

**WORMLEY C of E PRIMARY SCHOOL  
(VC)**

**Anti- Bullying Policy**

Policy approved: Summer 2016

Policy renewal date: Summer 2019

## 1.1 INTRODUCTION

This document is a statement of the aims, principles and strategies for dealing with bullying at Wormley Primary School. It was developed through a process of consultation with teaching staff, governors, children and parents.

Wormley school is committed to working with staff, pupils and parents and carers to create and maintain a school community where bullying is not tolerated. The school anti-bullying policy has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our pupils and we will take all steps to ensure their safety. This policy

## 1.2 Aims

- To raise awareness about bullying behaviour and about the school's action against bullying policy
- To challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help to build an anti-bullying ethos in the school.
- To provide this aspect of personal and social education as part of a balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of the children.

## 1.3 What is bullying?

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else, by a pupil who has some power over the victim. This power might be due to greater physical strength (abused if an older child bullies a younger one), or greater number (abused if a gang of pupils bullies a single child).

- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves
- It can be physical – hitting, kicking, taking belongings
- It can be verbal – name calling, insulting, racist remarks, *homophobic/transphobic*
- It can be indirect – spreading nasty stories about someone, excluding someone from a social group
- There is an imbalance of power between the perpetrators/s of bullying and the target/s

### Cyberbullying

- Is when a person or a group of people threaten, tease, embarrass or abuse someone else by using ICT, particularly mobile phones, the internet and related technologies such as social networks. Cyberbullying can take many different forms such as threats, public posting, exclusion, manipulation, hacking and abuse or name calling.

## 1.4 Bullying behaviour

- Name-calling, taunting, mocking and making offensive comments
- Offensive graffiti
- Excluding people from groups
- Gossiping and spreading hurtful or untruthful rumours
- Kicking, hitting, pushing
- Taking belongings
- Cyberbullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages via the internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites.

## 1.5 Who are the victims?

Any child can be bullied. Pupils are bullied for a variety of reasons including:

- Lack of close friends in school
- Being shy
- Coming from a over-protected family environment
- Being from a different racial or ethnic group or in some obvious respect different from the majority
- Having special educational needs
- Being a “provocative victim” – a child who behaves inappropriately with others, barging in on games or being a nuisance
- Having a disability or being particularly able, gifted and talented
- Gender
- Appearance, size or health conditions
- Social or economic status
- Home circumstances, such as pupils in care or young carers or those with same sex parents/carers or whose parents have mental health difficulties

**None of these characteristics can excuse allowing a child to be bullied.**

## 2 Roles and responsibilities across the school

### Headteachers and senior staff with key responsibilities

- Build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff
- Promote the wellbeing and ensure the safeguarding of all pupils in the school
- Provide support for the governors through the development and implementation of an effective anti-bullying policy
- Ensure the voice of the pupils, staff and parents/carers is heard and communicated to governors

### All teaching and support staff

- Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of all pupils and staff
- Promote the wellbeing and ensure the safeguarding of all pupils in school
- Behave with respect and fairness to all pupils, carrying out the spirit of the anti-bullying and equalities policies

### Governors

- Promote the wellbeing and ensure the safeguarding of all pupils in school
- Ensure the school carries out the spirit of the legislation and statutory duties, and observes national and local guidance
- Provide leadership to ensure the development, implementation and regular review of the anti-bullying policy
- Ensure that policy and good practice is reflected in the school’s anti-bullying practice

## 3 Preventing and responding to bullying incidents

### 3.1 Preventing bullying

Wormley Primary School is committed to prevent bullying and discrimination and to promote equality. Actions to ensure this include:

