



## **Anti-Bullying Policy**

**December 2022**

**Reviewed November 2024**

### **1. Introduction**

This policy is a statement of the aims, principles and strategies for the prevention of bullying and the addressing of any issues when they arise.

### **2. Rationale**

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse, inappropriate comments and posts online and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at Withinfields.

### **3. Objectives and principles**

- We believe that our pupils have the right to learn in a supportive, caring and safe environment (without the fear of being bullied)
- We believe that our pupils have the right to learn in an inclusive environment.
- We acknowledge that all institutions, both large and small, contain some numbers of pupils with the potential for bullying behaviour.
- We recognise that anybody can become the victim of bullying.
- We appreciate that if a school is well disciplined and organised, it can minimise the occurrence of bullying.
- We believe that bullying is WRONG and will not be tolerated. It is important therefore that we have a clear written policy to promote this belief, where both pupils and parents / carers are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.
- We recognise bullying as a form of child on child abuse as defined in the document Keeping Children Safe in Education.

### **4. Approaches**

#### **4.1 Definition**

At Withinfields, we use the following definition of bullying:

Bullying is deliberately hurtful behaviour repeated over a period of time. Bullying can be aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms. It is difficult for victims to defend themselves against it. It may be conducted online via social media or other cyber-communication.

Bullying can include

- Malicious gossip
- Teasing, Ridiculing and Name calling either verbally or through written communication
- Intimidation or Making Threats

- Commenting negatively on gender, ethnic origin, religious beliefs, disability, Special Educational Needs, sexual orientation, personality, appearance, social or parental background
- Ostracising or isolating children
- Theft of someone's property or deliberately hiding someone's property
- Damaging someone's property
- Violence and assault
- Jostling, pinching and kicking
- Extortion
- Cyber-bullying - The use of Information, Communication Technology particularly mobile phones and the internet to deliberately upset someone else. This may be through threats, intimidation, harassment, cyber-stalking (e.g. sending unwanted texts or instant messages), vilification or defamation, exclusion or peer rejection, impersonation, unauthorised publication of private information or images, manipulation

#### 4.2 Symptoms of Bullying

Early signs that a child is being bullied could be:

- The child becoming withdrawn
- A deterioration in the child's work
- Erratic attendance or spurious illness
- Persistently arriving late at school
- General unhappiness or anxiety
- The child wanting to remain with adults

Physical symptoms could include headaches, stomach aches, fainting, fits, vomiting or hyperventilation. Victims can become depressed and this can continue into their adult lives. In extreme circumstances, they can want to take their own lives.

#### 4.3 Curricular Approaches to Reducing Bullying

Through our curriculum we aim to:

- Raise awareness about bullying and the school's anti-bullying policy
- Increase understanding for victims
- Teach pupils about their relationships with others
- Teach pupils to secure a climate of mutual respect where all individuals are valued
- Give all pupils strategies to protect themselves and to help them increase their feelings of self-worth
- Provide circle time activities relating to issues of concern when relevant led by trained staff

#### 4.4 Whole School Approaches to Reducing Bullying

Through our policies and practices, we aim to reduce bullying by:

- Ensuring that the school's climate emphasises mutual respect and values every individual within the school through high quality Collective Worship and positive adult role models
- Providing a consistent framework with which to deal fairly with incidents of bullying
- Liaising effectively with parents when bullying occurs
- Providing information to parents about Anti-Bullying practices and policy
- Providing high levels of supervision at playtimes and lunchtimes
- Providing lunchtime access to Sports activities
- Providing access to the school's Pastoral Support staff or leadership team
- Promoting the idea of Withinfields as a 'Telling School'. This means that even if the bullying target is too afraid to tell an adult, all the bystanders know that it is their duty to do so and that they won't be accused of telling tales. We encourage children to be 'upstanders' rather than 'bystanders'.

#### 4.5 Support for the Victim

Withinfields will always support the victim of any bullying and their family. The support would be dependent on the situation and particular pupil. The support may be through internal support by:

- Providing the pupil with an adult mentor
- Providing the pupil with regular 'check-in' support when private feedback can be given to an adult
- Giving the pupil access to 'Raising Self-esteem' sessions

- Offering Peer support through an older buddy or member of their class
- Providing information about anti-bullying organisations or child support organisations
- Informing all staff of the situation in order for it to be monitored more closely
- Arranging regular meetings with the parents and/or pupil

It may be necessary to offer the pupil or parents external support depending on the severity of the Bullying and its effects on the child. This may involve a referral to:

- Educational Welfare Officer
- Agencies accessed through the Early Intervention Panels
- Providers of Counselling
- Providers of Raising Self Esteem activities
- School Nursing Team

Any support, internal or external, would be discussed fully with the pupil and parent prior to implementation.

#### 4.6 Consequences for the Bully

All incidents of Bullying will be considered individually. Any list of consequences may cease if the Bullying has proven to cease. Actions will be taken in accordance with appendix 1 with consequences being appropriate to the situation concerned.

#### 4.7 Recording and Monitoring

All written records of meetings, warnings and action plans will be kept on Cpoms. Repeat incidents involving the same Bully or victim may be linked within any period of a year when support, consequences and actions are being considered and planned.

Records will be monitored for patterns in groups of children being perpetrators or victims of Bullying. E.g. by ethnic background, Special Educational Needs etc. Where patterns are identified within the records, action will be taken to aim to address this. Equally, where patterns are noted in a particular class, area of school or other circumstance, action will be taken to aim to address this. The school acknowledges the important role that parents play in this area and would look to consult with relevant parents where and when appropriate.

