



**RICHARD WAKEFIELD C.E.  
PRIMARY**

**A de Ferrers Trust Academy**

**ANTI-BULLYING POLICY**

December 2019

To be reviewed at least annually  
Review date: December 2020

Shared with parents and carers .....



# RICHARD WAKEFIELD C.E. PRIMARY ACADEMY

## ANTI-BULLYING POLICY

### Statement of Intent:

- To reduce and eradicate, wherever possible, instances in which individuals are subjected to bullying in any form.
- To establish appropriate means of providing after-care should an incident of bullying occur.
- To ensure that all pupils, staff, parents and local governors are aware of this policy and fulfil their obligation to it.
- The policy is a whole school policy and is part of the wider commitment to developing positive relationships, equal opportunities and citizenship within the community.
- Our ultimate aim is to provide a safe learning environment, free of any threat or fear, which will enable us to support the aspirations, achievement and welfare of everyone in the school community.

### Definition

'Incidents of unacceptable behaviour by one or more people which results in somebody feeling hurt, threatened or frightened. This can be physical, verbal or psychological and includes hitting, intimidation, coercion, ostracising, damaging a person's property as well as racial, sexual and disability harassment. This can be short term or continue for a longer period of time. However, one-off incidents may not be construed as bullying.'

The Pupil Leadership Team have created their own child friendly definition which they renew every year;

#### **PLT – 'What bullying is'**

*'Bullying is where someone continuously has hurt someone or some people by being mean and unkind to them – either by hurting with actions or words'*

The PLT came up with ways to deal with bullying.

- **Walk away and ignore.**
- **Try to stick up for yourself but don't shout or hit back.**
- **Talk to your friends to get help.**
- **Talk to an adult – your parents or an adult in school you trust.**

The values and beliefs underlying this policy are:

- All bullying is unacceptable regardless of how it is delivered or what excuses are given to justify it.
- The school recognises the detrimental effect on individuals who may be subjected to bullying and will work actively to minimise the risks.
- Both those who are bullied and those who bully will be treated in a supportive manner, rather than be regarded as a burden to staff and peer groups.

- The harmful effect on performance which can be occasioned by bullying is recognised and the school is committed to combating all bullying behaviour.

### **Persons covered by this policy**

All pupils, whether permanently or temporarily on the school roll, will be covered by this policy. The school and The de Ferrers Trust treat bullying among their employees as a potential disciplinary matter.

### **Action to combat bullying**

There is a clear procedure and guidelines for all school members to follow should bullying occur. Both are in the appendix and the definition of bullying and procedures to follow are available in the school.

In order that incidents may be detected, behaviour monitored and appropriate after-care delivered, there is a support system within the school with specific roles and responsibilities identified.

- The policy is communicated and periodically updated in order to ensure all staff, pupils, parents and local governors are continuously aware of the policy and their individual responsibilities.
- The school environment, procedures and practises are examined and altered in an effort to reduce the risks of bullying behaviour occurring.
- All staff (teaching and non-teaching) are made aware of their responsibilities in respect of this policy so that it can be delivered in a caring and efficient manner.
- The school recognises the need for appropriate training and support.
- Opportunities are regularly provided for all pupils, staff, parents and local governors to discuss and implement the policy.
- Strategies to combat bullying are included in an appendix to this policy.

Curriculum relating to anti-bullying occurs in P.H.S.C.E. usually delivered in Circle Time.
---

### **Parents and Pupils**

It is important that pupils and parents recognise the responsibilities of staff in ensuring that the purpose and intent of the anti-bullying policy can be effectively implemented.

Pupils are expected to:

- Report all incidents of bullying using the procedures in place.
- Act in a respectful and supportive manner, reporting any suspected incidents which the victim may be afraid to report.
- Adhere to and promote the aims and objectives of this statement.
- Refrain at all times from any behaviour which would constitute bullying.

## Parents too can play a vital role by:

- Stressing to their children the importance of sociable behaviour.
- Reporting any misgivings they have concerning bullying.
- Actively endorsing and supporting the Anti-Bullying Policy.
- Noting that it is never appropriate to use physical violence against, or in any other way seek to bully, a bully.

## Staff:

Staff need to be made aware of policies and guidelines from the de Ferrers Trust concerning bullying and harassment in the workplace and the school's interpretation of it.

