

Withnell Fold Primary School



ANTI BULLYING POLICY

School Definition of Bullying Behaviour

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents.'

Bullying involves an imbalance of power. If two pupils of equal power or strength have an occasional fight or quarrel, this is NOT bullying.

Some statements about bullying behaviour:

'Bullying is hurtful; it hurts bodies, feelings, minds, confidence and makes you want to hide.'

'Bullying is a long continual cycle of being picked on, sworn at, threatened, made to be afraid and being physically hurt just because you may be different. It is mean and cruel and people get easily upset and scared by it. Bullies often find it 'fun' to torment their 'victims' – but this is a stupid thing to do and it is often the bully who has the real problem.'

'Bullying is physical or mental abuse that happens day after day with constant worry going through the victim's mind. A bully takes power over someone weaker and makes his or her life a misery so that he or she is too scared to tell anyone.'

A Statement of Values and Principles

At Withnell Fold Primary School staff, parents and children work together to create a happy, caring, learning environment. Bullying behaviour, verbal, physical or indirect, will not be tolerated.

It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown time and time again that the extent of bullying in schools is greatly underestimated.

The Limits of the Policy

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people.

Strategies for dealing with bullying

There is no one strategy that will prevent bullying behaviour. The more strategies the school has the more likely bullying behaviour will be reduced.

'No blame approach'

At Withnell Fold we have adopted the **'No Blame Approach to Bullying'**. The emphasis is always on a caring, listening approach. Pupils who display bullying behaviour are often victims too and that is why they bully. **The Headteacher should be kept informed about alleged bullying.**

Step 1 Interview with the victim

- When the teacher finds out that bullying has happened, s/he starts by talking to the victim about his/her feelings and may write these down. If the pupil is unable to do this then the interviewing adult will scribe for him/her. The pupil should be questioned about the incidents and the pupils involved.

Step 2 Interview the 'bully/bullies'

- The pupil(s) who have been involved in bullying are interviewed individually
- They are encouraged to be honest about what has been happening and asked to explain why they think that the 'victim' is unhappy at school. They should not be interrogated!! A record of such meeting should also be kept.

Step 3 Convene a meeting with the people involved

The group of pupils who have been involved then meet after the following actions have taken place:

- Identify the bully/bullies. Obtain witnesses if possible. Advise the Headteacher
- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at Withnell Fold Primary School.

The meeting will include some bystanders or colluders who joined in but did not initiate any bullying. A group of 6-8 young people works well.

Explain the problem

- The group are told about how the victim feels and might read out the account written by the victim or an appropriate poem or picture
- At no time are details of the incidents discussed and blame should not be allocated to the group

Share responsibility

- The teacher does not attribute blame but states that s/he knows that the group are responsible and can do something about it.

Ask the group for their ideas

- Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but does not go on to extract a promise of improved behaviour.

Leave it up to them

- The teacher ends the meeting by passing over the responsibility to the group to solve the problem. S/he arranges to meet with them again the following week to see how things are going. It should be made clear to the victim, that if any other instances occur before then, s/he should report it immediately.

Step 4 Meet with the group again

- About a week later, the teacher meets with the group to discuss how things are going. The teacher may need to ask the victim on an individual basis how things are in the interim. This allows the teacher to monitor the situation and keeps the young people involved in the process.

Sanctions

Persistent bullying is regarded as very serious and if the situation recurs either with the same 'victim' or with others, then the school's Behaviour Policy will be implemented, and parents informed.

Recording

Any allegations of bullying will be recorded on our CPOMS system and relevant staff will be alerted by email. Sanctions and discussions will also be logged. This allows school to monitor trends and keep staff informed.

Preventative Measures

The ethos of the school

Staff and children at Withnell Fold Primary School are committed to maintaining an atmosphere of mutual respect for each other. We encourage children to develop as individuals and to enjoy all aspects of school life, to care for one another and be friendly.

The curriculum approach to anti-bullying

The school ethos is supported with planned curriculum opportunities to introduce the subject of bullying behaviour. In PSHE, we use the PSHE Association's scheme of work as our main planning tool but this can be supplemented by additional sessions as incidents arise.

Inclusion in the curriculum for each year group acts as a reminder to pupils about the expectations of the school and also provides opportunities for staff to support pupils through the teaching of personal and social skills and address any safety concerns pupils may have.

Other preventative strategies

Training for teaching staff, support staff, welfare staff, governors, pupils and parents is acknowledged as an important preventative measure. A range of issues can be addressed both in-house and through LEA training.

Intervention Strategies

Circle time is part of the planned PSHE curriculum. Teachers and pupils sit together in a circle for discussion, games and enjoyable activities. This creates a safe place to explore issues and concerns. It encourages effective communication and improves self-esteem.

Co-operative group work takes place regularly in all classes. Pupils work together on shared tasks, co-operation and accountability, trust building. Pupils learn to work together, to manage conflict within a group and share common goals.

Make Lunchtimes Positive training for welfare assistants and Year 5 and 6 buddies takes place annually in order to make the longest unstructured part of the day more structured.

Implementation of the Policy

The implementation of the policy is the responsibility of the Headteacher. However, everyone involved with the school shares the policy and all are aware of their responsibility to report observed incidents of bullying. This includes parents and pupils. The policy and advice will be given to parents of children new to the school along with the school's behaviour management policy.

Monitoring the Anti-Bullying Policy Process

This policy and procedures will be regularly monitored. At key points during the year pupils and staff will be reminded of the policy and procedures.

Evaluating the Policy

The Headteacher will monitor the situation by looking at records of incidents of bullying and discussions with staff, pupils and parents. The Headteacher will report to the Governing Body on a regular basis.

Policy Review Date

Reviewed – September 2024 Next review date – September 2026