

# Wrawby St Mary's CE Primary School



## Anti-Bullying Policy

Created September 2021  
Reviewed March 2024  
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## **Philosophy**

We are committed to listening to children's voices. Tolerance, respect and values are an integral part of ensuring our children are safe and feel safe as we believe that every child has the right to learn in a safe and secure environment. However, we recognise that bullying behaviour occurs to a greater or lesser extent in all schools and as a school community we will work together in partnership and not tolerate any unkind action.

## **Definition of bullying**

*"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally."*

*Key elements – intent to hurt, usually repeated, imbalance of power*

(Cited in DSCF, Safe to Learn: Embedding anti-bullying work in schools: 2007)

We ensure every pupil in Wrawby St Mary's Primary School has the right to

- not be bullied.
- enjoy his/her learning and leisure free from intimidation, both in the school and in the surrounding community.

Our School Community works hard throughout the year to prevent and minimise bullying incidents. We will not tolerate any unkind actions or remarks, even if these were not intended to hurt. Any repeated unkind actions will be called **bullying behaviour**. This includes:

- Physical actions e.g. hitting, kicking, slapping, punching etc.
- Verbal comments e.g. name-calling, teasing, disparaging personal comments, homophobic comments or racial comments
- Non-verbal actions e.g. excluding others or cyber bullying

## **All forms of bullying are unacceptable in school**

- It is the responsibility of all members of staff, parents/guardians and pupils to take action against and discourage bullying behaviour.
- Pupils should be encouraged to talk about, and report, instances of bullying behaviour to other pupils, teachers, and other adults in school, their parents or family.
- Reports of bullying behaviour will be investigated and acted upon as quickly as possible using the 'Bullying/Harassment Log' (see Appendix 1).

Incidents of bullying behaviour either identified by parents, children or staff will be followed up in the following way:

- Identify if the bullying behaviour is in line with the DSCF guidelines
- Make the victim(s) feel safe

- Investigate the situation and determine the seriousness of the incident. This will be identified using the 'Procedures- dealing with incidents in school steps' (see Appendix 2). Each incident will be logged as low, medium or high-level bullying behaviour by a member of the Senior Leadership Team (SLT).
- Provide support for the victim(s), person(s) carrying out the 'bullying behaviour' and the parents of all children involved
- Endeavour to resolve the situation by continuing to monitor and share information on a weekly/monthly/termly basis to be certain that all parties involved feel safe. This will be identified in the school log of incidents.

### **Anti-Bullying Code Aims**

Raise the awareness of staff, parents/guardians and pupils, especially pupils who are new to the school, to the incidence of the various types of bullying behaviours in schools.

Promote the *Message* that all bullying is unacceptable. Promote the *Message* that it is '*Right to Tell.*'

**Pupils must learn that excuses are totally unacceptable and that what they are doing is bullying.**

Those involved in bullying behaviour often offer excuses like:

- "We were just playing."
- "It was just a carry-on."
- "It was just a bit of fun."

**The members of staff play a central and essential role in the school's campaign against bullying.**

- They are the first point of contact for a victim of bullying.
- They are the first point of contact in some cases for parents/guardians who notice something amiss.
- They provide support for both the victim(s) of the bullying and the culprit(s).
- They assess the seriousness of the bullying and refer serious cases to the Senior Leadership Team (SLT).
- They should also be watchful at all times within their own classroom situations for signs of bullying and record any initial concerns in class pastoral records.

**All parents/guardians should look out for the signs of bullying.**

These could include:

- Reluctance of pupil to go to school
- Unexplained absences
- Changes in behaviour (moodiness, unhappiness)
- Giving up on interests or hobbies
- Physical injuries

### **Action which parents/guardians can take if they think their child is bullied:**

Gently question child about how they are doing at school, whether they are enjoying school, or have favourite subjects. Contact the Headteacher or Deputy Safeguarding Lead (DDSL) to discuss any worries or to alert the school about a possible problem. In some serious cases the police may have to be involved.

### **Senior Leadership Team (SLT) – Headteacher, SENDCo, Senior Teacher**

#### **Action required of the SLT:**

1. Play a leading role in promoting the School Policy against Bullying.
2. Investigate and take appropriate action on any reported cases of serious or persistent bullying.

#### **This could involve:**

- Supporting the victim of bullying and the culprit
- Involvement of the parents/guardians of both the victim of bullying and the culprit
- Deciding on appropriate sanctions or punishment, including exclusion
- Keeping a careful record of any incident of serious bullying and having a copy of this placed in the pupil files
- Reporting the matter to the police in very serious cases
- Monitoring the success of the Anti-Bullying Policy by following up with all parties involved over agreed timescales. This will be identified in the school log of incidents

#### **Pupils who are bullied should:**

- Talk to other people about it (pupils, teachers, parents or other adults)
- Not feel guilty about being bullied—it is not their fault
- Not feel guilty about reporting it—they may be preventing other pupils from being bullied by the same person.

#### **Pupils who realise that they have been bullying someone should:**

- Stop the bullying immediately
- Discourage others who have been involved in the bullying
- Resolve not to become involved in bullying again
- Reassure the victim of bullying that the bullying has stopped
- Ask for help if they find that they cannot stop bullying

**Appendix 1**

**Record of Discrimination Incident and Actions Taken**

**Do you feel the behaviour was motivated by any of the factors listed below?**

*(Tick the relevant box)*

<b>Race or ethnicity</b>	<input type="checkbox"/>	<b>Gender or gender identity</b>	<input type="checkbox"/>	<b>SEN or disability</b>	<input type="checkbox"/>
<b>Appearance or health conditions</b>	<input type="checkbox"/>	<b>Home circumstances</b>	<input type="checkbox"/>		

**Name of person submitting report:**

**Position in school/academy:**

**Date of report:**

**Date of incident:**

**Details of the discrimination incident**

**Type of incident**

*(Tick the relevant box)*

<b>Offensive language (written or verbal)</b>	<input type="checkbox"/>	<b>Verbal abuse</b>	<input type="checkbox"/>	<b>Threatening behaviour</b>	<input type="checkbox"/>
<b>Physical assault</b>	<input type="checkbox"/>	<b>Harassment, bullying, victimisation</b>	<input type="checkbox"/>	<b>Facebook</b>	<input type="checkbox"/>
<b>Incitement of others to behave in hateful way</b>	<input type="checkbox"/>	<b>Ridicule of cultural or physical differences</b>	<input type="checkbox"/>	<b>Damage to school property e.g. graffiti/personal property</b>	<input type="checkbox"/>
<b>Refusal to cooperate with others (because of religion, language, race, gender etc) or using inappropriate language related to the above areas</b>	<input type="checkbox"/>	<b>Attempt to recruit others to racist organisations or extreme views</b>	<input type="checkbox"/>		

**Other** *(please describe)*

**VICTIM DETAILS**

**Victim's personal details** e.g. name, dob, address etc.

**Gender**

**Male**

**Female**

Indicate if known the racial or ethnic origin of the victim			
Is English the first language of the victim?	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
Was the incident witnessed?	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
Details of witness/es and their reported account of the incident			

**PUPIL INVOLVEMENT**

Details of the aggressors/participants/bystanders e.g. age, number, gender and ethnic background if known

**ACTION TAKEN**

Detail what action has been taken in response to the incident:

i Has an investigation been launched? (e.g. interview with the perpetrator/s) **Yes**  **No**   
**If Yes, give details;**

ii Have referrals been made to any outside agencies? (e.g. police, NELC etc.) **Yes**  **No**   
**If Yes, give details:**

iii Has action has been taken in relation to the aggressor? (e.g. mentoring, warning, exclusion) **Yes**  **No**   
**If Yes, give details:**

iv Has any action been taken in relation to the victim? (e.g. counselling, discussion with parent/carers) **Yes**  **No**   
**If Yes, please give details:**

v What is the outcome of the incident? (e.g. are there any further actions to be undertaken, is the incident considered to be closed)  
**Please give details:**

Signed by:

Passed to Headteacher or DSSL

Date

Date

## PROCEDURES – DEALING WITH BULLYING INCIDENTS IN SCHOOL

### STEP 1

Concern about bullying behaviour witnessed or reported to a member of staff

#### STEP 2a – Low Level

Member of staff talks with those involved and decides no further action is required; reinforces with all involved school's stance with regard to bullying

#### STEP 3a

Pupil who has been the "target" is asked to report any subsequent unpleasant behaviour immediately to a member of staff and parent / carer

#### STEP 4a

Member of staff decides to inform other members of staff to keep "eyes" and "ears" open

#### STEP 2b – Medium Level

Member of staff decides that the behaviour needs to be further investigation and either takes on the case or formally reports the details of the incident to the appropriate member of staff

#### STEP 3b

Behaviour investigated to assess nature and severity of the behaviour; all those involved including bystanders talked to; behaviour records checked; parents informed; involved as appropriate and provided with regular feedback

#### STEP 4b

Assessment completed, details recorded and appropriate action implemented; support to those bullied; help to change behaviour of those bullying; bystander behaviour addressed; parents informed and involved

#### STEP 5b

Review of effectiveness of action taken within appropriate timescale

#### STEP 2c – High Level

Member of staff decides the behaviour is potentially so serious that it has to be referred to a senior member of staff, and if appropriate the Child Protection Designated Person

#### STEP 3c

Senior member of staff informs parents immediately and meeting arranged as soon as possible (unless such action could put a child at risk)

#### STEP 4c

Appropriate senior member of staff instigates immediately an investigation and decides whether case needs to be referred to external agency, for example Child Protection and / or Police; where external agencies involved further school action needs to be agreed with involved agencies

#### STEP 5c

Assessment completed, details recorded and appropriate action implemented; support to those bullied; help to change behaviour of those bullying; bystander behaviour addressed; parents informed and involved; severity of behaviour determines appropriate sanction; decision made about involvement of appropriate specialist external support agencies

#### STEP 6c

Review of effectiveness of action taken within appropriate timescale