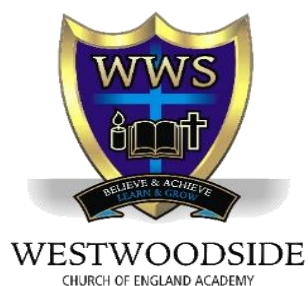


Anti-Bullying Policy

Westwoodside Church Of England Academy

2022-2023



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Named Governor Safeguarding	Maria Potter

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Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend 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: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	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, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We believe that our children are entitled to receive their education in a safe, caring, empowering environment, free from fear and intimidation. To this end we aim to:

Prevent bullying within our school

Identify any child who is being bullied (Signs to look for include isolation, irregular school times, earliness/ lateness for school and avoidance of activities)

To listen and take accusations seriously

To ensure that the children are clear about and know what to do if they are a victim of bullying

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HOW DO WE TEACH THE ANTI-BULLYING MESSAGE?

We raise awareness through many subjects but deal with it explicitly through PSHCE (personal, social, health and citizenship education)

Our school vision supports our work in this area. Our day to day values, strengths and behaviour code promote the importance of treating others well and our Christian ethos promotes respect of others through play, work and relationships. Measures to promote good behaviour are outlined in our Behaviour Policy.

We support the national Anti- Bullying Week; link stories to our values through collective worship and take other opportunities through the curriculum to address issues relating to relationships and treating one another with respect.

RECORDING

Incidents of bullying no matter how minor should be recorded on CPOMS and dealt with by the class teacher where it will automatically be brought to the attention of a senior member of staff. Serious incidents or persistent occurrences will be brought to the attention of parents/Carers of the child/children involved. Action may involve the use of sanctions from the Behaviour Policy and the signing of behaviour contracts with child and parent.

1. PUNISHMENT/ SANCTIONS

These are as set out in the behaviour policy

Should any child persistently bully then procedures of exclusion may be followed (See exclusion policy) with the involvement of the Governing body.

2. DETECTING BULLYING

Parents and teachers need to be able to recognise the signs which may indicate that a child is being bullied.

- Cuts, bruises, aches and pains which are not adequately explained
- Clothes or possessions are damaged or lost
- Child requests extra money or starts stealing
- Child starts going to or returning from school at an earlier or later time, or starts using different routes
- Child starts refusing to go outside at break time or refuses to stay at school for dinner
- Child requests to change classes or makes different choices at school e.g. changing out of school clubs etc.
- Reluctance or refusal to attend school

STRATEGIES USEFUL IN CONTROL OF BULLYING

Make records of all incidents and let the bully and victim see that you are doing so. Do not deal with bullies and victims separately, unless this seems appropriate. All incidents must be reported to the head teacher or the deputy head teacher in the absence of the head teacher.

Punishment is not usually a productive method of dealing with bullies. It just reinforces their view that big, strong people can bully smaller ones. It may be necessary to use punishment in the first instance if the bullying is particularly frequent or vicious. The best punishments are restorative; the bullies have to make appeasement by some act of public

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service which, it is explained to them, is their way of caring for people that they have hurt. Feedback for the victim is crucial. They must be aware of what measures have been taken and how this will affect them. This may involve follow up meetings with the parents of victims as well.

Parent cooperation should always be sought- and the bully's parents should be notified.

Extortion requires additional input. Whatever may be used from the lists above it is necessary to introduce teaching about property rights. Restitutional punishment is also useful when bullies have to return the property they took or it's equivalent value. Parents must always be involved.

Open discussion about 'bullying' in class is essential as a preventative and restorative tool. Circle time / PSHCE are key times for this. Other subjects may lend themselves to such discussions e.g. literacy, RE. Anti-Bullying week is held to coincide with the National campaign. PSHE resources can be accessed along with other books in school. Other resources can be found on the Anti-Bullying alliance website. <http://anti-bullyingalliance.org.uk>

Our PSHCE leader keeps up-to-date with local initiatives. Buddies are trained to intervene in situations and to spot children who may be being bullied. Each child in school has chosen five adults in school who they feel most comfortable speaking to. These are refreshed each year. A worry box is available in the classrooms for children to slip a note inside if they cannot talk to anyone.