- Implementing a values-based curriculum
- Developing a caring ethos that is by the school mission statement and the Rights and Responsibilities of Wormley
- Implementation of the Social Learning Agenda
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- The school promotes strategies during national anti-bullying week
- The school has been accredited as a Stonewall Champion School. All teachers have been trained to recognise and prevent homophobic and transphobic bullying
- Displaying material around the school by a variety of means, e.g. posters, display boards etc,
- Providing information on policy to staff and governors
- Teaching pupils how to raise their concerns and how to help each other respond assertively to bullying
- Using curriculum opportunities to address the issues, e.g. circle time and social learning
- Making sure all staff are trained to model appropriate behaviour and challenge bullying according to school guidance
- Peer/active listening
- Staff listening to children and challenging pupils' excuses
- Buddy systems and special responsibilities
- Social skills intervention where appropriate (Talkabout or Silver SEAL)
- Questionnaires
- In the classroom teachers can be aware of pupils being pressured or teased by their peers. It is important that teachers pick up on these kinds of incidents and do not leave them unchallenged.
- Record keeping

### **3.2 Some strategies to improve playground behaviour**

We should constantly review the play areas and seek to improve them through the provision of play equipment, teaching suitable games etc.

Our aim always should be to:-

- Encourage purposeful recreation and play with reduced boredom.
- Increase personal and social activities bringing about reduced playground aggression and squabbling.
- Increase imaginative play through provision of a variety and range of diverse environments.
- Improve social skills through the provision of small and intimate spaces.
- Improve positive relationships and communication between pupils, teachers and non-teaching staff through collaborative education and recreational ventures.

These many contribute towards reducing the levels of bullying behaviour.

### **3.3 Responding to bullying**

All reports of bullying should be taken seriously and investigated. For pupils who have experienced bullying, parents/carers should be made aware that incidents have been addressed by the school. They should be told what the school has established through investigation and what action was taken in resolution.

Pupils who have been bullied will be helped by:

- Focus on the victim not the wrongdoer
- Offering an immediate opportunity to discuss the experience with a staff member of their choice

- Reassuring the pupil that they have done the right thing by making a report and that the school will be responding
- Offering continuous support to the bully and the person being bullied
- Ensuring safety
- Working to restore self-esteem and confidence
- Use a restorative approach such as a restorative circle and contract

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why they became involved
- Exploring different perspectives as appropriate
- Establishing all hurtful behaviour and the need to change
- Informing parents or guardians to support change in the pupil
- Supporting pupils form (appendix 3) may assist with this process
- **Use a restorative approach such as a restorative circle and contract**

### **3.4 Strategies to deal with bullying**

**For children who are being bullied we encourage them to be:**

- Be firm and clear.
- Get away from the situation as soon as possible.
- Tell an adult what has happened straight away.

**If you have been bullied we encourage pupils to:**

- Tell a teacher or another child in your school.
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you.
- Tell your family.
- Keep on speaking up until someone listens.
- Don't blame yourself for what has happened.

**When pupils talk to an adult about being bullied, be encourage them to be clear about:**

- What has happened.
- How often it has happened.
- Who was involved.
- Who saw what happened.
- Where it happened.
- What you have done about it already.

**To stop children from bullying others school staff will:**

- Talk to the children and make sure they understand that what they are doing is unacceptable, makes other children unhappy and is wrong.
- If they are copying older brothers or sisters discourage them from aggressive behaviour or using force to get their own way.
- Show them that there are better ways of mixing with friends without bullying.
- If they have been "encouraged" by others talk to them about assertive behaviour
- Make an appointment to see the child's parents and explain what is going on and how they can help by going through the above strategies with their child.
- Give the child lots of encouragement and praise when he/she is co-operative or kind to other people.

### **3.5 Being a positive bystander:**

The majority of pupils may not be involved in bullying behaviour themselves but are aware it is happening. Often they are afraid to do anything or they simply do not know what to do. All pupils should be encouraged to be positive bystanders by:-

- Not allowing someone to be deliberately left out of a group.
- Not smiling or laughing when someone is being bullied.
- Reporting the incident to a member of staff
- Encouraging the bullied pupil to join in with their activities or groups
- Telling the bully to stop.
- Showing the bully that they disapprove of his/her actions.

