



WINGFIELD

PRIMARY SCHOOL

Anti-Bullying Policy

Reviewed policy agreed by GB:	September 2023
Reviewed by School Council	September 2023
Reviewed policy shared with staff on:	September 2023
Policy to be reviewed again on:	September 2024

Aims

We are committed to providing a caring, friendly and safe environment for all of our children and adults so that they can learn, play and communicate in a relaxed, happy and secure atmosphere, which enables all children to achieve and realise their full potential.

Values

Bullying of any kind is unacceptable in our school, where our school values of respect and the importance of the rights of a child, underpin everything we do. If bullying behaviour does occur, all children and adults should be able to report it without fear and have the confidence that all incidents will be recognised and dealt with promptly and effectively. We believe that ignoring any form of bullying is wrong. All reports of bullying must be acted upon immediately by all members of our school community. Our school will seek ways to counter the effects of bullying that may occur within school or the local community and will provide activities within the curriculum to minimise the likelihood of bullying taking place.

At Wingfield primary School, we believe that everyone who witnesses or knows about a bullying incident has a duty/ responsibility to intervene, to get help and report it.

This belief is further reinforced in our school charter, which was developed, edited and drafted by the School Council and continue to follow key themes, "Be part of the solution, not the problem; don't ignore it, report it. See something, say something, do something". Our School Council members will further extend our commitment to shared responsibility by bringing the ideas and concerns of all children to School Council Meetings.

The whole school community is engaged in evaluating and developing this policy. School Council, an invaluable source of "pupil voice", along with our Anti-Bullying Steering Group, comprising school staff, governors, parents and children, has consulted with all members of our school community, to create a fully inclusive working Anti-Bullying policy. (See Appendix for list of members of School Council and Steering Group and copy of our Anti-Bullying Charter)

The role of governors

The governing body supports the head teacher 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 governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of school antibullying strategies. The named governor supports the school in implementing the Anti-bullying Policy, through the action plan. They will provide an annual report for the Governing Body to outline the school's anti-bullying work. The Anti-Bullying Policy will be reviewed annually by the Governing Body.

The role of the head teacher

It is the responsibility of the head teacher to implement the Anti-bullying Policy, 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 teacher reports to the governing body about the effectiveness of the anti-bullying policy.

The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

The head teacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.

The head teacher sets the school climate of mutual support and praise for success, 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.

Each term the head teacher will assess any incidents of bullying with the SLT updating all bullying records, to ensure that no further bullying involving the pupils in the record has taken place. This will include interviews with the pupils involved.

The role of staff members

All staff will receive training on the implementation of the Anti-Bullying policy annually. The policy is available in full in the School Policy folder and on the school's website. Staff induction materials include the Anti-Bullying Policy. The staff in school takes all forms of bullying seriously and seek to prevent it from taking place. The school's values are continually referred to, in assemblies, Circle Time, lessons and when dealing with any inappropriate behaviour in school and are also displayed throughout the school. Through the PSHE curriculum and all other areas of the curriculum, including Anti-bullying week, all staff will support each pupil's learning about how to make and maintain friendships, and how to mend damaged friendships. Staff, through their professional responsibilities, model positive behaviour and actively encourage children to have respect for each other and for other people's property.

Should incidents of bullying arise teachers and support staff will record what has happened, who is involved and when and follow the whole school agreed line of reporting to deal with these incidents. A copy of the record is passed to the class-teacher/phase Leader, a member of the Senior Leadership Team (SLT)/ safeguarding officer and the head-teacher. Teachers and support staff do all they can to support the child who is being bullied and the child who is bullying, ensuring that parents/carers remain informed. Incidents of bullying are followed up repeatedly at the weekly SLT meeting, so senior staff can check that the bullying has not resumed over the following months.

The role of parents/carers

Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately who will follow the school's agreed procedure for dealing with issues of bullying. Parents/carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. Advice for parents on bullying related issues is available on our school website. Parent/carer representatives are encouraged to be part of the Anti-Bullying Steering Group, meeting regularly to provide input into how to move the school forward in its response to any incidents of bullying.