All incidences of bullying are reported to the governing body and the Local Education Authority.

TALKING ABOUT BULLYING INCIDENTS- GUIDANCE FOR STAFF

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- Encourage the child to talk, be patient
- Be supportive don't overreact
- Listen carefully and ascertain the facts
- Try to avoid sensitive areas such as the names they've been called
- Give assurances that the bullying will stop or that the situation will change
- Reassure that what has happened doesn't mean there is something wrong with the child
- Above all, treat the situation sensitively because the child may be far more distressed than an adult realises and may have things totally out of perspective
- Appear calm, work out a plan of action
- When sanctioning the perpetrator use the procedures defined in this policy and the behaviour policy
- Class teachers must be informed and the incident logged on CPOMS
- The Head Teacher must be informed about all incidences of bullying.

CONCERNED ABOUT BULLYING – WHAT SHOULD YOU DO?

Although incidences of bullying within our school are very rare we recognise the importance of partnership between parents/ carers and school both to prevent and eradicate bullying.

The staff and governors regularly review the anti-bullying policy. We have included anti-bullying in our curriculum planning so that our children continue to be made aware of the outcomes of anti-social behaviour towards their peers and develop resilience to act should they be victims or witnesses of bullying.

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You can help us by considering and implementing the following:

Encourage your child to report incidents (TELL) in confidence to a member of staff at school either verbally or if preferred through the worry box or a note to their teacher. If you have concerns about your child please contact us at the earliest opportunity to make us aware of the situation. We need to be told about incidences of bullying and we will act in a sensitive manner and there should be no fear of reprisals. Reassure your child that measures will be taken to stop the bullying

Work in partnership with school should your child be involved in incidents of bullying either as bully or a victim of bullying.

3. ELECTRONIC DEVICES

We do not allow electronic devices in school but we understand that children may bring them to ensure their safety on the way to and from school. All mobile devices must be handed into the school office.

The Education Act 2011 amended the power in the Education Act 1996 to enable school staff, who have been formally authorised by the head teacher, to examine data or files on electronic devices e.g. mobile phones and delete those where there is good reason to do so. There is no need to seek parental consent. Any device that is believed to contain evidence in relation to a criminal offence should be passed to the police as soon as is reasonably practical

APPENDIX 1. GUIDANCE FOR PARENTS – BULLYING

“Bullying is an action taken by one person or persons, repeated over time, which causes physical or mental pain or loss of self-esteem to another person. It is done with the intention of causing distress to the ‘victim’ and is usually for the bully’s personal gratification and is often aimed at impressing others.”

BULLYING – A POSITIVE APPROACH

There is no such thing as acceptable bullying. Children have the right to expect that they will not be bullied at school and that school will seek to provide a safe, caring, protective environment for all children. Our response to bullying aims to control and prevent. Schools will not only take action to deal with incidents of bullying that arise, but will seek to bring about conditions in which bullying is less likely to happen.

School will seek to ensure the support and cooperation of parents and of other agencies in resolving bullying problems. Bullying is sometimes too big a problem for us to deal with on our own.

There is no simple solution to bullying problems. It is for teachers and parents to consider the particular combination of factors that have led to bullying and to determine the best response. There is no one correct solution.

Disapproval should be directed at the behaviour and not the child.

DETECTING BULLYING

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Parents and teachers need to be able to recognise the signs which might indicate that a child is being bullied.

- Cuts, bruises, aches and pains which are not adequately explained
- Clothes or possessions are damaged or lost
- Child requests extra money or starts stealing
- Child starts going to or returning from school at an earlier or later time, or starts using different routes
- Child starts refusing to go outside at break time or refuses to stay at school for dinner
- Child requests to change classes or makes different choices at school e.g. changing out of school clubs etc.
- Reluctance or refusal to attend school

Any marked change in a child's behaviour may indicate that the child is under stress

- Behaviour may become immature (e.g. reverts to thumb sucking, bedwetting or tantrums)
- Child may become withdrawn, clingy, moody, aggressive, uncooperative or non-communicative.
- Deterioration in school performance and ability to concentrate
- May have sleep or appetite problems.