### 3.6 Bullying outside the classroom

Much bullying takes place outside the classroom, usually out of view of the adults. This may be on the journey to school, walking from one room to another, in the toilets and at playtime. Good supervision when children are not in the classroom is extremely important.

#### Effective supervision

- Involves walking around the school grounds, visually scanning the area to anticipate potential difficulties and engaging in brief conversation with pupils.
- If a problem is suspected concerning aspects of pupil behaviour this should be investigated by the teacher or supervisor immediately in a quiet and calm manner.
- Strategies outlined in the school's behaviour policy should be followed by all staff when supervising children at break time.
- Adults should recognise behaviour which indicates a play fight and that which may be a result of bullying.
- Knowledge of pupils who have been persistently bullied or been involved in bullying can help adults to be more vigilant.
- Identifying problem area which may be a factor in behaviour problems. Long queues of hungry children, insufficient toilet facilities, lining up in crowded corridors – all these factors can lead to short tempers and conflict.

### 3.7 Observing children

#### Children in play fights often:

- Are smiling or laughing.
- Make “mock” blows which do not connect or only do softly.
- May take turns in being on top or chasing the other
- Do so in the open, but are ignored by the others.
- We do not allow play fights as they may get out of hand and pupils may end up hurt.

#### Pupils who are being physically bullied or attacked often:

- Frown or look unhappy or angry.
- Try to move away from the aggressor.
- Do not take turns, the aggressor maintaining the dominant role throughout the interaction.
- If in view of other pupils, will get considerable attention.
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## 4 Recording and reporting bullying

- All alleged or witnessed incidents are recorded and reported to relevant class teachers/staff and parents/carers **and logged on CPOMS**
- Incidents are investigated by the appropriate member of staff
- Staff should look for evidence that the behaviour has occurred before or by its nature has caused repeated experience or the fear of it, e.g. cyber bullying or serious incident, was deliberately intended to cause distress or harm, has created a sense of powerlessness on the part of the individual being targeted
- Staff should then consider whether any aggravating factors such as equalities dimensions have been taken into account and been addressed. Where minor incidents have been

dealt with by adults who witnessed them, pupils involved should be observed to ensure that the behaviour is not repeated. Serious or repeated incidents should be formally followed up with the children involved.

- Cases of cyberbullying are treated in the same way. In certain circumstances, the police may be contacted.
- In curriculum time, we train the children how to avoid incidents of cyberbullying, e.g. not giving out mobile phone numbers or how to use the internet safely (see E-Safety policy).
- Mobile phones brought to school are kept by the teacher in the classroom.
- Staff members should fill out the relevant form (appendix 1) if necessary.
- Staff will report allegations of bullying to the headteacher who will take over the rest of the investigation.

Incident form: Staff should fill out the school incident form as usual or complete CPOMS alert.

County record of bullying/racism form: Head/deputy headteacher to fill in this form after a bullying investigation has taken place (Appendix 2).

Support for Victim/Bully: Appropriate staff member with support from leadership team may consider completing Appendix 3 to frame a support plan

- Senior management are informed through CPOMS incident log
- Governors should receive regular updates and reports

#### 4.1 Consequences and sanctions

While our aim is to prevent bullying from happening in our school by early intervention in aggressive behaviour, from time to time we are obliged to deal with more serious forms of bullying. **Consequences and sanction will be agreed as outlined in the school's behaviour policy: Rights and Responsibilities.**

### 5 Impact assessment

- Questionnaires and focus groups
- SOLERO system termly report
- Incident reports

The anti-bullying policy should be fully reviewed every three years. Our desired outcomes include:

- All pupils know where to ask for help if they are being bullied
- All staff report that they feel confident to identify and address all forms of, and reasons for bullying
- There is increasing pupil confidence in the school system to respond to bullying

Policy signed and agreed by:

