



Westgarth Primary School

Anti-Bullying Policy

1 Introduction

1.1 It is a government requirement that all schools have an anti-bullying policy. DfE guidance for schools has been given under two headings: “Don't Suffer in Silence” and “Bullying – A Charter for Action”, and is referenced in the core document “Keeping Children Safe in Education”. Our policy reflects this guidance.

1.2 **At Westgarth Primary, we define bullying as unkind actions that:**

- **Are repeated and go on over time;**
- **Are deliberate and not accidental;**
- **Involve the person doing the bullying having some sort of power over the person experiencing the bullying.**

Bullying can include:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- Verbal: name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- Physical: pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- Racist: racial taunts, graffiti, gestures, making fun of culture and religion
- Sexual: unwanted physical contact or sexually abusive or sexist comments
- Homophobic: because of/or focusing on the issue of sexuality
- Online/cyber: setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

1.3 We do not condone unkind behaviour in our school. However, it must be noted that children do fall out with friends or sometimes engage in unkind behaviour. Isolated incidents of unkind behaviour are not the same as bullying.

1.4 However, safeguarding issues can manifest themselves via **peer on peer abuse**. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Gender based violence/sexual assaults and sexting
- Initiation / hazing type violence
- Racial
- Homophobic

2 Aims and objectives

2.1 Bullying is wrong and can damage individual children. We therefore aim to do all we can to prevent bullying, by developing a school ethos in which bullying is regarded as unacceptable.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and we will make every effort to ensure that measures are in place to reduce the likelihood of bullying. Where incidents of bullying do occur, we aim to deal with them promptly.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and to make clear each person's responsibilities with regard to the eradication of bullying in our school.

3 The role of the Local School Board (LSB)

3.1 The LSB supports the headteacher in all attempts to eliminate bullying from our school. The LSB will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken seriously, and dealt with appropriately and promptly.

3.2 The LSB monitors incidents of bullying that do occur, and reviews the effectiveness of this policy. The LSB requires the headteacher to keep accurate records of all incidents of bullying (CPOMS category), and to report to the LSB on request about the effectiveness of school anti-bullying strategies.

3.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can refer the matter to the LSB through the school's complaints procedure, published in the Trust complaints policy.

4 The role of the headteacher

4.1 It is the responsibility of the headteacher to implement the school anti-bullying strategy, 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 headteacher reports to the LSB about incidents of bullying on a termly basis and on the effectiveness of the anti-bullying policy on request. Records of bullying are kept by the headteacher on CPOMS.

4.2 The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in the school. School assemblies are used to address the issue of bullying. Children address the issue of bullying through curriculum subjects such as English and RE and, more specifically, through the PSHE programme that is adopted across the whole school.

4.3 The headteacher 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.

- 4.4 If felt appropriate for an individual child, the headteacher will instigate a “check-up” system, whereby daily contact is made with the child for a period of time to rebuild confidence.

5 The role of the teachers and support staff

- 5.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- 5.2 If teachers or support staff witness an act of bullying, they will either investigate it themselves or refer it to a senior member of staff or the headteacher. Teachers and support staff do all they can to support the child who is being bullied.
- 5.3 The nature, frequency and severity of the bullying will be considered when determining the appropriate course of action. This may include:
- Interviewing the victim, bully and any witnesses individually – notes may be taken;
 - Contacting the parents of the victim and bully;
 - Agreeing a programme with the victim and his/her parents to provide support and to prevent re-occurrence;
 - Explaining clearly any sanctions or supports considered appropriate to the parents of the bully;
 - Finding ways to address the actions of the bully in order to help him/her to modify behaviour.
- 5.5 Staff 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 unkind or bullying behaviour. Assemblies and class discussions are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

6 The role of parents/carers

- 6.1 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. The class teacher will investigate the concern and may refer it to a senior member of staff or the headteacher. Parents will be contacted about the findings and subsequent action of the school as soon as possible.
- 6.2 If parents are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.
- 6.2 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. It is important that parents do not suggest that their child becomes different from how they are, for example by being more assertive, or “fighting back”. Children need to know that it is the child doing the bullying who has to change their behaviour.

7 The role of pupils

- 7.1 Pupils are encouraged to tell any adult they trust if they are being bullied, and, if the bullying continues, they must keep on letting people know.
- 7.2 Pupils are invited to tell us their views about a range of school issues, including bullying, through class discussions, School Council and in the annual pupil questionnaire.

7.3 Through the school's PSHE and relationships education programme, pupils are encouraged to identify healthy and unhealthy relationships; to be active witnesses; and to report any incidents of bullying. The definition of bullying is explored with the children through PSHE, class charters and assemblies.

8 Monitoring and review

8.1 This policy is monitored on a day-to-day basis by the headteacher. The headteacher undertakes a daily check up system with children until issues are fully resolved. The headteacher reports to the LSB on request about the effectiveness of the policy.

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

Summer 2021

Next review: Summer 2023