

Wychall Bullying Prevention Policy

Our aim at Wychall is to ensure the safety and happiness of the children so they can achieve. Wychall is a Rights Respecting School, Article 29 of the UN Convention for the Rights of the Child states:

‘Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.’

All members of the school have a right to be in an educational environment, which is safe, positive, secure and supportive, we know that bullying can interfere with this. We promote a positive and caring ethos and celebrate success in its various forms for all members of our school.

Through Circle times, assemblies, work of the WSSK team and through Jigsaw (our PSHE scheme of work) we will highlight and tackle the issue of bullying and ensure that everyone knows it is not acceptable.

AIMS AND OBJECTIVES

The aim of this policy is to work together to ensure that school is a safe place for children and adults providing a learning environment free from any threat or fear, thus being conducive to the attainment of individual aspirations. In order to achieve this, we will continue to develop the school’s positive and caring ethos and develop the children’s knowledge of their rights. We will continue to develop links in the local and wider community. We will ensure the children have knowledge of justice, and nurture in them, their own sense of justice and tolerance.

The objectives are:

- All members of the school community have an understanding of what bullying is.
- All teaching and non-teaching staff will know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents will know what the school policy is on bullying, and what they should do if bullying arises.
- To reduce and eradicate wherever possible instances in which pupils and adults are subjected to bullying, homophobia or racism in any form.
- To establish appropriate means of providing support, should such an incident occur.
- To consolidate and support the ethos of the school.

• To show that we value the cultural diversity of our community and aim to prevent any form of persecution by meeting the needs of our diverse society.

WHAT IS BULLYING?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying is **not** when one incident has occurred, or when children fall out with their friends. In other words, 'lots of times, on purpose'.

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

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting (eg hiding books, threatening gestures)
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Indirect – spreading rumours, excluding someone from social groups
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focusing on the issue of sexuality
- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of interest, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology ie camera and video facilities.
- Financial – demanding money or making another child pay

Bullying may be related to: race, religion, culture, SEND or disability, appearance or health condition, home circumstance, sexual orientation or sexism.

WHERE CAN BULLYING TAKE PLACE?

The classroom, playground, toilets, on the journey to and from school, on residential trips or cyberspace.

WHEN CAN BULLYING TAKE PLACE?

It can take place during the school day, in the classroom, in the corridor or toilets, on the playground, out of school whilst on residential visits, day visits, in group activities and between families in the local community.

CHILDREN WHO BULLY AND VICTIMS

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, becoming aggressive or angry, feigning illness, taking unusual absences, suffering with nightmares, clinging to adults, self-harming, changes to mental health. They may also have possessions go missing, be asking for money, begin stealing, stops eating, will not use a mobile phone, tablet or computer or is jumpy when a message is received.

The above signs and symptoms could indicate other problems, but bullying should be considered as a possibility.

There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils will be educated on the need to report bullying. Teaching and support staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Bullying takes place where there is an imbalance of power of the child who is bullying over victim. This can be achieved by:

- The size of the individual
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

PREVENTION

The following strategies will be used to prevent bullying incidents:

- PSHE (Personal, Social, Health Education through the Jigsaw Curriculum) lessons to develop co-operation, resilience and build self-esteem. Class assemblies, Circle Time
- Events arranged by the WSSK Team
- Development of the children's knowledge of their rights and the development of the parent's awareness of these rights.
- Wychall Ambassadors - school council – to encourage shared understanding and responsibility
- Implementation of the Behaviour Policy
- Restorative Justice conversations
- High profile learning during Bullying Prevention week
- Encourage children to have respect for each other and for other people's property through the Golden Charter.
- Good and kind/polite behaviour is regularly acknowledged and rewarded.
- Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying
- Staff will reinforce expectations of behaviour as a regular discussion.
- WSSK bullying promise shared and signed by all children within school.
- Having discussions about bullying and why it matters that bullies are dealt with quickly
- Education on keeping safe on-line for children and parents.
- Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings.

If a child feels that they are being bullied, then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend

- Tell a WSSK member or Wychall Ambassador
- Tell a teacher or adult whom you feel you can trust
- Tell a parent or adult at home whom you feel you can trust

DEALING WITH A BULLYING ISSUE

The following steps may be taken when dealing with 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 account of the incident will be recorded and given to a member of SLT who will put the account on Scholar pack.
- A member of SLT will interview all concerned and will record the incident and provide an appropriate sanction (SLT, Phase Managers and the class teacher will be informed). A letter will be sent to the parents of the child who has been bullying.
- The victim will be offered support by the class teacher or Learning Mentor, as appropriate.
- If the bullying persists, a member of SLT may conduct a circle time with the relevant class, to clarify school's policy on bullying and procedures to follow to prevent bullying occurring. The child who is bullying will receive an appropriate sanction.
- The parents of the child who is bullying will be asked to attend a pastoral meeting and a plan for improving the child's behaviour created in consultation with the child and parents.
- The parents of the victim will be kept informed.
- When an accusation of bullying is made but there is not enough evidence to substantiate it, parents of the potential bully may be informed by letter.
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All allegations of homophobia or racism will be taken seriously and will be logged on Scholar pack. In accordance with DfES guidelines all racist incidents will be recorded and parents and governors will be made aware of the incident and the action taken to deal with it.

SANCTIONS

The following sanctions can be used:

Red card letter - official warning to cease bullying

Exclusion from certain areas of school premises e.g. playground

Fixed-term exclusion

Permanent exclusion.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with the head teacher or a senior member of staff they feel comfortable with
- Reassuring the pupil that they have done the right thing by informing staff of what is happening, and that school will now be able to put a stop to the bullying
- Offering continuous support, and further opportunities to talk with staff or, if appropriate Learning Mentor support or referral to STICK.
- Restoring of self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened using a Restorative Justice conversation
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents or guardians to help change the attitude of the pupil.
- Providing access to a Learning Mentor or a referral to STICK if appropriate

ADVICE TO PARENTS

If you think your child is being bullied speak to your child's class teacher.

Do not 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.

Do not encourage your child to be 'bully' back.

MONITORING, EVALUTION 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.



Signed by the Governing Body:

June 2019