Governor representative: \_\_\_\_\_ date \_\_\_\_\_

School Leadership representative: \_\_\_\_\_ date \_\_\_\_\_

Reviewed: July 2016  
Next review: July 2019

## Equality Impact assessment

Protected characteristics	Does this policy impact on any of these characteristics?	How would you describe the level of impact?
<ul style="list-style-type: none"><li>• <i>age (for staff only)</i></li></ul>	N/A	N/A
<ul style="list-style-type: none"><li>• <i>disability</i></li></ul>	Yes	High
<ul style="list-style-type: none"><li>• <i>ethnicity and race</i></li></ul>	Yes	High
<ul style="list-style-type: none"><li>• <i>gender (sex)</i></li></ul>	Yes	Low
<ul style="list-style-type: none"><li>• <i>gender identity and reassignment</i></li></ul>	Yes	High
<ul style="list-style-type: none"><li>• <i>pregnancy, maternity and breast feeding</i></li></ul>	No	N/A
<ul style="list-style-type: none"><li>• <i>religion and belief</i></li></ul>	Yes	High
<ul style="list-style-type: none"><li>• <i>sexual orientation</i></li></ul>	Yes	High



## Initial investigation into hurtful incident or allegation of bullying

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Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date:

Signed:

## Factors to help determine if incident constitutes bullying

- Incident was bullying (all 3 amber warnings below confirmed)
  - Hurt has been deliberately/knowingly caused (physically or emotionally)
  - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
  - Involves an imbalance of power:
    - target feels s/he cannot defend her/himself, or
    - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)
  
- Incident was not bullying on this occasion because it was
  - the first hurtful incident between these children
  - teasing/banter between friends without intention to cause hurt (should not happen again)
  - falling out between friends after a quarrel, disagreement or misunderstanding
  - conflict that got out of hand (should not happen again)
  - activities that all parties have consented to and enjoyed (check for subtle coercion)
    - got out of hand
    - parental concern
  - Other \_\_\_\_\_

**Resolution process agreed:**

**Support and/or sanction for those causing hurt or offence:**

**Support needed for the hurt party:**

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### Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

For each incident please complete one form and return to the designated teacher for collation and monitoring.

2. Focus of Bullying  
Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

3. Manifestations of Bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

4. Those involved – please also record where appropriate:
- adults as targets or perpetrators (A)
  - perpetrators from outside the school community (O)
  - children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)
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5. Description of incident(s)  
Please give a precise account including places, date, times and any witnesses.  
Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)  
N.B. Indicate if it is a repeat incident.  
N.B. indicate if a serious incident referral should be made to the LA.

6. Action taken:  
Please record all steps (including meetings, letters, investigations, sanctions)

7. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
Head of Year		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
CAF initiated for <i>target/offending person</i>		
Local Authority: SEA/SIP, Anti-Bullying adviser or MECS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially

Date.....

8. Member of staff:

Name ..... Date .....

- 
9. Outcomes/actions from follow up.

### Appendix 3: Form 3a: Support provided for bullied child

(Priority should be given to taking steps to ensure bullied children continue to attend)

- Separate on-site respite provision
- Regular contact with chosen member of staff
- Restorative justice process
- Empowerment education
- Pastoral team support
- Formal counselling
- Parental meetings
- CAF
- CAMHS
- Other

Support provided
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#### Post-incident impact monitoring and further action

Relationship repaired:

Achievement/Ability to learn\*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe on journeys to and from school:

Pupil feeling safe online:

**\*N.B. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN.**

## Form 3b: Action and support provided for child who has bullied

Separate on-site provision  
Regular contact with chosen member of staff  
Restorative justice process  
Sanction  
Corrective education  
Removal to different form/teaching group  
Pastoral team support  
Formal counselling  
Parental meetings  
CAF  
CAMHS  
Other

Action taken & Support provided

### **Post-incident impact monitoring and further action**

Relationship repaired:

Achievement/Ability to learn\*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe online: