

*Winchelsea*



*All Individuals Matter*

**WINCHELSEA PRIMARY SCHOOL**  
**RUSKINGTON**

**ANTI-BULLYING POLICY**

## **Part 1: Introduction**

Winchelsea Primary School is intent on providing a caring, safe and healthy environment for all pupils. Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally (see definition below) and is not acceptable and will not be tolerated.

## **Part 2: Aims and objectives**

The aim of this policy is to prevent and deal with any behaviour deemed as bullying. To do this we will:-

- Develop a shared understanding of what is and is not bullying;
- Raise awareness of bullying and why some children bully;
- Take positive action to prevent bullying within Personal, Health and Social Education (PHSE), Social and Emotional Aspects of Learning (SEAL) and exploit opportunities within other curriculum areas and through our extended activities outside of the school day;
- Have in place a consistent response to any bullying incidents that may occur;
- Provide support for all members of the school community who may be involved in a bullying situation.

## **Part 3: Definition of bullying**

Bullying is distinct from conflict which is a part of everyday life. It is not:-

- A one off fight or argument;
- A friend sometimes being nasty;
- An argument with a friend;
- Falling out with friends on an occasional basis.

We define bullying as deliberately hurtful behaviour, repeated over a period of time.

### **Bullying related to race, religion or culture**

Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and traveller children can experience in a number of situations.

### **Bullying related to special educational needs (SEN) and disabilities**

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote

equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with SEN and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence, and the robust friendship bonds that can protect against bullying. All schools should ensure that a whole-school approach is taken to deal with bullying related to SEN and disability, and that it is specifically covered in anti-bullying policies.

Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

### **Bullying related to appearance or health conditions**

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues, can result in bullying, and obvious signs of affluence (or lack of it) can also be exploited ruthlessly with severe consequences.

### **Bullying related to sexual orientation**

Evidence of homophobic bullying suggests that children and young people who are gay or lesbian (or perceived to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The pupil may not want to report bullying if it means 'coming out' to teachers and parents before they are ready to.

### **Bullying of young carers or looked-after-children, or otherwise linked to home circumstances**

Children may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance-misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies.

Some pupils are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement, or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

### **Sexist or sexual bullying**

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name-calling, comments and overt ‘looks’ about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

Pupils identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or who do not conform with the gender role prescribed to them) can also be targeted by bullies.

### **Cyber bullying**

Cyber bullying is a ‘method’ of bullying, rather than a ‘type’ of bullying. It includes bullying via text message, via instant-messenger services and social network sites, via email and via images or videos posted on the internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying.

Though the evidence base is narrow, UK studies indicate that around 20 per cent of children and young people have suffered cyber bullying. Prolonged campaigns of harassment can occur aimed at both pupils and staff. There is some evidence of a strong transition in cyber bullying: those who have been bullied can go on to do the bullying themselves.

## **Part 4: Signs of bullying**

Changes in behaviour should be reported to the class teacher in the first instance, any other adult that the child has contact with. SLT/Head teacher should be informed so that appropriate action can be taken.

Children may show that they are being bullied by changes in behaviour:-

- Frightened or unwilling to go to school;
- Plays truant or runs away;
- Pretends to be ill;
- Begins to do less well in their school work;
- Becomes withdrawn, very quiet, or starts stammering;
- Becomes distressed, cries easily;
- Stops eating;
- Becomes bad-tempered or aggressive;
- Regularly has clothes or equipment damaged;
- Has possessions go “missing” or “loses” dinner or other money;
- Starts stealing money;
- Has nightmares or problems sleeping;
- Is frightened to say what is wrong.

## **Part 5: Strategies**

### **Strategies to prevent bullying**

Winchelsea Primary School is a 'listening and telling' school. We aim to prevent bullying through a pro-active approach, using the following strategies:-

- All pupils are taught about bullying and strategies to prevent or protect themselves from bullying, through Citizenship, Personal, Health and Social Education (CPSHE), Social and Emotional Aspects of Learning (SEAL);
- Pupils are taught that laughing at or ignoring bullying can lead to further bullying and that people bully others for a variety of reasons;
- Information is shared with parents through newsletters, assemblies, parent information meetings and the school prospectus;
- Assemblies reinforce the school's policy on bullying and communicate the rights and responsibilities of everyone in tackling bullying;
- Pupils are taught to become articulate and confident speakers through speaking and listening skills;
- Pupils are trained as peer mediators and are available to manage conflict resolution.

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

All reports of bullying will be taken seriously and dealt with by the member of staff involved, in the following way:-

#### **Stage One – The incident will be dealt with in accordance with the behaviour and intervention policy**

- If any incidents happen in teaching time, staff will follow the classroom behaviour strategies;
- If any incidents happen during play or lunch times, staff will follow behaviour strategies such as standing by the wall for a short time;
- Support for children involved in bullying will be arranged as appropriate, for instance buddying, friendship groups or support with the learning mentor;
- Parents will be invited into school to discuss bullying concerns involving their child. In the first instance with the class teacher, if the problem remains unresolved then the process moves to stage two.

#### **Stage Two**

- The Head teacher /SLT will be informed;
- The parents invited into school to discuss the issues and how they can work with school to stop the bullying;
- The Assistant Head will monitor the situation on a daily basis for a period of not less than four weeks;

- Further instances of bullying during that time may lead to more serious sanctions being applied in line with the behaviour policy (internal exclusion; exclusion from the playground at break times for a period of time).

### Stage Three

- If bullying persists, the headteacher will ask parents to come in to school to discuss the situation with them, which may ultimately result in external exclusion from school for a fixed period.

### **Part 6: Recording and monitoring**

Cases of bullying will be recorded and reported to the headteacher. The headteacher will report to the governing body annually on the actions taken to reduce any bullying and the progress of strategies.

### **Part 7: Guidance for staff dealing with bullying or conflict**

#### Listen

- Investigate the incident; do not dismiss children as ‘telling tales’.
- Model the correct behaviour yourself by staying calm, speaking quietly and not shouting. Ensure your body language matches what you are saying! Remember shouting, pointing your finger or standing over children can escalate rather than de-escalate the situation;
- Ensure each party has uninterrupted speaking time. Explain that everyone will have a chance to talk but it is necessary to take turns so everyone can be heard;
- Listen without pre-judging the situation or the children involved (talk to others who may have seen it if necessary, but remember they may want to support their friends).

#### Feedback

- It is common for children to have different accounts of what happened. Move on and allow children to express how they feel about what has happened;
- Acknowledge (repeat back) how the other person is feeling and give each child the chance to describe their feelings about what they have done or experienced.

#### Making amends

- Being allowed to speak and say how you are feeling releases a lot of the anger that has built up;
- Summarise what has been said and focus on what they agree on; ask the children what they would like to happen/what they think should happen. Often the person being bullied only wants an acknowledgement that what happened was wrong and to be left alone in future;

- The ‘bully’ will often be harder in setting their own punishment than you would! For example, ‘you’ve broken the rules by....., what do you think would be fair now? Lose my playtime for a week’;
- Remind children that making amends is something you do, not something you just say;
- Don’t set unfair or unreasonable punishments that will build resentment;
- Let them know you will be monitoring the situation to ensure they keep to what is agreed;
- Ask the children to feedback how the other child feels about what has happened;
- Separate the behaviour from the child (e.g. what they did was bad, rather than they are bad).

Signed: \_\_\_\_\_  
Chair of Governors

Dated: \_\_\_\_\_