

# Welton St. Mary's Church of England Primary Academy



## Anti-bullying Pupil Policy

Approved November 2022  
Review every 2 years  
Next Review Term 1 2024/25

### Our Vision

As an inclusive Christian community we value each person, seeking to release everyone's full potential as promised by Jesus Christ. We seek to provide a safe, inspiring and creative learning environment providing opportunities for all to flourish. Through challenge, support and care, we strive for excellence in all that we do; always building on the foundations of shared values with consistently high expectations rooted in God's love. Together we are encouraged to be agents of positive change in this world.

*'May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.'* Romans 15:13

**Wisdom Hope Community Dignity**  
*Together we care, learn and thrive*

## Welton St Mary's CE Primary Academy

*'So in everything, do to others what you would have them do to you.'* **Matthew 7:12**



### **Introduction**

At Welton St Mary's Church of England Primary Academy, we endeavour to create a safe and stimulating environment where everyone knows that they are valued. Every person has the right to be treated with respect and has the responsibility to treat others in the same way. Children are given the confidence and strategies to speak up and tell of any bullying experiences, knowing that positive action will be taken. Our school vision highlights our ambition for our children to be agents of positive change in the world, and therefore we endeavour to create an environment where respect and kindness are at the heart of everything we do, and an environment where children and staff feel empowered to speak out when they see any wrongdoing.

### **Aims and objectives**

To create a school ethos in which bullying is regarded as unacceptable.

To promote a safe and secure environment where all can learn and work without anxiety; free from threat, harassment or any type of bullying behaviour.

To produce a consistent school response to any bullying incidents that may occur.

To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to eradicate and maintain a bullying-free environment.

### **What is bullying?**

Bullying is action taken by one or more individuals with the deliberate intention of hurting another, either physically or emotionally, and usually this will happen on more than one occasion. Bullying may also be racist, religious or homophobic in nature. As mobile phone and internet use has become increasingly common, so has the misuse of this technology to bully – cyberbullying.

Bullying is a conscious and wilful repetitive act of aggression and /or manipulation by one or more people against another person or people. It is also an abuse of power by those carrying out the bullying, which is designed to cause harm. If bullying is allowed it harms the perpetrator, the target and the whole school community and its culture of safety and wellbeing in the school.

## The nature of bullying

Bullying is considered to be:

Deliberately hurtful

Repeated often

Often difficult for individuals who are being bullied to defend themselves against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, exclusion from social groups
Cyber-bullying	Bullying that takes place online, such as through: social networking sites, messaging apps or gaming sites, malicious phone calls

## Our approach to bullying

We believe that if children are encouraged to be agents of positive change in an environment where they feel stimulated and safe, it will minimise the occurrence of bullying. We feel that it is important to create an atmosphere where our children know they are listened to and where their problems and worries are taken seriously and responded to with sensitivity. We hold high expectations of all of our pupils, referring regularly to our school rules: be kind, be responsible and be safe. We strive to be proactive in preventing bullying from occurring rather than being reactive, although we recognise there will be times when bullying occurs and therefore this will be dealt with accordingly. We aim to be proactive by teaching our children how to be kind and respectful to others and why this is important, through our progressive PSHE and online safety curriculum. Our daily collective worships focus heavily on our school values, enabling the children to hear regularly how love, friendship, forgiveness, trust, respect, responsibility and peace are all key values in the development of strong relationships and well-rounded, kind people. Our behaviour policy supports our approach to dealing

with any hurtful behaviour, repeated or not, as children spend time reflecting on the impact of their behaviour on others, encouraging children to take personal responsibility for their actions whilst building empathy.

Bullying is always unacceptable and we always take it seriously.

Through a variety of planned activities across the curriculum such as circle time, role-play, class performances, sharing collective worship, PSHE lessons, oracy work, our children gain in self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Encouraging children to take responsibility by becoming a member of the school council, Collective Worship Council, Lunchtime monitor or a House representative helps to build self-confidence too. In having this approach, we believe this helps to reduce a code of secrecy where children are afraid to speak up.

