

# Whinstone Primary School

## Anti-Bullying Policy



### **Key Contact Personnel in School:**

**Anti-Bullying Lead - Mrs Batty (Deputy Headteacher)**

**Designated Safeguarding Lead - Mrs Batty**

**Deputy Designated Safeguarding Leads - Mr Ford, Mrs Squires, Mrs  
Anderson and Mrs Wilson-Dukes**

**Governor with lead responsibility for Safeguarding - Mr Nicholas  
Robinson**

**PSHE Team - Ms McNaughton, Mrs Burey and Mrs Anderson**

**Online Safety/Computing Lead - Mrs Woodley**

**Anti-Bullying Ambassador Lead - Mrs Gibson**

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***September 2023***

***Date of next review: September 2024***

***This policy will be reviewed at least annually, and following any concerns and/or updates  
to national and local guidance or procedures.***

We are a Rights Respecting School that places the UN convention of the rights of the child at the heart of our ethos and curriculum. It is our aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. This policy promotes:

### **Article 19**

You have the right to be protected from being hurt and mistreated, in body or mind.

### **Article 28**

You have the right to a good quality education.

You should be encouraged to go to school to the highest level you can.

### **Article 29**

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

This policy links closely with the three rules of our behaviour management policy:

- Be ready
- Be respectful
- Be safe

### **Principles and Values**

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to.

Bullying will not be tolerated in Whinstone Primary School, and we will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this. Everyone at Whinstone Primary School has the right to feel welcome, secure and happy.

Where bullying exists, the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and

help build an anti-bullying ethos in the school. This document outlines how we make this possible at Whinstone Primary School.

### **1. Objectives of this Policy**

This policy outlines what Whinstone Primary School will do to prevent and tackle bullying. We are committed to developing an anti-bullying culture where bullying will not be tolerated in any form. This policy has been adopted with the involvement of the whole school community.

### **2. Definition of Bullying**

- Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)
- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.
- At Whinstone we use the acronym STOP: "several times on purpose".

### **3. Forms of bullying covered by this Policy**

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying

Bullying can take place in any part of the school: in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

#### **4. Our School Community**

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively, so that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations, when appropriate.

#### **5. Preventing, identifying and responding to bullying**

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care, for others which will be upheld by all.
- Deal with all incidents of suspected or reported bullying immediately. This will be dealt with by the member of staff who has been approached or witnessed the concern
- Work with staff and outside agencies, to identify all forms of prejudice-driven bullying, as well as following the Prevent agenda regarding extremism and radicalisation.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others, using a whole school script developed to tackle discriminatory language.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, PSHE lessons, Anti-bullying week. Friendship Stop, E-Safety curriculum and peer support.
- Pupils are aware that there several procedures that they are encouraged to follow (not hierarchical) if they feel they, or someone else is being bullied: tell a friend, the Anti-Bullying Ambassadors, your School Council

classmate, Rights Respecting School Councillor or a trusted adult, go to the Friendship stop, discuss it as part of your PSHE time, use the online work bow or speak to an external organisation signposted via posters throughout school.

- Deploy KS2 Anti-Bullying Ambassadors to support more vulnerable pupils, act as a preventative measure on the playgrounds and be a point of friendly point of contact for their peers to report any bullying incidents.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) to identify all forms of bullying using the Ant Bullying Alliance CPD training modules.
- Ensure all staff follow the school policy and procedures (including recording and reporting incidents), and all new staff are inducted using the school's Staff Induction Policy.
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- The school will provide appropriate support for the person being bullied - making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/ carers, where appropriate.
- Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying and travelling to and from school), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

- Celebrate success and achievements, in our Celebration Assemblies as well as on a day to day basis, to promote and build a positive school ethos.

### **Dealing with incidents**

The following steps may be taken when dealing with all incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded using the school's reporting format CPOMS and given to the head teacher and/or designated lead.
- The head teacher/ designated lead will interview all concerned and will record any further information of the incident on CPOMS. The type of bullying incident will also be categorised.
- Teachers and relevant staff, will be kept informed.
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user. Encourage the person being bullied to keep any evidence eg screenshots, of the bullying activity.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour and discipline policy.
- Parents/carers will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.
- If necessary and appropriate, the police or other local services will be consulted

### **Supporting pupils**

*Pupils who have been bullied will be supported by:*

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- If appropriate; working with the wider community and local/national organisations to provide further or specialist advice and guidance

*Pupils who have bullied will be helped by:*

- Discussing what happened and establishing the concern and the need to change Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour/discipline policy.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

### **Supporting Adults**

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

*Adults (staff and parents) who have been bullied or affected will be supported by:*

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/ Principal.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

*Adults (staff and parents) who have bullied will be helped by:*

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the school's official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

## **6. Involvement of pupils**

At Whinstone Primary School we will:

- Involve pupils, as much as possible, in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

## **7. Involvement and liaison with parents and carers**

At Whinstone Primary School we will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying (key contact personal are named on this policy, on displays around school and on termly wellbeing newsletters)
- Ensure all parents/carers know where to access independent advice (links on this policy, on termly wellbeing newsletters and on the school website).
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline following our 'Code of Conduct'.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner

## **8. Links with other school policies and practices**

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and computing
- Mobile phone and social media policies
- The Government Prevent Strategy, regarding Radicalisation and Extremism

## **9. Links to legislation**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011 The 2006 Act gives head teachers the ability to ensure that students behave when they are not on school premises or under the lawful control of school staff. This includes transport / travel to and from school

- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2023) 'Keeping children safe in education 2023'
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

## **10. Responsibilities**

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff to support, uphold and implement this policy accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

*The named member of staff with lead responsibility for this policy is: Mrs Batty*

## **11. Monitoring & review: putting policy into practice**

The school will report on a regular basis to the governing body on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

## **12. Useful Links and Supporting Organisations**

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Childline: [www.childline.org.uk](http://www.childline.org.uk)

Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)

Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

MindEd: [www.minded.org.uk](http://www.minded.org.uk)

NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)

The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)

PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)

The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)

Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

## **SEND**

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)

Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)

DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

## **Cyberbullying**

Childnet International: [www.childnet.com](http://www.childnet.com)

Digizen: [www.digizen.org](http://www.digizen.org)

Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)

Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

The UK Council for Child Internet Safety (UKCCIS)  
[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

## **Race, religion and nationality**

Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)

Kick it Out: [www.kickitout.org](http://www.kickitout.org)

Report it: [www.report-it.org.uk](http://www.report-it.org.uk)

Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)

Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)

Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)

Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## **LGBT**

Barnardos LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)

EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)

Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)

Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)

## **Sexual harassment and sexual bullying**

Ending Violence Against Women and Girls (EVAW)

[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

A Guide for Schools:

[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf)

Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

### **13. Signs and Symptoms for Parents and Staff**

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child: (not exhaustive)

- 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 make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen/hidden)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- change in attitude to people at home
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- gives improbable excuses for any of the above

These signs and behaviours *could* indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated accordingly.