



Anti-Bullying Policy – Wellesley Park Primary School

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All children have the right to feel safe in school

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Pupils must be encouraged to report all bullying. It is the duty of every member of staff to protect the interests of children and to try to prevent any forms of bullying.

What is bullying?

Bullying is the use of aggressive behaviour, name-calling or intimidation with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be short term or continuous over long periods of time.

The main types of bullying are:

- **Physical:** hitting, kicking, pushing, taking and damaging belongings
- **Verbal:** name calling, teasing, taunting, making offensive comments, including racist, sexist, homophobic or related to disability, making threats. This could be in spoken or written form.
- **Non-verbal:** hand signs or text messages
- **Emotional:** threatening, intimidating or humiliating someone
- **Relational:** spreading rumours, excluding people from groups, deliberately ignoring
- **Cyber bullying:** using modern technology such as mobile phones or the internet. This includes bullying through such media as social-networking, text-messages, phone-calls, picture/video-clips, email, chat rooms, instant messaging and websites. Misuse of associated technology, i.e. camera & video facilities.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place during out of school group activities and between families.

Within Wellesley Park Primary School, the children are taught that bullying is persistent and on purpose using the NSPCC 'STOP'

- Our pupils are taught the first step in dealing with bullying is to ask them to stop and to explain assertively to them how their chosen actions makes them feel.
- Our pupils are taught to tell an adult and that this is not 'telling tales' or 'snitching'. They are taught that if someone says they are telling tales that this is a sign they are doing the right thing as a bully does not want to be in trouble.
- Our pupils are taught about e safety and the potential risks of the internet.
- Through PHSE and our assembly programme we aim to develop the self-esteem of all pupils

and help them to recognise their own and the qualities of others.

- Our pupils are taught that in life we will not like everyone we meet, but that we can and must work alongside them effectively and with tolerance.

As a result of these strategies bullying is kept to a minimum and any incidents are swiftly resolved as soon as staff are aware of them.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied.

Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lacks eye contact
- is becoming short tempered
- displays a change in attitude to people at home.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

As the parent of a child whom you suspect is being bullied:

1. Report bullying incidents to the class teacher
2. In cases of serious bullying, the incidents will be recorded by staff and the Head of School notified.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour.

Please do not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be the bully or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

Outcomes

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff.

1	<p>Quickly diffused by class teacher</p> <ul style="list-style-type: none"> • The matter is sorted out quickly by the class teacher who decides the consequences for the child who has been bullying according to the behaviour policy to ensure consistency • The school may adopt a 'Circle of Friends' approach • The incident is recorded on the internal school system (CPOMS) • Parents informed • If possible, the pupils will be reconciled.
2	<p>Class teacher continued involvement Letter of apology/Parents</p> <ul style="list-style-type: none"> • If the matter is considered more serious the child writes a letter of apology to the child who has been bullied. • A restorative justice approach may be used with those involved • The bully is timed out/loses a privilege or excluded from an area of the school • A clear account of the incident will be made by the class teacher recorded and given to the Key Stage leader and recorded on the internal school system (CPOMS) • The parents of the bully and the child who has been bullied are informed
3	<p>Key Stage Leader</p> <ul style="list-style-type: none"> • If a child bullies for a second time the Key Stage leader will become involved and Head teacher is informed

	<ul style="list-style-type: none"> • Accounts are taken from children involved and recorded on the internal school system (CPOMS) • A restorative justice approach will continue to be used with those involved • The bully is timed out/loses a privilege or excluded from an area of the school • Emotional Learning Support may be used within school • The parents are updated on the situation
4	<p>Head teacher</p> <ul style="list-style-type: none"> • If a child bullies for a third time, the Head teacher becomes involved • School will devise an incentive plan to help the child who is bullying. This could take the form of an incentive chart. • In some cases, outside agencies may be requested to support the school or family in dealing with bullying e.g. police, counsellor etc. • Accounts are taken from children involved and recorded on the internal school system (CPOMS) • Sanction according to behaviour for learning policy – this could be an internal exclusion at the school for a fixed period of time when the child works away from the class • The bully is timed out/loses a privilege or excluded from an area of the school • Sanction according to behaviour for learning policy – this could be an internal exclusion at the school for a fixed period of time when the child works away from the class
5	<p>Exclusion</p> <p>This is in extreme cases. This may be in the form of a fixed term or permanent exclusion dependent on the circumstances. Only the Head teacher can exclude a child.</p>

After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

How is cyber bullying different?

Cyber bullying is a method of bullying that uses ICT to upset, threaten or humiliate someone and has the following key characteristics:

- Cyber bullying can take place at any time, in any location; technology allows the user to bully anonymously
- Cyber bullying can occur on a vast and rapid scale
- Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation
- Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident
- 'Bystanders' can easily become perpetrators
- The 'profile' of a cyber-bully or a target varies –age / size is not an issue
- Cyber bullying can occur unintentionally often due to a lack of awareness / empathy – 'It was only a joke'
- Cyber bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe

Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults (e.g. the numerous acronyms used by young people - POS - Parents Over Shoulder, TUL – Tell You Later); this makes it difficult for adults to recognise potential threats.

At Wellesley Park Primary School, we take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning or it might result in a parental discussion. More serious cases will result in further sanctions.

There's plenty of online advice on how to react to cyber bullying. For example, www.kidscape.org.uk has some useful tips as well as the link on our school website to CEOP (Child Exploitation and Online Protection Centre)

Key advice for parents / carers:

- Be alert to your child being upset after using the internet / phones – possible signs are that they may become more secretive, change relationships with friends
- Your child is just as likely to be a bully as to be a target
- Talk to your child and understand how they are using the internet and their phone
- Use safety tools and parental controls – if you're not sure how, contact your service provider. Please note tools are not always 100% effective
- Remind your child not to retaliate
- Keep any evidence of cyber bullying – emails, online conversations, texts etc.
- Report the cyber bullying
- Contact the school so they can take action if it involves other pupils
- Contact the service provider e.g. website, phone company etc.
- If the cyber bullying is serious and a potential criminal offence has been committed, then consider contacting the police

Implementation

At Wellesley Park Primary School, we use a variety of methods for helping children to prevent bullying through whole-school and class assemblies, Circle Time, Anti-Bullying week, or during PSHE and Citizenship lessons. The ethos of the school means that all staff actively encourage children to have respect for each other and for other people's property. All adults have a responsibility to model positive and supportive behaviour in their dealings with pupils, and with one another, so that pupils have the confidence to pass on information.

At Wellesley Park Primary School, we are aware that it is the quality of relationships within a school community that allow issues to be resolved effectively. Consistency and continuity are very important, as is the support of parents and the wider community in upholding the values of the school.

Pupils are advised to tell someone directly if they feel they have been bullied. Parents and careers are also encouraged to contact the school about bullying and are reassured that the matter will be dealt with in a discreet, sensitive and appropriate way.

Pupils are encouraged to report bullying on behalf of others if necessary and to realise that it is never acceptable to be a bystander if bullying is taking place.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school and with partners in the community.