#### 4.8 In-service staff development

Where linked to the School Improvement Plan in-service training relating to behaviour, discipline and anti-bullying will be provided. All staff will be invited to such training. If relevant to performance management targets or as part of professional development individual members of staff may be asked to attend Continued Professional Development opportunities.

#### 4.9 Complaints

If a pupil, parent or carer feels that the measures or sanctions in this policy are unfair or have been unfairly applied, they can lodge a complaint through the school's complaint procedure. A copy of this can be requested via the school office.

### **5. Monitoring and Evaluation**

The Anti-Bullying policy will be brought to the attention of the whole school family at least once a year usually at the beginning of the year and will be published on the school website. It will be available for staff on the shared drive of the school's server.

### **6. Review**

The policy will be formally reviewed annually unless deemed necessary before.

### Appendix 1: Steps to be taken for dealing with incidents of Bullying

Stage	Victim	Perpetrator	Victim's parents	Perpetrator's parents
Identification of issues	Adult who disclosure is made to makes brief notes of the main points.			
SMT involvement	SMT member talk to victim and analyse main issues.	SMT to discuss issues with perpetrator and determine whether this is a bullying issue		
Issue not bullying	SMT to debrief victim and explain what will happen in terms of consequences of perpetrator. Reassure victim that if further incidents happen, they must speak to SMT	SMT to issue consequences according to Behaviour for Learning systems	Informed of outcome	May be informed if child is moved to orange or red.
Issue classed as bullying	SMT to debrief victim and explain what will happen in terms of consequences of perpetrator. Support mechanisms put in place from policy.	SMT set clear expectations and record with a clear deadline for improvement. Initial consequence to take place to acknowledge that behaviour is unacceptable. Explanation given that if bullying persists, parents will be informed.	Informed of expectations set and deadline	Will be informed of perpetrators actions and be invited in for a meeting to discuss behaviour expectations.
Bullying stops Review meeting takes place	Victim interviewed by SMT to ensure they agree that the bullying has stopped. Support maintained if necessary.	SMT acknowledge change and give reminders of expectations recorded previously and expectation for current situation to continue. Explanation given that records will be kept on file	Update given to check that they agree that the bullying has stopped. Reassurance given that if they have any concerns in future to contact school	
Bullying continues Review meeting takes place	Victim interviewed for update. Support is maintained or adapted as necessary.	SMT remind perpetrator of expectations set and recorded. Written record made of ongoing nature and details of incidents. Child signs to agree that they were given a chance to change their behaviour.	SMT contacts parents to update and to offer the opportunity to meet with the perpetrators parents if appropriate.	Parents are contacted and given brief details. Parents asked if they are willing to meet victim's parents if agreed. Meeting arranged between parent and SMT (and victim's parents if agreed).

		Child informed that parents will now be informed.		
Meeting between SMT and perpetrator's parents	Support maintained			Documentation shown to parents and issued discussed in full. Opportunity to be given to parents to disclose any issues which may be affecting the child.
Meeting between SMT and perpetrator's parents (and victim's parents if agreed)	Update given to victim following meeting. Support maintained.	Consequences issued following meeting and expectations and action plan explained to child with explanation that improvement needs to be seen within the week.	If not at the meeting, SMT to contact to update following the meeting.	Action plan to be written with clear consequences to be instigated immediately and further actions to be instigated to maintain the safety of the victim. Explanation given that if things don't improve, more severe consequences may follow including exclusion. Date for review meeting to be agreed a week later.
Bullying ceases. 2 <sup>nd</sup> review meeting	Victim debriefed. Feedback taken about which support was helpful or what in their opinion has helped change to take place. Support maintained if necessary.	Attend meeting and explain what actions supported the improvements that have taken place. Monitoring procedures explained for following month and explanation given that all records will be kept on file.	May attend debriefing with child or be updated separately by SMT	Attend meeting – see perpetrator.
Bullying continues. 2 <sup>nd</sup> review meeting	Victim debriefed. Support maintained. Daily contact made between SMT and victim for an update.	Attend meeting with parents. More serious consequences issued which may involve fixed term or lunchtime exclusion. Action plan updated with risk assessment put in place to protect the victim.	Updated with discussion also about whether further support could be put in place.	Attend meeting with perpetrator. More serious consequences issued which may involve fixed term or lunchtime exclusion. Action plan updated with risk assessment put in place to protect the victim. Daily contact made with parents

The consequences or actions that may be taken include:

- Segregation from peers at playtime and/or lunchtime
- Segregation from rest of class through sitting separately/ near teacher etc
- Segregation from the class through internal isolation
- Exclusion from the playground
- Exclusion from the dining hall
- Removal of privileges e.g. exclusion from extra-curricular activities, exclusion from educational visits where not essential to curriculum, exclusion from enrichment activities (puppet shows, theatre visits) where not essential to curriculum
- Removal of responsibilities e.g. monitor role/ buddy role/ member of the School Council
- Implementation of Behaviour Improvement Records focusing on specific targets and times of day
- Holding child back at end of the day with parental permission for a specific length of time or until an adult collects
- Barring the child from entering the school premises until 8.40am when they can be supervised by a member of staff
- Insisting that an adult brings the child to school and/or collects them at the end of the day
- Lunchtime suspension with an adult collecting the child at the beginning of lunchtime and returning the child at the end of lunchtime
- Fixed term suspension (must be a decision made by the Headteacher or Deputy Headteacher in the absence of the Headteacher)
- Permanent exclusion (must be a decision made by the Headteacher)