

Anti-Bullying Policy Wathen Grange School January 2018

Anti-bullying scheme

Statement of intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to raise this and know that incidents will be dealt with promptly and effectively.

What is bullying?

DFE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).

Bullying is the use of aggression or unkind behaviour with the intention of hurting another person on several occasions over a period of time. Bullying results in pain and distress to the victim.

Bullying can be:

- Changes in pupil's 'normal/usual' behaviour
- Emotional: Being unfriendly, excluding and tormenting
- Physical: Pushing, kicking, hitting, punching or any use of violence
- Racist: Racial taunts, graffiti, gestures
- Sexual: Unwanted physical contact or sexually abusive comments
- Homophobic: Focusing on the issue of sexuality
- Verbal: Name-calling, sarcasm, spreading rumours, teasing
- Cyber: All areas of internet, such as email and internet chat room misuse

Mobile: Threats by text message and calls

Why is it important to respond to bullying? Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this policy

- All directors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is
- All directors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported

- Bullying will not be tolerated

Signs and symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged

- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

- Bullying incidents should be reported to staff
- Teachers will speak with pupils using the restorative approach and if deemed appropriate ask them to write their account of what has happened down. (See appendix 1 Resolving Issues sheet)
- In cases of serious bullying, the incidents will be recorded by staff on a special form and passed on to the Head of Inclusion.
- A full investigation will take place which will involve talking with pupils
- Parents will be informed and asked to school to discuss the problem
- If necessary and appropriate, police will be consulted
- Bullying behaviour or threats of bullying will be investigated and stopped quickly
- An attempt will be made to help the bully or bullies change their behaviour

Outcomes

- The bully (bullies) may be asked to genuinely apologise
 - In serious cases, suspension or even exclusion will be considered
 - If possible, the pupils will be reconciled
 - Each case will be monitored to ensure that repeated bullying does not take place
- The role of directors** The governing body supports the Head of Inclusion in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. The directors monitor incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The directors require the Head of Inclusion to keep accurate records of all incidents of bullying, and to report to the directors on request about the effectiveness of school anti-bullying strategies. A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of directors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the Head of Inclusion, and asks him/her to conduct an investigation into the case, and to report back to the directors.
- The role of the Head of Inclusion** It is the responsibility of the Head of Inclusion to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head of Inclusion reports to the governing body about the effectiveness of the anti-bullying policy on request. The Head of Inclusion ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head of Inclusion draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head of Inclusion may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. The Head of Inclusion ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying. The Head of Inclusion sets the school climate of mutual support and praise for success, using the Restorative Practices approach, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- The role of the teacher and support staff** All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. When any bullying takes place between

members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying using Restorative Practices system. Time is spent talking to the child who has bullied: explaining why his or her action was wrong and that child is encouraged to change his or her behaviour in the future and to realise that unacceptable behaviour, like bullying, is not tolerated and will have consequences.

If a child is repeatedly involved in bullying other children, the Head of Inclusion will be informed. The child's parents will then be invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head of Inclusion may contact external support agencies, such as Social Services.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Personal, Social and Health Education, Reward Systems, such as behaviour awards and Celebration assemblies are used to praise, reward and celebrate the success of all children, and thus help create a positive atmosphere within the class and school environment.

Anti-Bullying week is organised as part of the National Strategy and involves a variety of PSHE activities and ideas. External agencies help inform the children and reinforce how seriously this issue is taken and that bullying will not be tolerated at Wathen Grange.

Children are encouraged to discuss their feelings in a relaxed setting which children respond well towards. The older children learn about peer pressure and how to stand up for themselves if they don't agree with the way they are being treated by others in a sensible and mature way.

An Anti-bullying log is used to record and follow up any inappropriate behaviour. A behaviour report form is completed and given to the Head of Inclusion if an issue is felt to be serious who takes appropriate action.

The role of parents

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the Head of Inclusion immediately. If they are not satisfied with the response, they should contact the Head of Inclusion. If they remain dissatisfied, they should follow the school's complaints procedure.

Parents have a responsibility to support the school's bullying policy, actively encouraging their child to be a positive member of the school.

The role of pupils

Pupils are encouraged to TELL if they are bullied or see others being bullied. They are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Monitoring and review

This policy is monitored by the Head of Inclusion who reports to directors on request about the effectiveness of the policy.

This bullying policy is the directors' responsibility, and they review its effectiveness annually .

This policy will be reviewed in two years, or earlier if necessary.

Date: 31/01/18 Review Date: January 2019

Signed:.....Head of Inclusion Signed:.....Chair of Directors

[Kidscape Anti-Bullying Policy for Schools \(W ord doc file\)](#)

<http://www.kidscape.org.uk/assets/downloads/Antibullypolicy.doc>

Additional sources and further reading

[Safe to Learn: embedding anti-bullying work in schools](#)

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/>

[Reducing incidences of bullying with a whole-school policy](#)

<http://www.teachernet.gov.uk/casestudies/casestudy.cfm?id=149>

[Homophobic bullying 'almost epidemic' in Britain's schools - 150,000 victims](#)

http://www.stonewall.org.uk/media/current_releases/1793.asp

[Bullying UK](#)

<http://www.bullying.co.uk/>

[NUT policy statement on preventing sexual harassment and bullying](#)

<http://www.teachers.org.uk/story.php?id=3991>

[NASUW T: Tackling homophobic bullying, policy advice and support](#)

http://www.nasuw.org.uk/shared_asp_files/uploadedfiles/{a67783df-ca62-4a55-9559-24a53099bd66}_homophobic%20bullying.pdf

Appendix 1 RESTORATIVE PRACTICES ACKNOWLEDGED HARM RECORD

What happened?

What were you thinking when it happened?

What do you think now?

Who has been upset or affected by this?

What needs to happen to put things right?