## Reporting of incidents

All incidents of unacceptable behaviour are reported and recorded in line with our **Behaviour policy**. This includes all incidents of bullying or bullying related behaviours. As stated in our behaviour policy;

*When completing the serious behaviour incident form, should the member of staff consider an incident to be one that involves bullying, discriminatory or prejudicial behaviour then this incident is then recorded on a separate log – **Blue forms**.*

*The bullying, discriminatory and prejudicial behavioural incident log records all incidents involving racist, disability or homophobic bullying, use of derogatory language that occur on the academy premises or any that are directly associated with our academy.*

*Each incident recorded will have an individual form describing all actions and communication undertaken leading to the ultimate conclusion of the incident - **Blue forms**.*

## Evaluation Procedures

In order to assess the effectiveness of this policy, the following standards will be used as a means of measuring performance:

Own working practise

Variations in number of reported incidents over a given period  
Variations in the nature of reported incidents over a given period  
As recorded on school's Conduct Log.

Regular self-review using staff and pupil questionnaires.  
Perceptions of bullying included in annual parents questionnaire.

## Policy Procedures

This policy will be considered to be a living document. As such it will be periodically updated and reviewed. The process and time-scale for review is once every twelve months.

Ultimate responsibility for its introduction and implementation will rest with the Headteacher who will consult with the local governing body. However, it is important to remember that all pupils, staff, parents and local governors have an active part to play in the evolution, development and maintenance of this policy.

# STRATEGIES AND GUIDELINES FOR IMPLEMENTING THE ANTI-BULLYING POLICY

## Understanding bullying behaviour

The most helpful working assumption is that **nobody is born a bully**. However, from a very young age some children learn that aggressive behaviour helps them get their own way and, for some, creating fear in their victims is a rewarding and pleasurable experience. Some like to react to an audience with adults and other students. Children who behave in this way have learnt from the older people around them how to hurt others. Many witness deliberate acts of physical and verbal aggression in their homes, in school, their environment and on television and films. It is not surprising that by the time they go to infant school they have learnt many ways of bullying others, often by being bullied themselves. The message for all adults therefore is that **prevention is better than cure**.

## Helping Students who have been Bullied

### Identifying victims and survivors

Students are more likely to report incidents of bullying if it is open as a topic and there is an anti-bullying policy. It is possible to identify students who may be being bullied. **Signs could be:** absences; deterioration of work; deterioration of behaviour; isolation or withdrawn behaviour; items of clothing damaged or lost; students showing unusual hunger; bruises and other injuries; money going missing from home; pupils wishing to remain with adults and pupils missing certain lessons.

### Treating victims and all incidents seriously

Tackling minor incidents like name calling and spoiling another pupil's work, will reduce the occurrence of more serious bullying. In all cases it is important initially to **show pupils who have been bullied that you take seriously their perception of incidents** reported and to assure them that they have done the right thing in coming to you. **Actively listen** by stopping what you are doing, looking at them, nodding and making supportive sounds. If there is not enough time, arrange an appropriate time at the earliest opportunity.

Find out details of what happened by asking objective questions such as:

"What happened?"

"Who was involved?"

"Where and when did it happen?"

"What did you do and say?"

"What did the other/s do and say?"

"Has this happened before and how often?"

"Were there any witnesses?"

"Have you told anyone else about what happened?"

"How do you feel about this and how has it affected you?"

**Do not initially make comments or ask questions giving the impression that you think they were responsible or to blame for the bullying behaviour (although someone might need to raise this possibility at a later stage).** Do not make them feel that the complaint is trivial or wasting your time. Do not make them feel guilty about being bullied. Praise them for their courage in seeking help. Display empathy, reassurance and tact and clearly demonstrate to the child, at a time when self-esteem is low, that he/she is a valued member of the community.

## **Taking Action**

If you witness a bullying incident or if a pupil discloses one to you, your action depends on the circumstances and your discretion. It can be specific to particular situations or more general.