The role of pupils

Pupils are encouraged to tell anybody they trust if they or someone else is being bullied, and if the bullying continues, they must keep on letting people know.

Key stage two pupils are trained as Play Leaders/ Buddies to work with the younger pupils and vulnerable children during lunchtime, leading activities and ensuring that all pupils are included. The School Council members from each class in Years 1 – 6 are responsible for passing on information about bullying to their own class and across the school. They are also valuable in reporting any incidents of bullying that they may observe or hear about in school and incidents involving pupils in the local community. Members of School Council will attend the Anti-Bullying Steering Group meeting, each term, to provide input into how to move the school forward in its response to any incidents of bullying. They will then feedback to their peers.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

Our School Council will begin to share ideas of good practice in anti-bullying strategies with other schools in our partnership.

Vulnerable groups

We are aware that in our school community there a number of children who may be vulnerable to bullying because of a perceived difference by other members of the school community. These differences could be for a number of reasons: colour of skin, learning difficulties, disability, EAL or communication difficulties, social circumstances and gender. Our school gives children the opportunities to celebrate diversity, develop acceptance of different cultures and faiths and the different family units that exist in our community, in order to support all children, for example those who have LGBT family members. These children who form this vulnerable group are identified by close communication between all members of staff and SEND coordinator, who will support these children. The names of these children will be kept and updated by SEND. It is the role of all members of staff to monitor the situation with these vulnerable children. Friendship monitors and play buddies are a valuable way of supporting

these children at playtimes and lunch times alongside our Restorative Approaches Area. Staff are made aware of any vulnerable pupils within their class during a transfer of records meeting, so the well-being of these pupils can be monitored more closely and additional support can be offered if required. At each daily SLT morning meetings, identified vulnerable children are discussed and recorded in the SLT Briefing book/ iPad page which is then shared with support staff, who then remain vigilant at playtimes and lunch times.

Our Play Buddies have regular discussions in training to help with identifying issues, strategies to use when they see or act upon should they have any concerns around bullying.

Teachers have regular performance appraisal meetings and Professional development meetings where identification of vulnerable groups are identified and discussed. These children are then tracked and monitored by the class teachers and are reflected upon on a

Regular assemblies and PSHE sessions around anti-bullying, types of bullying (including cyberbullying) and how to keep safe and identify issues take place throughout the year. Themes are closely related to our values based learning approach here at Wingfield where we explore meanings and actions around expectations on behaviour and conduct.

Purpose

It is important that the whole school community agrees what compromises bullying, physically and emotionally. Children's perception of bullying varies from child to child, dependent on their level of experiences in the school community. Termly class questionnaires are delivered by school council to assess that everyone has a clear understanding of what it means to be bullied. (See Appendix for School Council agreed definition "intentional repeated hurting of a child by another child or children which results in them feeling worthless, sad or lonely")

At Wingfield Primary School we define bullying as any or all of the following:

- A repetitive series of actions by an individual or group which causes long lasting fear, anxiety or harm to another person or group of people.
- Verbal or physical actions which are designed to intentionally hurt and intimidate or to make the person who is at the receiving end feel unhappy, embarrassed or insecure about themselves.

What kind of behaviour constitutes bullying behaviour?

- Hitting, kicking, pushing and threatening.
- Nudging, whispering, sniggering, facial expressions, gestures.
- Making someone do something they don't want to do.
- Putting someone down (belittling or embarrassing or humiliating).

- Being domineering or controlling (bossy)
 - Forcing someone to be your friend – making it uncomfortable or risky for them if they are not.
 - Making fun of someone's race, ethnic origin, faith, culture, religion, name, appearance, accent or family.
 - Making sexist or sexually abusive comments.
 - Using homophobic language as insults, putting people down on the basis of sexuality or the sexuality of family members.
 - Online or cyber bullying e.g., posting offensive messages on websites or chat rooms, sending offensive text messages or emails or bullying the victims via their mobile phones. Our school Acceptable use of Internet and Digital Technology Policy and curriculum will provide opportunities for children to learn about safe use of the internet and social media, such as Face Book. Regular workshops for parents will also enable parents to further support their child.
 - Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.
- Staff, parents/carers, children and governors of the school have this same shared understanding of what constitutes bullying.

