



ANTI-BULLYING POLICY

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1. SCHOOL VISION AND ETHOS

Our vision states:

We nurture and support children so that they are happy, are healthy in body and mind and have a love for learning, enabling them to achieve their potential. We believe in developing confident, respectful and responsible citizens who make a contribution to the wider community and beyond. We provide an environment where everybody is included and everybody matters.

As a school, we have high aspirations for all, built on a solid foundation of self-belief, motivation and resilience.

*We will **all** be the best that we can be!*

At Watton, we believe that it is vitally important that everyone is safe and happy. We aim to ensure that everybody can teach and learn successfully in a supportive, caring and secure environment, irrespective of race, gender and religion, with equal opportunities for all.

The aim of this policy is to support the prevention and prompt dealing with of any behaviour deemed as bullying; to promote an ethos where bullying is viewed as completely unacceptable and that it is a good thing to report it immediately. This will happen through:

- Raising awareness of, and defining, bullying as well as gaining an understanding as to why some children bully;
- Positive action to prevent bullying within PSHE, Citizenship and opportunities within other curriculum areas;
- Development of a consistent response to any bullying incidents that may occur;
- Provision of support for all members of the school community who may be involved in a bullying situation;
- Developing and supporting home, school and community partnerships.

We believe it is important that all issues of bullying are openly addressed and resolved in order that pupils may reach their full potential. Bullying is anti-social behaviour and can affect everyone; it is unacceptable and will not be tolerated. The staff at Watton appreciate that we are not immune from the various forms of bullying and are, therefore, active in our efforts to prevent such patterns of unacceptable behaviour.

It is in the context of the school's vision and values that this anti bullying policy has been set.

2. DEFINITION OF BULLYING

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

- **PHYSICAL** – punching, hitting, kicking, any form of violence
- **VERBAL** – name-calling, insulting, racist remarks
- **EMOTIONAL/PSYCHOLOGICAL** – spreading nasty rumours, excluding from groups, gestures, mimicking.
- **MISUSE OF NEW TECHNOLOGIES** – sending texts, sending hurtful messages by email, misuse of games consoles or social media.

THERE ARE TWO MAIN COMPONENTS IN EFFECTIVE ANTI BULLYING PRACTICE:

- **PREVENTION**
- **REACTION**

3. PREVENTION

There is less bullying in schools where it is regularly discussed and consistently condemned. We will aim to prevent bullying through:

- Ensuring children understand what the term 'bullying' means and that it is utterly unacceptable;
- Creating a 'telling environment' – where everyone knows it is good to tell and ensuring children know the vital role of bystanders in helping to eliminate bullying;
- Valuing our school ethos where all individuals are encouraged to respect the needs, rights, wishes and property of others;
- Enhancing pupils' self-esteem, confidence and problem solving strategies;
- Having identified a range of consistent procedures for dealing with all incidents, and which all are clearly aware of;
- Implementing strategies for supervision of 'high risk' times of the day;
- Developing skills of co-operation, listening, sharing, negotiation and conflict resolution;
- Providing space and time for children to explore why bullying occurs and encouraging all individuals to work on more positive relationships and social interactions.

We will achieve this through:

- PSHE lessons – planned curriculum time focusing on bullying, self-esteem, rights and needs, problem solving;
- E-safety lessons and assemblies;
- Other curriculum subjects – such as through role play in drama;
- Regular assemblies to ensure children understand what bullying is and what will be done about it;

- Classroom Rules – sharing of these and frequent revisiting;
- Explaining and running of our School Behaviour policy;
- Raising profile of bullying through national Anti-Bullying week and our Well Being week in November;
- Posters displayed around school;
- Playground mapping;
- Circle Time;
- Adult encouragement and praise for children telling and taking an active role in helping others;
- Specific area for children to go at lunchtime - where pupils can go if they feel worried/upset;
- School and Class Council;
- Buddies and Peer Mediators;
- Question/Telling boxes in each class;
- Nurture work;
- Lunchtime clubs;
- Recording of any issues/behaviour on incident forms;
- Small social skills groups – Reflection club and Butterfly Club;
- Theatre production performances;
- Regular questionnaires;
- Regular training of our staff to provide opportunities to reflect on and agree consistent approaches;
- Adults always ready to listen to what they have to say.

4. REACTION

Prompt action is vital. All staff must act swiftly and importantly, be seen to act firmly against bullying when it occurs. Consistent and fair responses by adults contribute hugely to eliminating bullying in schools. All incidents of bullying should be recorded in sufficient depth so that analysis of patterns can inform policy and practice. SLT are to be copied into all reports and Governors will be given updates.

Procedures for reporting and responding to bullying:

A. Support for person who has experienced bullying:

- Adult who sees/is told about the bullying makes clear notes on the incident and then passes this information on to DH/HT. Copy to be kept on file in office.
- DH/HT becomes named person for dealing with the bullying from this point on.
- DH/HT speaks to the child – begins by talking slowly to the child and not insisting on information. Demonstrates concern that the pupil has some difficulties and expresses belief that we can help. Also makes it clear that this will have to be shared with other adults, cannot remain a 'secret'.

- Facts are established and concerns and issues are discussed.
- Child receives reassurance and support, and a 'safe area' is identified where the pupil can go in times of need.
- An Action Plan is established regarding the next steps to take. Help the pupil to plan a response that is positive, realistic and carefully considers the actions suggested by, and views of the pupil. What does the pupil want to say and be done? Help the pupil to formulate his or her own views.

B. Support for pupil who has been bullying:

- The DH/HT presents facts/perceptions to person who is displaying bullying behaviour.
- Perpetrator has a right to a response and to feel listened to.
- Respect them as a person and be clear we do not like the behaviour.
- State how the child feels regarding incident/s and what he/she wants to happen in the future.
- Perpetrator responds to the feelings.
- Help the perpetrator to take responsibility for their actions and the consequences.
- Help them to become more concerned about the pupil/s they have victimised.

C. Joint support:

- Share information with all involved about what has happened/been established separately so far.
- Child experiencing bullying to receive an apology from the child who has been demonstrating bullying behaviour; possible consequences as appropriate.
- Future behaviour is agreed and monitoring process is established.
- Positive reinforcement is given to both pupils.
- Parents are informed and are invited to discuss what has happened (in the presence of the pupils, if appropriate).
- A record is kept in the Head teacher's Bullying Incident file.
- Assurances from parents are sought regarding support for both pupils.
- If necessary outside agencies are involved.
- An action plan is established with appropriate targets.

D. What parents should do if their child has been involved in any incidents of bullying:

- Listen to your child and try to remain calm. An emotional reaction can worry the child so they will not tell you of their concerns.
- Make an appointment to see the class teacher to share your concerns.
- Give the class teacher the facts.

- Reassure your child that the school will deal with the incident.

E. What children should do if they feel they have been bullied or witnessed bullying:

- Tell the class teacher what has happened (speak to them, note in class box, tell trusted adult or teacher).
- If you are the person being bullied:
 - Stay with a group of friends
 - Talk to your parents
 - Tell the class teacher/the person who is dealing with the situation when anything else happens or when it has improved.

REVIEW

This policy has been written with input from staff, parents and children. It will be discussed with staff each November during national anti-bullying week and reviewed by the school community (parents, children, staff and governors) every two years.

Last Author: Zoe Hussain
Date: Autumn Term 2016
Status: Statutory
Owning role: Standards Committee
Review schedule: Biennially