Our Personal, Social and Health Education (PSHE) curriculum ensures that each year group addresses issues related to bullying. This may take the form of an explicit approach or may be implicit, in terms of looking at friendships and valuing each other; appreciating differences, to develop individual self-confidence.

Incidents of bullying brought to the attention of any member of staff, are investigated as soon as possible. Any relevant observations are recorded on CPOMS and all senior leaders, including the Headteacher, is informed about this so that action can be taken.

We have two main aims when reacting to incidents of bullying:

1. To make the child who has been bullied feel safe.
2. To support and encourage better behaviour from the child who has displayed bullying behaviours.

If the bullying is a recently established behaviour by an individual or a group which involves regular name-calling, intimidation or social exclusion, a problem solving approach is adopted. The underlying intention is to change the dynamics of the situation, to raise the awareness of the participants about bullying, and to support the peer group in taking responsibility for bullying.

1. The senior leadership team will be informed
2. The pupil who has been bullied is interviewed and the comments recorded.
3. The pupil or pupils who have displayed the bullying behaviours is / are interviewed and comments recorded
4. The parents of the individual who has shown the bullying behaviours are contacted and invited to a meeting; a meeting between a member of the senior leadership team, pupil and parents is held. The incidents are outlined and the sanctions are detailed.
5. In persistent circumstances sanctions may include:

Temporary exclusion

Permanent exclusion

Exclusion from the school premises at lunchtime

Exclusion from the playground

Move out of current class

Arrangements for the parent to supervise pupil to and from school daily

6. The parents of the pupil who has been bullied are kept informed throughout the whole process.

### **The role of the Governing Body**

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

Where a parent requests the governing body to investigate an incident of bullying, the governing body shall notify the head teacher of the request within 5 days. On receipt of such notification the head teacher shall conduct an investigation into the case and shall report back to a representative of the governing body who will respond to the original request no later than 10 working days after that request was originally made.

### **The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children and adults feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The role of parents**

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.

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.

### Cyberbullying

Cyberbullying is 'the use of ICT, particularly mobile phones and internet, deliberately to upset someone else.'

It can take place at any time 24/7. The scale of cyberbullying can be greater than other forms of bullying due to the difficulty of controlling electronically circulated messages.

### How to prevent cyberbullying

The whole school community will be made aware of the shared definition of cyberbullying and how it differs from other forms of bullying through online safety lessons. Children and parents are made aware of pupils' responsibilities in their use of ICT and sanctions for its misuse.

Acceptable user policies are in place for staff and pupils. Incidents of cyberbullying will be reported to senior leaders and recorded.

The school uses a software package which reports incidents of inappropriate use of the internet.

### Reporting and dealing with cyberbullying

Support will be given in line with other forms of bullying.

Children must speak with an adult and the adult needs to give reassurance that the child has done the right thing by telling someone.

Parents will be informed and the PCSO may be involved.

Children will be asked to keep relevant emails/texts (do not delete messages that have been received) and it will be checked that the child understands simple ways to prevent this happening again e.g. by changing contact details, reporting and blocking contacts.

### Investigating incidents

All incidents will be reported to the online safety lead and senior leaders.

If the incident has occurred in school, steps will be taken to identify the bully through looking at school systems and ICT security reports.

### Working with the bully

Sanctions will be in line with behaviour and anti-bullying policies however technology specific sanctions for pupils engaged in cyberbullying behaviour may include limiting/removing internet access for a period of time.

Steps will be taken to change the attitude and behaviour of the person bullying.

### **Monitoring and review**

This policy is monitored on a day-to-day basis by the Headteacher and senior leadership team, who report to governors about the effectiveness of the policy on request. To discover the extent to which bullying exists in the school and to monitor the extent to which our anti-bullying policy is effective, the log and strategies will be reviewed.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the CPOMS reports and in discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnicity, perceived sexual orientation and any other characteristics/background of all children involved in any bullying incidents.

Part of the review process will involve the School Council and staff. The policy will be displayed on the school website and feedback invited from parents.