



Wyton on the Hill Primary School Anti-bullying Policy

1. Introduction

We are a Rights Respecting School, which means that at Wyton on the Hill Primary School, we believe that:

- school is a place where everyone has the right to be themselves.
- school should be a place where everyone can feel safe, be happy and learn.
- everyone at our school is equal and should behave with respect and kindness towards each other.
- our school should be a place free from bullying.
- It is everybody's responsibility to respect and protect everybody's rights.

2. Aims and Purposes of the Policy

At our school, the safety, welfare and well-being of all pupils and staff is a key priority. Therefore bullying of any kind is unacceptable and cannot be tolerated at our school. We take all incidences of bullying very seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

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 pupils 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 pupils by society when they enter secondary school and beyond in the world of work or further study.

3. Definition of Bullying

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

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

We also use the following table from The Anti-bullying Alliance to help our pupils to distinguish between bullying and other types of behaviour:

Rude Behaviour	Mean Behaviour	Bullying Behaviour	Discrimination / Prejudicial Behaviour*
<ul style="list-style-type: none"> • Unintentional • Hurtful • One-off 	<ul style="list-style-type: none"> • Intentional • Hurtful • One-off 	<ul style="list-style-type: none"> • Intentional • Hurtful • Happens more than once, even when you ask them to stop or show that you're upset. • Involves power 	<ul style="list-style-type: none"> • Intentional • Hurtful • Involves power – one group or person putting down another person or group of people • Is always discrimination / prejudice

** NB. The school has an additional policy which sets out how staff should manage incident of discrimination / prejudicial behaviour.*

The nature of bullying can be:

- Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone.
- Verbal – such as name-calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- Psychological – such as deliberately excluding or ignoring people
- Cyber – such as using text, email or other social media to say hurtful things about someone
- Attacking property – such as damaging, stealing or hiding someones possessions

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
- Related to another vulnerable group of people (e.g. rank, young carers)

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

4. Reporting bullying

Pupils who are being bullied

If a pupil is being bullied, they are encouraged to not retaliate, but to tell someone they trust about it, such as a friend, family member or trusted adult.

They are also encouraged to report any bullying incidents in school in any of the following ways:

- Tell a class teaching assistant, class teacher or any other teacher

- Tell any other adult staff in school, such as a lunchtime supervisor, any teaching assistant in the school, a member of office staff - or a coach, or club leader
- Tell a peer mediator or friend, who can in turn tell a teacher or member of Senior Leadership Team
- Tell an adult at home, who can tell the school
- Anonymously, by writing a note in one of the school's 'listening boxes'.
- Calling Childline to speak to someone in confidence at any time for free on 0800 1111.

Reporting – roles and responsibilities

Staff:

All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, office staff etc) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying.

If staff are aware of bullying, they should reassure the pupils involved and ensure they inform a relevant member of the Senior Leadership Team, completing the school's bullying and prejudice-based incident reporting form.

Senior Staff:

The Senior Leadership Team (SLT) and the Head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. The Head teacher is the designated anti-bullying lead.

Parents and carers:

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or any other unusual behaviour.

Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying.

Parents and carers can report an incident of bullying in school either in person, or by phoning or emailing the school office or a member of staff.

Pupils:

Pupils should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers.

They should never be bystanders to incidents of bullying.

If pupils witness bullying behaviour, they should support the victim by showing them that they are respected and valued as human beings and encourage them to report the bullying to a trusted adult. They should also report the behaviour themselves to an adult in school.

5. Reporting bullying

When bullying has been reported, the following actions will always be taken:

- Staff will record the bullying on the school's bullying and prejudice-based incident reporting form.

- Incidents of bullying will be recorded on the school's anti-bullying log.
- The SLT will monitor incidents recorded on the school's bullying and prejudice-based incident reporting form, analysing and evaluating the results so that opportunities can be identified for addressing any issues / trends identified.
- The head teacher will summarise and report the information recorded on the school's anti-bullying log to the Governing Body every half term.
- Staff will offer support to any pupil subjected to bullying in discussion with the pupil's class teacher.

Individual meetings will then be held with any pupil subjected to bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault.

Action plans will make use of school initiatives such as Circle of Friends and Nurture Club.

- Staff will respond quickly and pro-actively to any child displaying bullying behaviour, who may require support to stop.
They will hold discussions with the class teacher of the pupil subjected to bullying to devise a plan of action.
- Staff will decide when to inform parents and carers and, where appropriate, involve them in any plans of action.
- Staff will assess whether any other authorities (such as the police or local authority) need to be involved, particularly where actions take place outside of school.

6. Bullying outside of School

Bullying is unacceptable and cannot be tolerated, whether it takes place inside or outside of school.

Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community.

The nature of cyber-bullying in particular means that it can impact on pupils' well-being beyond the school day.

Staff, parents and carers, and pupils must be vigilant to bullying outside of the school and respond according to their responsibilities as outlined in Section 5 of this policy.

7. Derogatory language

Derogatory or offensive language is not acceptable and cannot be tolerated.

This language can take any of the forms of bullying listed in our definition of bullying in section 3 above.

It will be challenged by staff and recorded and monitored on the school's bullying and prejudice-based incident reporting form. If appropriate, follow up actions and sanctions will be taken for any pupils or adults found using such language.

8. Prejudice-based incidents

A prejudice-related incident is a one-off incident or 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 using the school's bullying and prejudice-based incident reporting form. The head teacher will summarise and report the information regarding prejudice-based incidents to the Governing Body every half term. This not only ensures that all incidents are dealt with accordingly, but also helps them to prevent bullying as it enables targeted antibullying interventions.

9. School initiatives to prevent and tackle bullying

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

- A child-friendly version of our anti-bullying policy, revisited at least annually, ensures that all pupils can understand and uphold the anti-bullying policy.
- The PD (Personal Development) programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to prevent and respond to bullying.
- School assemblies help raise awareness of the impact of bullying and derogatory language.
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in activities related to our Rights Respecting Schools work.
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and pupils across the school.
- Pupil-led programmes such as Peer Mediation and Transition Mentoring offer support to all pupils, including those who show bullying behaviour.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with their Big Conversation Groups and the School Council and through the school's annual anti-bullying survey.
- Restorative approaches provide support both to targets of bullying and those who show bullying behaviour
- Working with parents and carers, and in partnership with community organisations to tackle bullying and manage the impact of bullying behaviour where appropriate.

10. Training

The Head teacher is responsible for ensuring that all school staff, both teaching and nonteaching (including midday supervisors, office staff, caretakers and coaches) receive regular training updates on all aspects of bullying.

11. Monitoring and Reviewing

The Head teacher is responsible for reporting to the Governing Body on how effectively the policy is being upheld, via her termly report.

The governors are responsible for monitoring the effectiveness of the policy via the Head teacher's termly report and by in-school monitoring such as learning walks and focus groups with pupils.

This policy will be reviewed annually by the Head teacher and the Senior Leadership Team.