What kind of behaviour is not bullying?

Often incidents happen between children, which cannot be deemed as bullying, although the children involved may have a different perception of the situation/event. Such incidents will be addressed using the restorative approach, where children are encouraged to settle misunderstandings or disagreements through discussion so leading to a mutual peaceful agreement. A shared understanding of what bullying means is vital and should be addressed through assemblies, PHSE, School Council and the consistent demonstration of our core values throughout every aspect of school life by all members of our school community.

- Occasional loss of temper.
- Hurting by accident.
- Teasing or having a joke which is received in good spirit.
- Falling in and out with friends.
- Minor disagreements.
- Not being friends with someone, not inviting someone to your party.
- A disagreement or battle between two people of equal strength or qualities.

Recognising

We recognise that when bullying takes place some or all of the following features may be present.

- It is constant, frequent or repetitive. It is deliberate.
- It is often accompanied by a threat not to tell.

- It is not always obvious who the bully is or might be.
It can be a group of people, sometimes led by a bully
- It is often focused on individual differences (colour, size, ability, home circumstances).
- It can be emotional or psychological (for example whispering about someone, excluding them from a group, staring and laughing...)
- It is often subtle and not easily detected by adults who could respond.
- The bully is usually seen to be more powerful or empowered than the receiver (either by being stronger, bigger, older, and cleverer or by belonging to a majority group).

Above all, at Wingfield Primary School we will define bullying by how a person who is bullied feels, rather than by what a bully does.

In our school the person who feels bullied will be called the receiver and the person who is bullying will be called the bully. Both the receiver and the bully will need the support of the whole school community to resolve the situation and ensure that both parties feel included as valued members within our school community.

Children are encouraged to “support and report” (if you know someone has been bullied support them, but also report the incident or knowledge to an adult).

Ways to try to prevent bullying.

Restorative Justice: a peaceful solution to conflict

At Wingfield we always seek a peaceful solution to all situations of conflict. Children are encouraged to find a peaceful solution to their issue through “talking” following a series of questions which will guide them to a friendly resolution, which is mutually acceptable to both parties. Reminders of the restorative conversations are displayed in each classroom and each child has a copy printed on a small card for quick reference. Further examples of real solutions to children’s problems are displayed on a restorative justice tree in school. (See Appendix for Restorative Justice Conversation questions). Our 12 core school values of co-operation, honesty, kindness, tolerance, freedom, perseverance, respect, responsibility, forgiveness, peace, trust and resilience, along with our commitment to the restorative approach to peaceful solution to conflict, are aimed at preventing bullying behaviour through children’s raised awareness of the value of positive learning behaviour.

Whilst restorative justice is just one aspect of anti-bullying, other preventative measures and strategies are used in all areas of learning across the curriculum in school across both key stages and the whole school ethos is based on values based learning. Through PSHE children learn that we are all different and all differences are respected and celebrated at Wingfield. Children develop a greater knowledge of what is bullying, identify different types of bullying and develop a better understanding of the effects of bullying for both the victim and the bully. In computing, children learn about e-safety and cyber bullying as part of their

computing lessons across the curriculum, as well as being taught discreet lessons on e-safety and cyber bullying, when using a range of social media (see Acceptable use of internet and digital technology policy).