WHAT TO DO

- Reassure your child that they are loved and important. Children who are bullied feel worthless and helpless.
- Don't dismiss the child or tell them not to tell tales
- Don't tell them to hit back
- Don't say you must have asked for it
- Do try to find out when and why the bullying is happening – is it bullying or just a rough game or a child's squabble.
- Remember children do not always tell the teacher or the parents. Sometimes they confide in a friend, another relative or a friend's parent.

ADVICE FOR KEEPING CHILDREN WHO ARE BULLIED SAFE

- Suggest that they always TELL a teacher, parent or some other person they trust that they have been bullied (all children in our school have named a member of staff they have identified as someone they feel most comfortable speaking to)
- Suggest that they avoid situations and places where bullying is most likely to occur.
- Suggest that they stay close to other children or adults who may provide protection.
- Suggest that trying to buy off bullies by giving them things seldom works. The bully is likely to ask for more.
- Advise them against staying off school. This is likely to make the problem worse.
- Tell them that they must not start bullying other children as a response to being bullied. All children have the right to go to school without being bullied.
- Suggest that, when possible, they should walk away from the bullying, looking as confident as they can. If they make a fuss or show that they are frightened, the bully will know that they are unsure of themselves and is likely to keep on bullying.
- If the worst comes to the worst they should do whatever the bully tells them and then get away any way they can. The most important consideration is to stay safe. They must report to an adult.

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WHAT DO WE DO?

Children are encouraged to talk about friends, how to be a good friend, what is not acceptable and to TELL others if they are being hurt or upset in anyway. All children in school have named a teacher who they feel most comfortable speaking to. Any complaints of bullying will be investigated. Remember – you, as parents might be the first person to be told. Do not assume that the school knows and has done nothing – please make sure the school does know. Any case of possible bullying is investigated. Following investigations, parents of the bully(ies) and the victim(s) will be informed of the sanctions that have been imposed and of the consequences of any further bullying behaviour. Remember bullies also need your help. If you suspect that your child is bullying a brother or sister or a friend do stop it and try to work out what is causing the behaviour. It is often a sign that they are unhappy in some way and need attention. Behaviour is a form of communication.

APPENDIX 2. GUIDANCE FOR STAFF – WORKING WITH CHILDREN WHO BULLY.

The majority of bullies are dominant, active, physically strong children. They are not insecure or lacking in confidence and are often popular with other children. They appear to enjoy the opportunity to exercise power over others. They enjoy dominating others.

In school we attempt to:

- Model appropriate behaviours in the way we respond to children. Respect is a key feature in all that we do and is talked about and modelled explicitly.
- Talk about appropriate behaviours in PSHCE lessons and support children to be resilient and know how to TELL and adult about problems and concerns.
- Take action to discourage bullying and where possible apply a suitable sanction
- Direct the disapproval at the behaviour not the child
- Do not bully the bully. The use of strong-arm tactics will confirm the bully's belief that 'might is right'
- In extreme cases policy involvement or exclusion or child protection procedures might need to be considered.
- Take steps to ensure that there is monitoring of whether further bullying takes place
- In addition to taking action to discourage bullying, employ a range of measures to encourage appropriate behaviour, perhaps use contracts or targets
- Try to re-direct the enjoyment of exercising power over others e.g. encourage the bully to take on a caring or tutoring role with a younger child.
- So far as possible, curtail exposure to aggressive models and provide examples of admired people who do not bully e.g. local celebrities or hero
- Encourage other children to disapprove of the bullying and to TELL
- Try to change the way that bullies view the situation e.g. they often think that their status is being challenged when this is not in fact the case.
- Break up any bullying gangs by not allowing children to sit, eat or play together.
- Develop their ability to empathise with others e.g. give clear feedback on the extent of the distress their behaviour has caused.
- Give reasons for the actions you take.

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