### **Specific**

- Put the school's procedures into action immediately.
- Remove the victim and bully from the bullying situation.
- Comfort the victim and reassure her/him that staff can and will help.
- Listen carefully and impartially to both sides. Ask them to be precise and not criticise each other.
- Try to empathise and be calmly good-humoured. Do not judge. Keep things as light as possible.
- If possible record all incidents and discussions of them.
- Get the bullied pupil and the bully/bullies to record the events in writing.
- Send copies of all reports to the appropriate member(s) of staff initially who will place them in the respective pupils' files. If necessary copies will be sent to parents/carers of the pupil involved.
- If they have been identified, talk to the pupil/s doing the bullying about the victim's perception of it and how it differs from their own.
- Talk to the parents/carers of the bully/bullies if the bullying behaviour continues.
- Make clear to the bully/bullies and their parents/carers that the bullying behaviour is unacceptable and tell them the consequences of any repetition. Explore with them the impact of the behaviour.
- Follow up and monitor the situation.
- Counsel the victim and the bully. Talk about feelings and help to establish the reasons and motives for the behaviour of bully and victim.
- Avoid bullying the bully and express disapproval in a calm, rational way.
- Ensure accident sheet is completed if appropriate.
- Teach the victim assertiveness skills and coping strategies. Provide activities to build up self-esteem (e.g. through Nurture Group – S.E.N. referral)
- Inform pupils involved as spectators that inactivity condones what is happening. Encourage them to create a more pleasant environment by reporting incidents.
- Get victims and bullies together for group discussions to make agreements or reconciliation.
- Carefully plan seating arrangements.
- Inform all those involved in the incidents of the action taken.

### **General**

- Conduct mapping exercises to discover the extent of bullying behaviour and danger areas within the school.
- Teach pupils negotiation skills, conflict resolution and teamwork as part of their P.H.S.C.E. programme.
- Encourage all pupils to bring bullying behaviour out into the open.

- Involve pupils in monitoring, reporting and supporting anti-bullying work.
- Break up bully gangs.
- Patrol problem areas when on duty.
- Ensure the whole school community is aware of the anti-bullying policy.
- Promote anti-bullying ideas through subject areas.
- Consider setting up peer counselling or peer mentoring scheme.

## Help Pupils who Bully

Identification of **pupils with bullying behaviour**: It is important to be aware of pupils with aggressive behaviour patterns **for their own sake as well as for the sake of others** and the school at large. Bullying is by its very nature a secretive activity and is not usually displayed in front of teachers. Pupils are reluctant to reveal the names of bullies though more likely to if there is an anti-bullying policy. It is possible to identify pupils who may be bullies **by looking for signs** such as: absences, deterioration of work, deterioration of behaviour, isolation or withdrawn behaviour, low self-esteem, attention seeking, loudness and over-confidence.

## Awareness raising and the “no-blame” approach

Research has shown that people who bully often have low self-esteem even though it may manifest as arrogance. It follows that **education and awareness raising are more likely to be effective than punitive treatment**. If we use aggression towards bullies it is likely to reinforce their view and the view of others that they will be able to use bullying tactics themselves. Even though adults are older and more experienced than the pupils, it makes sense to **communicate with an aggressor assertively, on equal terms as human beings. This will be more successful than talking down to them** from an ageist or hierarchical position. It is more effective when dealing with bullying behaviour to **diffuse the situation** rather than exacerbating it by being angry, sarcastic or indignant. Most people who bully are happy to talk about what has happened providing they think you are being reasonable and seeing their point of view. This may mean initially accepting the bully’s account in order to keep them talking. A sensible aim is to **get the aggressor to feel concern for the recipient. Actively listen, project a neutral, concerned attitude. Try to draw out constructive suggestions and develop a strategy for future behaviour. Arrange a future meeting** to discuss how things have gone. Aim to **bring the bully and recipient** together for a constructive talk if possible and appropriate

**Cases of persistent bullying will be referred to Behaviour Support.**

## Working with Bullies

Regardless of the reasons for their bullying behaviour, **bullies must be enabled to understand the seriousness of their actions and attitudes**. The behaviour has been learned so the most useful work with bullies will focus on it being unlearned. They need to learn that aggressive behaviour is not allowed. They need to be taught the appropriate social behaviour that may not be in their repertoire of social skills. They need to be enabled to understand the feelings, strengths and behaviour of other people. Some ways of doing this are: role play, idea storming strategies, involving other people, bringing in others involved, pupils writing accounts of their bullying actions and encouraging apologies.

## Assertiveness Training

Pupils can be helped to reduce aggressive responses to situations by learning and practising assertiveness skills in PSE or one to one.