



# Wincham Community Primary School

## **Anti Bullying Policy**

### **Our School Mission Statement**

Learning together for the future in a safe,  
happy and supportive community.

Reviewed and Implemented Spring 2013

Reviewed and amended by EH 20.9.17

Approved and adopted Governors Autumn 2017

## Statement of intent

Wincham Community Primary School believes that all pupils are entitled to learn in a safe and supportive environment. This means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006, outlines a number of legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents/carers.

All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero tolerance policy for bullying at Wincham.

### **In short, our school aims to:**

- provide a safe, caring and protective environment for our pupils
- control bullying by taking action to deal with incidents of bullying, to support the victim and counsel the bully
- To seek to bring about conditions in which bullying is less likely to happen in the future

To achieve our aims we need the support of the teachers, MDAs, parents, governors and pupils.

### **The Anti-Bullying Alliance defines bullying as:**

*“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.”*

Bullying is a complex area. It needs tackling subtly. Bullying is the wilful, conscious desire to hurt, threaten or frighten someone. It is a form of aggression in which a more dominant individual abuses the power he or she has over a less dominant individual.

### **Types of Bullying**

Bullying can take a wide range of forms. It can be verbal, physical or psychological/emotional. Direct bullying can range from teasing and name calling to pushing and prodding. Indirect forms include spreading rumours, destroying possessions etc. Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

**Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

**Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

**Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

**Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

**Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

### **Statutory implications**

1. Under the Equality Act 2010, the school understands that it has a responsibility to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it.
2. Under the Human Rights Act (HRA) 1998, the school understands that it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.
3. The National Association of Head Teachers has guidelines that headteachers must 'satisfy themselves' that their school's Anti-Bullying Policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.
4. Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:
5. Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
6. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
7. Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
8. Other forms of bullying which are illegal and should be reported to police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

## **Prevention**

- The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school.
- All reported or witnessed instances of bullying in the school are challenged by a member of staff.
- Staff encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work.
- All types of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons.
- Changing and organising seating arrangements in class helps to prevent instances of bullying.
- Potential victims of bullying are drawn into working groups with children who do not abuse or take advantage of them.
- Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- All members of the school community are made aware of the school's Anti-Bullying Policy.
- All staff members receive training on identifying and dealing with the different types of bullying.
- A safe, supervised place is available for pupils to go to at lunch if they are involved in conflict with their peers, or wish to avoid a bully.

## **Signs of bullying**

Some of the signs that a pupil may be a victim of bullying include, but are not limited to, the following:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages

- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

### **Roles and responsibilities**

- The **governing body** evaluates and reviews this policy to ensure that it is non-discriminatory.
- It is the responsibility of all staff to be alert to possible bullying of pupils and to deal with incidents as the highest priority.
- The **headteacher** reviews and amends this policy, taking account of new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.
- The **headteacher** keeps a record of all reported incidents including which type of bullying has occurred to allow for proper analyses of the data collected.
- The **headteacher** arranges appropriate training for staff members.
- **Class teachers** are alert to social dynamics in their class and are available for pupils who wish to report bullying. They also provide follow-up support after bullying incidents.
- Teachers ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups.
- All staff will avoid gender stereotyping when dealing with bullying.
- Throughout the year, the composition of pupil groups shows sensitivity to those who have been the victims of bullying.
- Pupils are advised to inform a member of staff if they witness bullying, or are a victim of bullying.
- Pupils are taught not to make counter-threats if they are victims of bullying.
- Pupils are taught to walk away from any dangerous situations and avoid involving other pupils in incidents.
- Pupils are advised to retain all evidence of cyber bullying.

### **Action within school.**

- If pupils report bullying they will be taken seriously and appropriate enquiries will be made. Victims will be supported.
- Staff are aware that bullies may attempt to rationalise their behaviour. These rationalisations need to be exposed. Bullies are always responsible for their actions and bullying is never acceptable.
- If an incident of bullying is suspected it will be investigated and the outcome communicated to the people involved.
- Senior staff, including the Safeguarding Co-ordinator may be involved in investigating incidents.
- Teachers actively promote advice to children on keeping safe.

- Teachers work with bullies in an effort to eradicate their unacceptable behaviour.
- Each class negotiates their own set of classroom rules.
- Each teacher clearly explains and displays their Rewards and Sanctions system.
- Mentors/Fun Friends set a good example of behaviour and carry out their duties sensibly.
- Staff and MDAs use the Playtime and Lunch time award systems.
- The School Council promotes caring behaviour.
- Children and parents understand and abide by the Home School Agreement.

**Action to be taken by pupils.**

- Listen and do as teachers advise especially on strategies for keeping safe.
- Listen and do as teachers and MDAs ask.
- To understand and sign the Home School Agreement.
- Come to school willing to learn, to co-operate and be helpful.

The school emphasises positive expectations regarding behaviour and encourages the development of respect, trust, caring and consideration for others.

Policy review

This policy is reviewed every **two years** by the **headteacher** and the **PSHCE curriculum leader**.

The scheduled review date for this policy is **September 2019**.