Taking action

All adults and children in our school are committed to both preventing and tackling bullying. Parents and children are encouraged to speak to any adult, class teacher or Head Teacher. Friendship buddies are also encouraged to report any concerns if they see or hear anything. (See Appendix for lines of action)

We will ensure that all incidents are dealt with fairly and consistently. In

all incidents of bullying we will:

- Follow/ ask the Restorative Approaches questions,
 - Gather as much information as possible straight away from the receiver and any possible witnesses.
*Ask for examples of cyber-bullying to be saved or screenshots to be taken.
 - Report the incident to the class teacher(s) first, and then Head Teacher.
 - Ensure that an investigation begins on the day of the reporting of the incident
 - Record exactly what has happened and make careful notes on each stage of the investigation.
 - Use a pro-forma for recording incidents to be located in a known accessible place, attached in the appendix.
 - Make sure that all teaching and support staff know about the incident in order for them to be vigilant and responsive.
 - Contact parents of the bully and the receiver in order to enlist their support.
*Advise parents of pupils who have demonstrated bullying behaviour online or experienced it to review security settings on technology used at home. If necessary, discuss age limits for different social media networks, such as Facebook.
 - Enlist peer support by explaining to the whole class what has happened and what they can do to help.
 - Enlist the help of buddying system in the playground to support the bullied child.
*Enlist the help of adults and buddies to support pupils who have experienced bullying online and are reluctant to attend school or visit public places in the school
- Explain the consequences of the incident(s) to all parties concerned and, when appropriate, the wider community
- *Enlist the support of the police and ICT security expertise available to the school to talk to pupils involved in cyber-bullying about the legal and technological implications of their actions (including how their actions can remain recorded in networks and accessible by search engines after the events)

Responding

In all cases of bullying behaviour we will:

- Show that there is a united response – this is one of strong disapproval (children and parents)
- Reinforce our belief that behaviour is learned and can be changed and help the bully to change their behaviour
- Implement strategies to help this change
- Organise a Restorative Justice meeting to empower the victim to say how they feel and what they need to positively move forward with the situation – only when both parties are ready.
- Involve the bully in the solution, using the principles of restorative justice (how can they help/what can they do?)
- Register the bully on the school's learning support register as having an emotional and behavioural difficulty and being in need of support.
- Use of mentoring in school to support both the receiver and the bully.

When we know a child in school has been bullied we will:

- Respond quickly and praise the reporter
- Listen to and reassure the receiver
- Reaffirm, booster or repair their self esteem.
- Demonstrate our support by taking the matter seriously.
- Negate what has been said or threatened
- Report the incident to the Head teacher
- Create a network of support by informing friends of the receiver, child's parents and class teacher(s).
- Teach or suggest ways the receiver might assert themselves in or respond to future incidents.
- Consider training or activities for the class/school (e.g. 'Circle Time'. Drama, literature, assemblies) and buddies.
- Report to the child's parents and ask them to monitor and report

Bullying is not tolerated at Wingfield Primary School and if a child or adult refuses to acknowledge their behaviour as bullying or refuses to realise the necessity to change that behaviour, then a change of school or educational provision will be discussed and if necessary, be initiated by the Governing Body so that we can continue to provide a caring, friendly and safe environment for all children and adults at Wingfield Primary School.

Monitoring and Review

It is well recognised that bullying often happens in secret and is accompanied by threats not to tell. In order for us to be able to find out about bullying we will:

- Ensure that the Head Teacher or Deputy Head Teachers always respond to phone calls or letters from parents concerning bullying behaviour
- Ensure that all playground supervisors report concerns to teachers for investigation.
- Ensure that all teaching and support staff are vigilant about responding to bullying
- Ensure that all staff are kept informed about reported incidents and appropriate follow up procedures.
- Give School Council responsibility for monitoring bullying within school
- Give the Governing Body and the local authority a regular report on the nature, scope and frequency of bullying incidents in our school in order to monitor and evaluate the effectiveness of this policy.

This policy is monitored on a day-to-day basis by the head teacher, who reports to governors on the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually with input from pupils, parents/carers, governors and staff. Views and opinions will be gathered on the content and impact of the policy through the Anti-Bullying Steering Group.

A copy of our Anti-Bullying Policy is available to all parents to read on our School website,

Appendix

Any Anti-Bullying policy must involve the commitment of all members of the school community. Our School Council has provided a pupil voice response in the formulation of policy and practices and will continue to be part of the monitoring of the effectiveness of the policy within school.

