



WOOTTON WAWEN CE PRIMARY

ANTI-BULLYING POLICY

“The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God.”

Taken from Valuing All God’s Children: Guidance for Church of England Schools on Challenging Homophobic Bullying, May 2014.

Introduction.

As a school we take bullying seriously Wootton Wawen CE .Primary School has adopted the DfES *Charter for Action* to address the potential issue of bullying in our school.

The school has a commitment to ensure pupils’ safety, health, economic well-being, enjoyment, excellence and participation in the community is promoted as an effective anti-bullying culture.

The school has a Behaviour policy, which helps to both reduce incidences of bullying and also identify clear strategies for disciplining children who are responsible for bullying. The Behaviour Policy should therefore be used in conjunction with this policy when addressing any issue relating to bullying.

“Church of England Schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Schools have a duty to try to remove any factor that might represent a hindrance to a child’s fulfilment. We want all pupils to want to engage in learning in a safe and welcoming ethos.”

Taken from Valuing All God’s Children: Guidance for Church of England Schools on Challenging Homophobic Bullying, May 2014.

Aims and objectives

- Bullying is wrong and damages individual children. We therefore do all that we can to prevent it. This is primarily achieved through the development of a school ethos in which bullying is regarded as totally unacceptable.
- All governors, teaching and non-teaching staff and parents should have an understanding of what bullying is.
- As a church school we aim to produce a safe and secure environment where all pupils can learn without anxiety and where relationships are based on the commandment to ‘love your neighbour as you love yourself.’
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the whole issues of bullying.
- Promote a culture where all adults and children are valued and treated with respect.

What is bullying?

Bullying is 'persistent and often premeditated action taken by one or more children, with the deliberate intention of either physically or emotionally hurting another child.'

“Pupils and their parents in Church schools are entitled to - and should be encouraged to - expect the highest standards of teaching and opportunities for learning.” As homophobic bullying, alongside all forms of bullying, is a factor that can inhibit pupils’ ability to engage in learning and develop a secure sense of self, Church of England schools must implement measures to combat it.”

Taken from Valuing All God’s Children: Guidance for Church of England Schools on Challenging Homophobic Bullying, May 2014.

Bullying can be:

Emotional: being unfriendly, excluding, tormenting (e.g. hiding equipment, threatening gestures).

“Emotional bullying is a deliberate attempt to hurt someone else Examples of emotional bullying include cruel teasing, talking viciously about people behind their backs, spreading humiliating rumours, and excluding kids from group activities.”

Taken from NoBullying.com.

Physical: pushing, kicking, hitting and any other deliberate use of violence.

“Physical bullying is using one’s body and physical bodily acts to exert power over peers. Punching, kicking and other physical attacks are all types of physical bullying.”

Taken from BRIM.

Racial: racial comments or gestures

“Racist bullying can be identified by the motivation of the bully, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices.”

Taken from Beyond Bullying, Leicestershire County Council.

Sexual: unwanted physical contact or sexually abusive comments

“Just like other kinds of bullying, sexual harassment can involve comments, gestures, actions, or attention that is intended to hurt, offend, or intimidate another person. With sexual harassment, the focus is on things like a person's appearance, body parts, sexual orientation, or sexual activity.”

Taken from TeensHealth.

Homophobic: focuses on issues of sexuality.

“Homophobia is “fear, rejection or aversion, often in the form of stigmatising attitudes or discriminatory behaviour towards those who are, or are perceived to be, gay” and homophobic bullying is “bullying on the basis of actual or perceived sexual orientation or gender identity”. Tackling homophobia and homophobic bullying is crucial because of the impact it may have on the lives of young people in our schools, on their educational outcomes and on their physical and emotional wellbeing”

Taken from Valuing All God’s Children: Guidance for Church of England Schools on Challenging Homophobic Bullying, May 2014.

Verbal: name calling, spreading rumours or teasing

“Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target. Keep reading in this section for techniques to deal with verbal bullying.”

www.ncab.org.au

Cyber bullying: using the Portal, internet chat rooms, text messaging.

“Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and website.”

Taken from Stopbullying.gov.

Bullying can take place in the classroom, playground, toilets, journeys to and from school (including the school bus) and cyberspace. It can happen during the day, whilst on day or residential visits, in group activities and between families in the community.

All staff must remain vigilant about bullying and should deal immediately with the matter. Some children may not be aware that they are being bullied; they may be too young or have Special Educational Needs. Staff should be able to identify vulnerable children who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

A child may indicate by signs or behaviour that he or she is being bullied. Possible indicators are:

- Changes to their normal routine
- Does not want to go on the school bus
- Does not want to go to school
- Gets upset/anxious about going to school
- Begins to play truant
- Feels ill in the morning
- Starts to stammer
- Becomes withdrawn
- Cries at night or has nightmares
- Begins to do poorly in school work
- Has possessions which are damaged or go missing
- Comes home with damaged clothes
- Asks for money or loses money
- Has unexplained bruises or cuts
- Becomes aggressive and disruptive
- Begins to bully siblings
- Is frightened to say what is wrong
- Lacks eye contact
- Is afraid to use the Internet or a phone

These signs could indicate other problems, but bullying should be considered as a possible cause and investigated.

Anti-bullying Strategy

All incidents of bullying or suspected bullying will be investigated by the class teacher or a member of the Senior Leadership Team (SLT). All incidents should be recorded in the Pupil Issues Book and a log is kept in the Behaviour Folder located in the head teacher's office the bully will be asked to apologise. The parents of the victim will usually be consulted about the incident.

If the bullying behaviour continues a meeting will be arranged between the parents of the bully, the child who is bullying and class teacher or member of the SLT.

In some cases, outside agencies may be asked to provide support.

In extreme cases, suspension or exclusion will be considered.

After any bullying incident has been dealt with, each case will be monitored to ensure repeated bullying does not occur.

The school uses a variety of methods to help children prevent bullying:

- Class assemblies
- PSHE and C lessons
- Friendship bench
- Taking Care Project
- E-safety awareness lessons
- Anti-bullying week
- Values

Recording Incidents of Bullying

When a bullying incident has taken place the class teacher needs to be informed. The adult dealing with incident will then follow school procedures.

Racist bullying must be reported to the head teacher.

Confirmed cases of bullying should be reported to a member of the SLT and a record sheet completed.

The role of Governors

The Governing body supports the head teacher in the employment of anti bullying strategies.

This policy statement makes it very clear that the governing body does not condone any form of bullying in the community of our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governors require the head teacher to keep accurate records of any incidents of bullying, particularly those that are racially motivated, together with the action taken.

The head teacher retains responsibility for reviewing the effectiveness of anti bullying strategies and together with the Governors, reviews this policy on an annual basis.

Where a parent is unhappy with the action taken by the head teacher in response to a bullying incident, they have the right to make a formal complaint to the governing body. The Governing body should respond to any formal complaint within ten days and must notify the head teacher of the need to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the Head teacher

It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.

The head teacher has the primary responsibility for ensuring that children know that bullying is wrong, and that it will not be tolerated in school.

The head teacher has specific responsibility for developing a school climate of mutual support and praise, thus 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.

Where appropriate incidents are shared with other members of staff at staff meetings and ways of addressing individual problems are discussed.

The role of the teacher/mid-day supervisors

We have a collective responsibility for discouraging and responding to any incidences of bullying.

All staff must follow the agreed Behaviour Policy when disciplining children for bullying. This includes making a written record of the circumstances in their Pupil Issues Book and informing the head teacher or a member of the SLT. These records may subsequently be shared with the parents of both the perpetrator and the victim of any bullying.

Any continued or subsequent issue of individual bullying by a child is dealt with in line with our Behaviour Policy.

Teachers support all children in their class and establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent bullying from occurring.

The role of parents

Parents have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school community.

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 their child's class teacher immediately.

The home school agreement provides a clear outline for parents to encourage their children to be a positive member of the school.

"No caring parent wants their child to be bullied or to bully for any reason." Church schools are places where boundaries should be strong, where any harmful words or actions are known to be unacceptable, and where there are clear strategies for recognising bullying and dealing with it in a framework of forgiveness and restorative justice. Children and young people in Church of England schools should be able to grow freely and to be comfortable and confident within their own skins without fear or prejudice."

Taken from Valuing All God's Children: Guidance for Church of England Schools on Challenging Homophobic Bullying, May 2014.

Monitoring and review:

The effectiveness of our anti-bullying strategies are monitored by the head teacher and SLT on an ongoing basis and the Head teacher's report to Governors flags up any incidents that have occurred each time with the impact of the interventions taken.