



Wallands Anti Bullying Policy

Wallands Community Primary School

Policy title: Anti Bullying Policy

Adopted from East Sussex model: no

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Created by: Julie Mortimer

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Wallands Anti Bullying Policy

We are a Level 2 Rights Respecting School and we uphold the articles of UNICEF's Convention on the Rights of the Child. The specific rights with regards to this policy are:

- Every child has these rights; whatever their ethnicity, gender, religion, abilities, whatever they think or say, whatever type of family they come from. *(Article 2)*
- The best interests of the child must be a top priority in all things that affect children. *(Article 3)*
- Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously. *(Article 12)*
- Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. *(Article 14)*
- A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. *(Article 23)*
- Education should help children to develop their talents. It should also help them to live peacefully, protect the environment and respect other people. *(Article 29)*
- Every child has the right to be protected from sexual abuse *(Article 35)*
- Every child has the right to protection from any kind of exploitation or abuse *(Article 36)*

This policy is encompassed by the Equality Scheme and is also linked to our Behaviour policy.

Statement of Intent

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. At Wallands, we are committed to providing a safe, caring and friendly environment for all of our pupils where they can have a positive educational experience and be successful. This is highlighted by our core rules: Ready, Respectful and Safe.

We would expect pupils to feel safe in school, understanding the issues relating to safety, such as bullying. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school, ensuring that anyone who knows bullying is happening is expected to tell the staff.

What is Bullying?

'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)

As a Rights Respecting School we have developed a shared understanding of what bullying means through pupil workshops and consultations with staff and parents. This is regularly revisited with pupils.

Unkind behaviours are hurtful to others, either individuals or groups, and can include:

- *Physical acts, such as hitting, kicking or taking another person's belongings.*
- *Verbal acts, such as name-calling, insults, threats or repeated teasing.*
- *Indirect acts, such as spreading nasty rumours, texting nasty comments/ images, cyberbullying or excluding someone from a group*



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These actions become bullying if they are unprovoked, repeatedly done over time and target children with the deliberate intention of hurting them.

Strategies for Preventing Bullying

- A School Charter and individual Class Charters provide a common language of respect of which all children are made aware and practise on a regular basis.
- The School is proud to be a Stonewall 'School Champion' School. The school works to celebrate difference and diversity and such work is integrated throughout the curriculum and school life.
- Children are involved in the design of anti-bullying work which not only helps to inform anti-bullying work but sheds light on exactly where intervention is needed.
- All staff have received training on tackling bullying which has increased confidence and made the delivery of this work more effective
- We publicise the policy in class, assemblies, Circle Times and as a teaching focus once a year. This helps to reinforce the shared understanding of what bullying is.
- We have a school Mediation Team comprising of an Every Child Matters coordinator, PSHE coordinator, two Learning Mentors and a group of Yr6 buddies (who receive training and supervision).
- We have a team of Yr4 buddies who support the Foundation Stage and Key Stage 1 children. They also receive training in active listening and regular supervision.
- We encourage children to develop awareness of other people's feelings and to be aware of the impact of their behaviour on others. This is done in assemblies and also in class during PSHE lessons or circle time, tailored to the needs of the individual class. If children need further support with this they can be referred to our Learning Mentors for one to one or small group sessions and/ or be involved in Social Skills groups run by adults
- We operate a lunch club for all children who find lunchtimes a particularly challenging time. This is run by our Learning Mentors and provides a safe space for the children to play and develop social skills.
- We recognise some bullying is caused by low self esteem and work to raise this in all children. This work is done through PSHE lessons but also with the support of Learning Mentors who tailor specific sessions for vulnerable children.
- We teach children skills to encourage them and to enable them to be assertive. We encourage children to resist and challenge inappropriate behaviour in a non-physical way – to say that they do not like what the other person is doing and to ask them to stop.

We encourage children who are being bullied to:

- Not blame themselves
- Not retaliate
- Try to stay calm and look as confident as they can



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- Be firm and clear – look the other in the eye and tell them to stop. Say “Stop it– I don’t like it” – loudly if necessary.

If this does not work:

- Get away from the situation as quickly as is possible
- Another strategy is to be “cool” and walk away – the ‘bully’ often stops when no reaction is forthcoming

Not all children can manage the above and all children must know that if the above fails it is **safe to tell**, and that “telling” will not make matters worse. We recognise that this can be hard for a child to do, but do expect it and praise them when they manage it. If a child cannot tell a teacher, teaching assistant or lunchtime supervisor, then they should tell a friend and/or parent as soon as possible. “Speaking out” about bullying is crucial. To prevent any social stigma in ‘telling’ our PSHE curriculum incorporates this issue into lessons throughout Key Stage 2. We also have a variety of listening systems in place to encourage children to speak out, such as circle time, as well as having trained buddies on duty every lunchtime. Different classes may also have other listening systems that allow children the opportunity to talk to someone or write their worries down.