Our School Council has worked on reviewing our current policy, incorporating the views of both parents and children and has produced our Anti-Bullying Charter which is visible in every classroom in our School. In addition to this, the Anti-Bullying Charter leaflet, produced by school council members, which can be found at the school main office.

Extract of the Wingfield Anti-Bullying Charter (full copy upon request)

At Wingfield Primary School, we do not tolerate bullying; we will stand up for our right to be safe and happy in our learning at school. We are a value-based school and our 10 core values are: co-operation, honesty, kindness, tolerance, respect, responsibility, forgiveness, peace, trust and resilience. These underpin our commitment to ensuring bullying does not go undetected or unchallenged.

At Wingfield:

- We are part of a community: together we achieve more.
- We understand and respect every one's differences; treating everyone fairly and equally.
- We will always tell an adult or friend when we feel there is a problem.
- We won't be tempted to fight back with words or actions.
- We are prepared to talk about problems; to resolve them by listening to all the points of view within the dispute fairly.
- We will work together to help the victim as well as the bully.
- We will accept support to help us to always show kind and respectful behaviour.

“Make a noise about bullying. Talk to someone you trust. Say NO to bullying. See it, Say it, sort it.”

**TEAM, Together, Everyone, Achieves, More
Wingfield Primary School Council 2023**

Restorative Justice Approach- a peaceful means to solving conflict

As part of our restorative approach to seeking a peaceful solution to disagreements, children are encouraged to discuss these questions.

Restorative Conversations

- What happened?
- What are your thoughts and feelings then and now?
- Who else has been affected?
- What do you need now?
- What is the agreement?
- How will this (agreement) be monitored?

Incident of Bullying Reporting Pro-forma

Name:

What happened?

When Did It Happen? (Time and Date)

Where Has This Happened?

Did Anyone Witness The Events?

Outcomes:

Checked for earlier incidents involving same

pupils; Notified parents/carers;

Individual discussion with pupils involved;

Group discussion with pupils involved.

Notified class teacher;

Medical treatment;

Specific Support from staff:

Follow up date set:

Signed _____

Date _____

Anti- Bullying Policy Follow-up Record

Date	Action Taken by	Brief Description of Action	Outcome

Website page

Advice to children

What to do if you are being bullied or know someone who is being bullied.

TELL US

- You will be listened to, you will be believed and we will try to do something about it. We might need to tell someone else but we will tell you what we are going to do first. Tell the person who is bullying you that you know they are a bully and that you are going to tell someone.
- Walk away if you can - do not run - do not argue.
- Keep with others - do not become isolated.
- Stay near adults.
- Keep away from "danger" areas.

All adults in school are here to listen. We are here to help.

Advice to parents

To read our school policy document click the link below:

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be involved in bullying, should contact their child's class teacher or the Head Teacher immediately.

Parents have a responsibility to support our schools' anti-bullying policy and to actively encourage their child to be a positive member of our school.

- Make time to be with your children and to listen to them.
- Do not ignore your children if they say they are worried about school.
- Encourage your children to tell you what has been happening at school. (You may wish to report incidents to enable staff to investigate).
- Be vigilant for signs of distress shown by your children.
- Be a good listener - listen calmly but with interest, establish the full facts before giving advice, or reporting the incident.
- Bullying is never acceptable. Do not tell your child to "Just put up with it". Action needs to be taken to stop the bullying.

What we will do:

We are committed to working with all parents to ensure that every one of our pupils is safe and happy in school.

We will support you and take the following action:

- Meet with you as soon as possible to discuss the problem.
- Fully investigate the issues.
- Take appropriate action.
- Keep you informed.

What we will do together:

- Create an atmosphere of trust and self-worth both at school and at home.
- Communicate with each other regularly.
- Be aware of any signs that show your child may be unhappy.

Whenever you have any concerns about your child, contact your child's Class Teacher or Miss Melehi, Head of School.

You can also contact Mr Silcock, Executive Head teacher, Miss Hudson or Miss Michael PSHE subject leads, or Ms Mace, Learning Mentor, if you have any concerns about bullying.