

Anti-Bullying Policy

Since the last inspection, **pupils' behaviour and conduct have continued to be exemplary**, in lessons and around the school. Leaders have successfully developed a culture of safeguarding in the school. Pupils say they feel safe in the school, a view confirmed by parents, and there is very little bullying. They say that, when it does happen, it is usually the result of a breakdown in friendships. Pupils are confident that teachers will do their best to sort things out and stop any further bullying. **Staff have a shared understanding of their responsibility** to make sure that **all children are safe, happy and exceptionally well cared for here.** (Ofsted 2016)

Wybunbury Delves is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. We build a school community for our children to become leading lights in our community and our world, where each child experiences a love of learning and of life and is able to 'shine'.

Aims and purpose of the policy

At Wybunbury Delves staff, parents and children work together to create a happy, caring, learning environment. Our Church School ethos sustains an open and friendly learning environment where children are respected and given a voice so that they feel confident to speak out for what is right and approach an adult for advice.

Bullying of any kind is unacceptable and will not be tolerated at our school. We take all incidents of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our children to become responsible citizens and to prepare them for life in the 21st Century Britain. These values reflect those that will be expected of our children by society, when they enter secondary school and beyond in the world of work or further study.

Definition of bullying

When children are asked about bullying, they often describe unkind or hurtful behaviour rather than actual bullying. This kind of behaviour needs to be addressed and everyone concerned needs to know how to deal with it. It is imperative that we fully understand what is bullying before we identify all hurtful behaviour as bullying.

Bullying is hurtful and unkind behaviour which is deliberate or repeated. Bullying can be carried out by an individual or a group of people towards an individual or group.

The **STOP** acronym can be applied to define bullying **Several Times On Purpose**.

Bullying is not a conflict, a fall out or an argument or a fight.

The nature of bullying can be:

- ✚ **Physical** – such as hitting or physically intimidating someone, or using inappropriate or unwanted contact towards someone
- ✚ **Verbal** – such as name calling, spreading rumours about someone, sustained teasing, using derogatory or offensive language or threatening someone
- ✚ **Attacking property** – such as taking, breaking and spoiling possessions
- ✚ **Psychological** – such as deliberately excluding or ignoring people
- ✚ **Cyber** – such as text, email or other social media to write or say hurtful things about someone

Related policies: E-safety policy and Responsible use of ICT rules

Bullying can be based on any of the following things:

- ✚ Race (racist bullying)
- ✚ Religion or belief
- ✚ Culture or class
- ✚ Gender (sexist bullying)
- ✚ Sexual orientation (homophobic or biphobic bullying)

- ✚ Gender Identity (transphobic bullying)
- ✚ Special Educational Needs (SEN) or disability
- ✚ Appearance or health conditions
- ✚ Related to home or other personal situation

No form of bullying will be tolerated and all incidents will be taken seriously.

Reporting bullying

Bullying can be brought to the attention of any staff (both teaching and non teaching) either by the target(s) of the bullying, their friend(s), their parent(s) or other interested people. All school staff, both teaching and non teaching, have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the children involved and inform their class teacher. **Miss McCurrie and Mrs Taylor** are Anti Bullying leads and **Mrs Chesters** is the Senior Leader responsible for bullying

Responding to bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation.

- ✚ Staff will record the behaviour on an incident reporting form.
- ✚ Staff will offer support to the target of the bullying in discussion with the child's class teacher, with a caring, listening approach, with patience and understanding.
- ✚ Staff to identify support network for the target of the bullying, including other children and staff.
- ✚ Class teacher to set up support group for child targeted by the bullying. Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition (ask the midday assistants/playtime assistants to monitor the situation)
- ✚ Staff will proactively respond to the bully who may require support, making it clear that bullying is not acceptable at Wybunbury Delves.
- ✚ Staff and child to discuss what changes the bully are going to make to their behaviour and time scale set for changes to behaviour. Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes, suspended access to the internet, exclusion from school, depending on the perceived severity of the incident(s) to be determined by the headteacher.
- ✚ Discussions with the bully's 'supporters' and 'onlookers' about expected behaviour when bullying occurs. Identify what changes they can make or actions to do. Record and time scale set for changes to behaviour.
- ✚ Designated school staff (Mrs Chesters, Miss McCurrie and Mrs Taylor) will monitor incident reporting forms and analyse and evaluate the results.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using a classroom log.

Prejudice – based incidents

A prejudice-based incident is a one off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti bullying interventions.

School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- ✚ All staff watch for early signs of distress in pupils; all staff 'listen, believe, act'
- ✚ teach the children respect, through the PHSE Heartsmart programme
- ✚ creating an open culture where feelings are validated;
- ✚ using Circle Time to explore children feelings and raise awareness of different kinds of behaviour;
- ✚ exploring different scenarios (through video, story, poetry, role play, discussion);
- ✚ encouraging empathy, (what is he/she feeling/how would they feel);
- ✚ using Philosophy for Children to encourage children to see another's point of view;
- ✚ encouraging children to use ICT responsibly

- # a child friendly anti bullying policy ensuring all children understand and uphold the anti bullying policy,
- # School worships help raise children's awareness of bullying and derogatory language
- # Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in Anti Bullying Week, NSPCC visits, Safeguarding days
- # The school values of equality and respect are embedded across the curriculum to ensure that it is inclusive as possible.
- # stereotypes are challenged by staff and children across the school
- # Playground buddies and child – led programmes, such as our Safeguarding Team offer support to all children, including those who have been a target of bullying.
- # Children complete an annual anti bullying survey and the results contribute to developing school-wide anti bullying initiatives.
- # Restorative justice programmes provide support to targets of bullying and those who show bullying behaviour.
- # Working with parents and carers and in partnership with community organisations to tackle bullying where appropriate
- # Friendship buddies are there as a child's first contact point, if they feel they cannot tell an adult. There are usually two Year 6 buddies.
- # 'Worry' boxes in class where children can put written notes if they feel they cannot speak about their problem
- # School promotes the responsible use of ICT and regular monitoring of the school internet use takes place.
- # Yearly visits from the NSPCC and Childline telephone number to be displayed clearly in school. Yearly visits from police running children and parent workshops for KS2

Training

The headteacher is responsible for ensuring that all school staff, both teaching and non teaching receive regular training on all aspects of the antibullying policy. Miss McCurrie has recently become a Stonewall Champion and has undertaken training in Valuing All God's Children: Tackling bullying.

Monitoring and reviewing

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

Mrs Chesters is responsible for reporting to the governing body and CDAT on how the policy is being enforced and upheld, via the annual governors report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in school monitoring such as learning walks and focus groups with children. This policy is reviewed every 12 months, in consultation with the whole school community, including staff, children, parents, carers and governors.

Date of Agreed by LGB: July 2018

Headteacher/SLT signed: KChesters

Chair of governors signed: N Arnott

(Signed copies held in school)