2007).

The main types of bullying include:

Physical Bullying: involves such things as hitting, pushing, kicking, biting, pinching and hair pulling

Sexual Bullying: involves unwanted physical contact or sexually abusive or inappropriate comments.

Racial Bullying: this makes a person feel targeted because of their colour, ethnicity, culture, faith or belief systems. Racial bullying can take the form of: racial/religious taunts/jokes, graffiti, gestures, wearing provocative badges or slogans, bringing racist material into school, inciting others to act in a racist way, refusing to co-operate in work or play because of racial differences.

Verbal Bullying: name calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down. Emotional/psychological Bullying: can be subtle and involves isolating or excluding a person from a group/activity.

Cyber Bullying: this is an intentional act carried out by a group or individual using electronic forms of contact such as: text message, internet, social networks (eg. Facebook), taking inappropriate footage with a camera/camera phone.

Homophobic Bullying: this occurs when bullying is motivated by prejudice against lesbian, gay or bisexual, transgender people. It can take the form of insulting language/gestures/graffiti based on a person's actual or perceived sexuality.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally, an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

Policy Development

This policy was formulated in consultation with the whole school community with input from members of staff, governors and parents/carers. Pupils contribute to the development of the policy through the school council, circle time discussions and pupil voice questionnaires. The school council have also decided to use a pupil friendly version to be displayed around school and in classrooms. Parents/Carers will also be encouraged to contribute throughout the year by: taking part in written consultations, parent meetings and parent questionnaires.

Roles and Responsibilities

The headteacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies.

The anti- bullying governor is: Professor J. Hobrough

The anti –bullying coordinator in our school is: Mrs Ritson

Their role includes: Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies Implementing the policy and monitoring and assessing its effectiveness in practice. Ensuring evaluation takes place and that this informs policy reviews, managing bullying incidents and reporting/ recording bullying incidents Assessing and coordinating training in this area supporting all staff, parents and pupils.

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

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 account of the incident will be recorded and a copy given to the head teacher.
- The class or head teacher will interview all concerned and will record the incident.
- Class teachers will be kept informed.
- Parents will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.
- The incident will be monitored and reviewed as needed.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- reassuring the pupil;
- offering continuous support and
- restoring 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 and
- informing parents or guardians to help change the attitude of the pupil.

As part of our ongoing commitment to the safety and welfare of all of our pupils we have developed a range of preventative and responsive strategies to promote positive behaviour and discourage bullying behaviour at every opportunity. The aims of these strategies are to:

- To ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.
- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.
- To apply support and possibly disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

Prevention Strategies

Teachers use a range of methods to raise awareness and prevent bullying in-order to establish a climate of trust and respect for all.

Whole school level: for example, through worships, when we will discuss our policy with the pupils and talk about who they should report bullying incidents to, who they can talk to and how they can help others. The school council will also be involved in discussions relating to bullying and how it can best be tackled. In addition, posters and displays will be used to heighten awareness and there will be information on our website and sent out in newsletters. In the curriculum drama, role-play, and stories will help pupils to understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children and create a positive atmosphere. All pupils will also participate in whole school events such as E-Safety Day and Friendship Week to raise further awareness.

Warkworth C of E Primary school also recognise that there are particular times when children may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day. At these times, we actively ensure that there is proper supervision available to reduce the risk of bullying incidents. We also have sporting clubs each lunch time and playground buddies to support their peers.

Individual level: For example children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance. Children will be encouraged to come forward and discuss bullying-related issues through a variety of channels e.g. using the worry box which each class has or speaking to our Designated Person Mrs Ritson. In these circumstances staff will respond positively, take the expression of concern seriously and ensure that the matter is fully investigated. Children who have been responsible for bullying will be given advice and support and taught strategies to enable them to bring their unacceptable behaviour under control and to prevent further incidents.

Responsive Strategies

If a bullying incident has occurred then the school's procedures as set out earlier in the policy will be carried out. Following the event, the school will review and then employ recommendations longer term measures/strategies to minimise the risk of bullying occurring in the future and to ensure that all pupils continue to feel safe. Strategies include longer-term support for all parties including the person being bullied, bystanders and the person who has perpetrated the bullying. Many of the school's strategies include problem solving processes, which enable on-going situations to be disentangled and explored, and help to reveal underlying issues. Some strategies form part of the school's anti-bullying preventative work too. Our strategies include: providing additional opportunities for circle time or and small group work. These are planned sessions in which the teacher facilitates a safe and positive environment for pupils to take turns, if they choose, to talk about an issue of concern. The whole group is encouraged to listen carefully and discuss ways to help each other. We would also encourage pupils/ parents to access support from external agencies and professionals if required. Sanctions will be applied to those children who are bullying as appropriate.