Prompt reporting of the concern and action is vital to avoid distress and parents are encouraged to contact the school immediately if a child reports an incident that has not been previously reported and dealt with.

We encourage children who have bullied others to:

- take responsibility for their behaviour
- often bullies have little idea of the effect on their victims and we use assemblies, Circle Times, Family Groups, discussion times and specific incidents to highlight the harm that it does.
- develop empathy with others through curriculum activities or with the support of our Learning Mentors.

At Wallands we label the behaviour, not the child. We work with children who have been bullied, children who bully and the bystanders to develop a collective responsibility to prevent it from happening again. This is achieved through the curriculum, circle time, assemblies as well as the more targeted work with Learning Mentors and in social skills groups

Reporting and Responding to Bullying

Communication is vital in dealing with bullying behaviours and must involve all parties concerned. We would encourage all parents to tell the school of incidents before they escalate and, if they wish to follow up an incident, to continue to speak to the class teacher.

- All incidents/accusations of bullying will be investigated initially without apportioning blame. Staff will be receptive to all sides and each child will be given a chance to tell their side of the story. The stories will be compared and witnesses called if available.
- Unkind acts will be dealt with by the class teacher individually and could result in additional support/ interventions being given to the child concerned. All children will be informed of the consequences of the behaviour and teachers will be happy to provide feedback to parents on the follow-up if requested.



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- All parents will be involved (if not already) once all the facts are gathered and if the incident is found to be bullying they will be kept informed of any follow up work.
- Where bullying has been identified there will be, where the victim agrees, an initial discussion with victim, bully and witnesses together, so that:
 - the bully can see the upset that has been caused.
 - the bully is encouraged to see the victim's point of view
 - the bully and victim are aware of the adult knowledge and disapproval of the bullying
 - an apology is made and the victim reassured
 - everyone knows that there must be no recrimination following the discussion and that the bullying must not recur.
 - the victim must be given advice as to what to do if it occurs again and be reminded that it was not their fault that it happened
- Following serious incidents there will be a record kept by the Head teacher (on the child's confidential file) and, for a period of at least 3 weeks, there will be:
 - follow up checks with the culprit to remind them we expect no repeats and to try to foster more positive behaviour.
 - follow up checks with the victim to make sure there have been no repeats.
- If further action is necessary, sanctions will be used as appropriate from the rest of the Behaviour Policy:
 - Exclusions at playtime/lunchtime.
 - involvement of parents
 - internal exclusions
 - Fixed term exclusion from school for part or all of day, or a number of days.
- Bullying incidents will be overseen by the PSHE co-ordinator to ensure any patterns are identified and dealt with.

Advice to parents

- Calmly talk to your child about the incident.
- Make a note of what they say – particularly who was involved, how often it has happened, where it happened and what happened.
- Reassure your child that telling you was the right thing to do.
- Explain that further incidents in school should be reported to a member of staff immediately.
- Talk to your child's teacher about the situation, stay calm, be as specific as possible
- The teacher will then inform you of resulting actions/ outcomes once incidents have been investigated.
- Stay in touch afterwards so school is kept aware of how your child is feeling and your child feels supported throughout.
- We want to work with you to keep your children safe so please share all the information as soon as possible to prevent incidents from escalating.
- We appreciate it can be difficult to speak to a teacher at times (either because of availability or the emotions involved) so please make use of our email office@wallandscp.e-sussex.sch.uk . It will be re-directed to the relevant staff from there.
- If you don't feel the incident was dealt with you may make an appointment with the



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Deputy Head teacher or Head teacher to discuss further.

- If you are still dissatisfied please stay in touch with the class teacher so we can continue to work on and attempt to resolve the issue.
- If you are still not happy with the outcome please follow our Complaints procedure so we can resolve the issue.

Links to Other Policies

Safeguarding Policy

Behaviour Policy

PSHE Policy

Acceptable Use Policy

Equality & Diversity Policy

E-safety & Social Media Policy

What the Law has to say

The Education Inspections Act 2006

Section 89 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and pupils.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

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 LA 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.

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications- could be a criminal offence, under the Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an



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electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender (Malicious Communications Act 1988)

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 centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in their LA of the action taken against a pupil. If the misbehaviour could be criminal or poses a threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

References

Preventing and Tackling Bullying, DfE, July 2017 (updated)

Behaviour and Discipline in schools, DfE

Equality Act 2010

No Place for Bullying, OfSTED, June 2012

Archived Documents: Safe to Learn – Embedding Anti-bullying Work in Schools, DCSF, 2007