

Wilden V. A. Primary School

A Church of England School



High Street, Wilden, Bedford MK44 2PB

Tel/fax: 01234 771313

e-mail: office@wildenschool.org.uk

www.wilden.beds.sch.uk



Anti – Bullying Policy

The mustard seed, the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.

Matthew: 13, v 32

In partnership with parents, governors, St Nicholas Church and community, we strive to ensure all children are embraced and nurtured. Our creative curriculum teaches our children to be generous, loving, resilient, inquisitive and courageous; enabling them to flourish as they journey through God's ever changing garden of life.

This non-statutory policy relates to the Behaviour Policy and the Safeguarding Policy.

RATIONALE

We believe that children have the right to feel safe at all times at school. We also believe that children should be taught that there is nothing so awful that we can't talk about it. We further believe that this school should not tolerate bullying in any shape or form. Our aim is to build children's self-esteem and confidence.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

OUR SCHOOL COMMUNITY

- Discusses, monitors and reviews our anti-bullying policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate
- Train all staff including lunchtime staff, classroom and special needs support staff to identify bullying and follow school policy and procedures on bullying.
- Actively create "safe spaces" for vulnerable children and young people.



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DEFINITION OF BULLYING

Bullying is "Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally".

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, Social Networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

Criminal law

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Cyber Bullying is a serious issue and it is an offence to send malicious communications through E-Mail or on social network sites. If school staff feel that an offence may have been committed they should seek assistance from the police. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available.

POLICY

The purpose of a policy for bullying and harassment is to set out a whole school approach which aims to prevent bullying rather than control it. This should involve parents, governors and the children. Our school should be a happy, threat free establishment which promotes learning and where every child feels safe. Children's perceptions of bullying are far wider than adults' who may dismiss taunting or name calling, for example, as trivial and ignore it. Bullying must not be considered a purely physical act of aggression.

Why does bullying occur?

- to gain admiration from peers who respect power over others
- to compensate for the inadequacies and low self-esteem of the bully
- as an invitation by some "provocative" victims
- differences in backgrounds and abilities are ridiculed, not celebrated

Where and when does bullying occur?

- in any place and at any time when supervision is minimal Bullying can happen to anyone. This policy covers all types of bullying including:
 - Bullying related to race, religion or culture.
 - Bullying related to special educational needs. ∞ Bullying related to appearance or health conditions.
 - Bullying related to sexual orientation.
 - Bullying of young carers or looked after children or otherwise related to home circumstances.
 - Sexist or sexual bullying.
 - Cyber bullying.

Bullying outside school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on.

Involvement of pupils / students

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying. ☞ Ensure students know how to express worries and anxieties about bullying.
- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Publicise the details of helplines and websites.
- Offer support to students who have been bullied.
- Work with children who have been bullying in order to address the problems they have.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.

PREVENTION OF BULLYING

1. All children and parents should be aware of our behaviour policy and the policy for care and supervision of children. All children should contribute to our code of practice and interpreting the golden rules.

2. Regular discussions should take place, in assembly and class-time, as to the value of different cultures, background, appearances, cultures, etc. It should be well-known that the staff celebrate these differences and that it is important to us that children help and support each other, whatever their needs, as the staff support them and each other.

3. The ethos of the school should encourage tolerance, kindness, fairness, helpfulness and encouragement, whatever the child's abilities, background or appearance. Discussions on this should take place throughout the day, not only in assemblies, although this will be a recurring theme also.

4. Our school is only small, but there are still areas where bullying can take place out of sight of staff. We must ensure that there is adequate supervision available at all times. This may include rolling supervision.

- Staff should arrive in the classroom before the children to ensure there are no problems being brought into the classroom.
- The duty staff should ensure that all bags and coats are safely stored as possessions are often damaged when they are left on the floor.
- Playground supervisors should check the toilets and cloakrooms regularly.
- Playground supervisors should organise games and activities to alleviate the problem of boredom.
- If children are working in the library or elsewhere in the school, ancillary staff should be aware and be prepared to step in if necessary

5. Drama, both as role play for the children and watching productions aimed at tackling bullying may be a positive approach to use.

6. There are many books available for children to read individually or for staff to read and discuss with the class. Many of these have been used successfully in primary schools.

7. Bullying must be kept out in the open and children encouraged to talk about it. The most important factor in combating bullying is the social pressure brought to bear by the peer group, rather than the condemnation of individual bullies by someone in authority.

8. If children report bullying incidents, we must listen sympathetically and take appropriate action – it is not “telling tales”. It is important that guilt felt by the bully is not the outcome – it is more effective if the child is given the opportunity to rectify the situation privately with the victim.

9. Raising the self-esteem of the victim and the “bully” is also effective in creating a positive environment where bullying cannot exist. SEAL groups are in place to help some children with their self-esteem and anger management. SEAL is also used as a tool in our PSHE curriculum.

10. As children look to us as role models, ensure that we all act accordingly! Encourage parents to understand our school ethos of valuing and respect.

Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

The school will

- involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied
- Parents should feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child
- Encourage parents to understand and reinforce the value of good behaviour at home
- Involve pupils. All pupils understand the school’s approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- Regularly evaluate and update their approach to take account of developments in technology, for instance updating ‘acceptable use’ policies for computers
- Implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- Log and analyse behavioural incidents and complaints so as to be able to recognise repetition or a pattern if it should occur. A Behaviour book will be kept in each classroom. More serious incidents or patterns will be referred to the Assistant HT

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy
- Governors, the Head Teacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Head Teacher to communicate the policy to the school community
- Pupils to abide by the policy
- Parents to support the school’s behaviour policy and ethos

This policy has been ratified by the Governing Body and will be reviewed as necessary.

Head Teacher.....

Date.....

Approved on behalf of the Governing Body.....

Date.....

Reviewed March 2018