



Wylam First School

Prevention of Bullying Policy

Rational

Wylam First School seeks to provide a safe, secure and positive environment where all children can achieve their potential, making full use of the opportunities available to them.

We believe that children have a right to have themselves and their property treated with respect and to be free from intimidation.

The school seeks to protect basic human rights by ensuring that we have a range of preventative measures in place and that we actively listen to children and where appropriate their parents and carers.

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential. *(Department for Education Preventing and Tackling Bullying 2017)*

Aims

Wylam First School will provide an environment, which aims to combat bullying by:

- Promoting a strong ethos which encourages tolerance and respect, including respect for difference and diversity.
- Having a planned approach to the issues of bullying, so that it is discussed openly and regularly in a context, which promotes self-esteem and confident relationships.
- Having regular consultations with the School Council to find out their concerns regarding bullying.
- Identifying strategies to give children access to an adult they feel comfortable speaking to.
- Involve all children in how to deal with bullying through our PSHE programme

- Have clear provision for follow up of those who are bullied and those who bully
- Having a commitment to the development of a multi agency approach that might help reduce bullying behaviour
- **An appropriate mechanism for dealing with bullying to include:**
 - *The immediate provision of a place of safety for children who have reported an incident of bullying*
 - *The investigation of incidents, clearly stating what action will be taken as part of that investigation*
 - *The recording of incidents and the subsequent action taken*
 - *The guarantee of confidentiality within clearly defined boundaries*
 - *The involvement of governors, parents and children Monitoring and evaluation of actions taken*

Consultation process

This policy has been developed in consultation with the school staff, governors, school council and parents.

Our Agreed Definition of Bullying

Bullying occurs when a person is exposed persistently to targeted verbal or physical abuse with the intent of causing distress. This can also include teasing by individuals or deliberate isolation by a group. It is repeated over a period of time on those who feel powerless to resist. Bullying is deliberately hurtful and is always significant to the person being bullied.

Definition from the Department of Education 'Preventing and Tackling Bullying

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Bullying does not only occur between children. The above definition can also be seen to characterize some relationships between adults or between adults and children.

In more serious incidents where adults abuse their power over a child, bullying may be viewed as child abuse and should be treated as such.

Bullying is deliberately hurtful. It typically has seven elements: -

1. an initial desire to hurt
2. the desire is expressed in action
3. someone is hurt either physically or emotionally
4. there is an imbalance of power
5. it is without justification
6. it is repeated
7. there is evident enjoyment by those who bully

Bullying can also stem from thoughtlessness, such as in name-calling or stem from institutional attitudes, for example in relation to gender or race. That does not make it any less unacceptable.

Bullying can typically take three forms

1. Physical bullying – hitting, kicking, taking belongings
2. Verbal bullying – name calling, insulting, making offensive remarks
3. Indirect bullying – spreading nasty stories, exclusion from social groups

Bullying is always significant to the person being bullied.

Other forms of bullying

Racist bullying

A child may be targeted for representing a group. Incidents may include:

- Verbal abuse – name calling, racist jokes, mockery/mimicry
- Wearing offensive badges or other insignia
- Bringing racist comics or leaflets into school
- Refusing to work or play with someone of another ethnic origin

E.Bullying/Cyber Bullying

E.bullying is a growing concern even in first schools, children may suffer

E.bullying through:

- Inappropriate use of mobile phones
- Use of offensive messages
- Inappropriate Use of social media (including the use of images)

Sexual bullying

Sexual bullying is characterized by the following:

- Abusive name calling
- Looks and comments about appearance
- Inappropriate and uninvited touching

Disabilities

Children with special needs or disabilities are often at greater risk of being bullied, both directly and indirectly. The bullying is usually about their specific difficulties or their appearance. This is compounded by the fact that these children may not be able to articulate their experiences.

Strategies and Procedures for dealing with bullying

What children should do if bullying occurs:

- Children should inform an appropriate adult if they are made to feel unhappy in any way.
- They could ask a friend to voice their concerns for them.
- They could place a note in the school 'worry box'.
- They should tell their parent or guardian about any unkind behaviour they experience.
- If they witness any action they believe to be bullying they should tell an adult as soon as possible.

What the school will do:

- Always take reports of bullying seriously.
- Staff should inform the headteacher and other colleagues of any incident they witness (including non-teaching staff).
- Where an allegation of bullying is made staff will talk to the children involved. separately as well as gather information from others who may have witnessed aspects of the alleged incidents.
- If necessary, the parents of both children involved will be contacted by the school and given details of what has transpired. Parents will also be informed about what action has or may be taken.
- Keep records of any bullying and note discussions and any actions taken.
- Reassure the children involved offering advice and support from the Key Worker for children with social and emotional needs
- When appropriate inform and involve the children in any action that is to be taken
- Make it plain to the children when behaviour is unacceptable and try to encourage them to see others points of view.
- Always explain clearly to all involved any action which will be taken.
- At the first discussion with a parent and other relevant parties the headteacher will agree on an appropriate course of action. A written record of this action plan will be kept. The arrangement will continue until all parties are happy that the situation has been satisfactorily resolved.

What parents/guardians can do:

- If a parent/guardian suspects their child is being bullied they should contact their child's class teacher, the headteacher or any other member of staff

without delay. The sooner the school is aware of a problem the quicker any further unhappiness can be prevented or stopped.

- Respond to any negative comments from their child about other children by emphasising kindness to others and encouraging a positive attitude to individual differences.
- Support the school in helping to resolve incidents which arise with their child
- Give the school a fair opportunity to resolve incidents with the sensitivity that is necessary when dealing with bullying.
- If parents are dissatisfied with the way in which an incident has been dealt with by a member of staff they should inform the headteacher.
- If they are unhappy with the way that the headteacher has dealt with an incident they should inform the Chair of Governors.

Preventative Work

The school has a comprehensive PSHE, RSE and E-safety programme which includes strands that specifically address bullying, how to keep themselves safe and educates the children about equality and diversity. This is part of the programme for each year group from reception to year four.

The children are given a voice through the School Council, which meets to discuss issues of concern to the children. The student council get the opportunity to present their findings and suggestions to the SLT and the school governors.

Equal Opportunities

Care should be taken that there is no bias when dealing with cases of bullying with regard to pupils of different race, gender or those with different religious beliefs.

Evaluating and Reviewing the Policy

The policy will be reviewed each year to see if it is manageable and effective in practical terms.

Incidents of bullying will be monitored on an annual basis and reported to Governors.

Supply Staff/New Staff and Students

All new staff should be made familiar with the current bullying policy. Details of the policy are included in the Handbook for Supply Teachers and the full policy is available for all staff in the school policies file on the Google Drive.

The policy was Adopted by Governors in January 2020

The policy will be reviewed in January 2022
Chair of Governors: Mr David Riley
Head Teacher: Mrs Stephanie Gibbon