Reasonable Force

The Department for Education (DfE July 2013) has issued non-statutory guidance on using force to control or restrain pupils. The guidance also makes clear what the responsibilities of school leaders and governors are regarding the use of force.

The document acknowledges that reasonable force, *'...covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.'* It

adds that force is ‘...usually used either to control or restrain, and that 'reasonable' force means using no more force than is necessary’. An example would be leading a pupil to safety by the arm, while staff might use restraint to break up a fight between pupils who will not separate voluntarily. Any member of staff at the school has the power to use reasonable force. It can also apply to people whom the head teacher has temporarily put in charge of pupils, such as teaching assistants and dinner ladies.

Reasonable force can be used to ‘...prevent pupils from hurting themselves or others, from damaging property, or from causing disorder’ the guidance explains. ‘The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.’

Members of staff may use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

The guidance also emphasises that: ‘.. It is always unlawful to use force as a punishment.’

Pupils with SEND

The guidance explains on page 9 that reasonable force can be used on pupils with special educational needs (SEND), but:

‘... the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.’

The guidance distinguishes between proactive and emergency use of physical interventions and follow the underpinning principles that:

- the use of force should, wherever possible, be avoided;
- there are occasions when the use of force is appropriate and
- when force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.

Detailed and up-to-date records will be kept of any incidents where reasonable force is used. Parents will be informed of such an incident and allowed an opportunity to discuss it. Records of incidents will include the following information:

- the name(s) of the pupil(s) involved ;
- when and where the incident took place;
- why the use of reasonable force was deemed necessary ;

- details of the incident, including all steps taken to diffuse the situation and resolve it without force and the nature of the force used ;
- the pupil's response
- the outcome of the incident and
- a description of any injuries suffered by the pupil or others and/or any property damaged during the incident.

Exclusion

Appendices 1 to 4 are considered and relate to “The Education Regulations SI 2008/532 The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both of these actions are only taken after the school governors have been notified. A head teacher (or acting head teacher) has the power to exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. A fixed-term exclusion may also be converted into a permanent exclusion.

If a head teacher excludes a pupil he or she informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusion beyond 5 days in any one term. The head teacher keeps a record of serious incidents of misbehaviour and of any pupil who is excluded for a fixed-term or who is permanently excluded.

The Role of Governors:

The governing body has an appeals committee to consider any exclusion appeals on behalf of the governors. They consider the circumstances in which the pupil was excluded, any representation by parents and the LEA and whether the pupil should be re-instated. The head teacher must comply with their ruling.

Links with other policies: Positive Behaviour Policy, Safeguarding Policy, Acceptable Use Policy - Cyberbullying and internet safety Equalities Policy, SEND and Disability, PSHE and SMSCD Policy and Complaints Policy.

This information from the anti-bullying log will be presented to the governors in an anonymous format as part of the annual report. The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

Additional Information

Signs of bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others

- Books, bags and other belongings suddenly go missing or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary) ☒
Diminished levels of self-confidence
- Frequent visits to the doctors with symptoms such as stomach pains, headaches etc.
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares etc.
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers. Even if you are unsure, it is better to raise the issue with a responsible adult. We encourage parents to contact Warkworth C of E Primary school if you do have concerns.

Advice to Staff on Bullying

Staff must make a strong stand against bullying.

They should;

- Not allow it anywhere
- Support children who are being bullied
- Help the bullies to change their behaviour
- Tell children to 'tell' and back them up ☒
- Take bullying seriously and find out the facts when told about an incident of bullying
- Ensure that children, parents and teachers take responsibility for any bullying that goes on

What to do when confronted with a report of bullying?

- Listen carefully and record all incidents.
- Question, but do not ask leading questions.
- Meet the bully and the bullied separately.
- Offer the victim immediate support and help by explaining and putting the school's procedures into action and
- consider the need for medical treatment/examination/counselling.

To counter cyber bullying, students must be made aware that:

- They must never share their password with anyone.
- They must not send pictures of others electronically.
- No student is allowed to take pictures or video on their phone of another student or member of staff, whether on school premises or not.

Websites for pupils and parents to access:

<http://www.kidsmart.org.uk/beingsmart/>

<http://www.bbc.co.uk/cbbc/topics/stay-safe>

http://www.thinkuknow.co.uk/5_7/LeeandKim/

<http://www.wisekids.org.uk/youngpeople.htm>

<http://www.langdaleprimary.co.uk/e-safety.asp>

<http://www.esafetykit.net/index2.html>

<http://www.disney.co.uk/DisneyOnline/Safesurfing/cyberguide/main.html>

[Go on to YouTube: Safety Smart Timon and Pumbaa \(The Lion King\).](#)

The NSPCC also have lots of great information and training for parents:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>