

# West Thornton Primary Academy

## Anti-Bullying Policy

**Date: October 2018**  
**Review Date: October 2019**



## **ANTI-BULLYING POLICY**

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### **INCLUSION AND SAFEGUARDING STATEMENT:**

We are committed to creating futures for all in a welcoming and supportive learning environment, in which all pupils feel valued and challenged to be resilient thinkers, active learners with transferable skills and have an appetite for world learning.

At West Thornton Academy all pupils are valued inspired and respected within our happy, welcoming academy community.

We set high expectations for all our pupils. Practitioners give every pupil the opportunity to experience success in their learning, by providing a relevant and challenging curriculum with an emphasis on personalised learning.

All children have unique experiences to share. At West Thornton we celebrate this diversity by valuing the contribution of all pupils and providing a learning environment that encourages interdependence.

Our academy is committed to safeguarding and promoting welfare of children and expects staff to share this commitment.

## 1. Policy Statement

There is no legal definition of bullying. However the GOV.UK website has a useful explanation of bullying as:

- repeated
- intended to hurt someone, either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Here at West Thornton Primary Academy we seek to create a happy and safe environment in which all individuals are considered important and valued, and we encourage children to show care and consideration towards others.

There is no easy solution to prevent bullying. Anti bullying strategies do not in themselves prevent bullying. They need to be developed and delivered with the involvement of staff, pupils and parents. An approach needs to evolve, as there is no single answer or solution to the problems of bullying.

## 2. Aims of the Policy

The aim of our policy statement is to clarify to all members of staff, pupils and parents that bullying is always unacceptable. We aim to encourage a climate of positive support in our school, which empowers individuals to realise that they do not have to tolerate bullying and that they must inform someone if they are being bullied. Children must be confident that they will be listened to and that action taken will be sensitive to their needs.

## 3. An Agreed Definition of Bullying

It is important to make the distinction between bullying and conflict. Conflicts are not the cause of bullying, and helping children handle conflicts correctly can prevent bullying. Bullying is about situations where there is a target with less power than the perpetrator(s). Bullies manipulate and stretch the limits of what is right and wrong.

**Bullying is a deliberate hurtful behaviour that happens over a period of time. It is not falling out with a friend or something that happens once or twice.**

It is difficult for those being bullied to defend themselves.  
It is difficult for those who bully to learn new social behaviours.

### What constitutes Bullying?

#### **Bullying can take many forms:**

- Verbal – name calling, teasing, insulting, writing notes, making threats or racist remarks.

- Physical - hitting, kicking, spitting, removing belongings, damaging property.
- Emotional - ostracising, tormenting, spreading rumours, gesturing.
- Cyber-Bullying - bullying by email, over the phone and by text message; with the use of digital cameras and camera phones to intrude on the privacy of individuals; with so-called 'happy slapping' attacks - the filming and sharing of physical attacks on individuals by groups; the posting of offensive websites; the impersonating of individuals through hijacking email accounts; abusive and threatening behaviour in chat rooms, on discussion boards and through instant messaging.

There are various types of discrimination that are monitored through our anti bullying policy and procedures.

They are described below under the following headings:

### **Racism**

A racist incident is any incident which is perceived to be racist by the victim or any other person.

It is important to clarify to all members of staff, pupils and parents that racism is always unacceptable.

Incidents often include verbal abuse and name-calling, racist jokes and offensive mimicry or physical threats or attacks.

Any behaviour that does not respect anyone for reasons of race, colour, nationality or ethnic origins is racism and goes against our code of conduct that promotes respect, dignity and equality.

All incidents of racism are recorded, investigated and a Discrimination Incident form is sent to Croydon LEA.

### **Gender**

Incidents often include abusive name-calling, looks and comments about appearance, attractiveness and emerging puberty. Interactions involving inappropriate and uninvited touching or graffiti with sexual content can be forms of sexual bullying.

Any behaviour that does not respect anyone's gender goes against our code of conduct that promotes respect, dignity and equality.

A record of any incident, the action taken and any further action is made on SIMS.

### **Sexual Orientation**

Sexual bullying can also be related to sexual orientation. Pupils who are just different can be subjected to homophobic name calling and teasing. Pupils must be encouraged to understand their inappropriate use of homophobic language so they may understand the impact such discrimination may have.

Any behaviour that does not respect differences is unacceptable and goes against our code of conduct that promotes respect, dignity and equality.

A record of any incident, the action taken and any further action is made on SIMS.

### **Religious**

Incidents often include verbal abuse and name-calling, religious jokes and offensive mimicry or physical threats or attacks.

Any behaviour that does not respect anyone for reasons of religious beliefs or practices is unacceptable and goes against our code of conduct that promotes respect, dignity and equality.

A record of any incident, the action taken and any further action is made on SIMS.

### **Disability**

Pupils with special educational needs or disabilities may not be able to articulate experiences as well as other children. However, they are often at greater risk of being bullied.

**We are working towards becoming a Dyslexia friendly school and adopt appropriate practices to ensure that all children can access the learning.**

Staff must reflect on how teachers' behaviour might unintentionally trigger bullying. Avoiding undue attention to specific differences between SEN children and their peers may help reduce this.

Any behaviour that does not respect anyone's specific difficulties or disabilities is unacceptable and goes against our code of conduct that promotes respect, dignity and equality.

A record of any incident, the action taken and any further action is made on SIMS.

## **4. Preventative strategies to create and implement a bully free ethos**

### **Strategies for dealing with bullying**

At all times it needs to be stressed that it is the bullying behaviour that is unacceptable not the person themselves.

The following are a list of actions available to staff depending on the perceived seriousness of the situation:-

- Never ignore suspected bullying. Should staff be concerned, at the earliest opportunity a discussion needs to be held with the pupils involved to discover the nature of the problem.

- Non-teaching staff, such as site manager, office staff and visitors or voluntary staff, are encouraged to report any incidents of bullying behaviour witnessed by them to the teaching staff.
- If bullying is identified, listen carefully to all accounts and advise a Senior Leader or the Headteacher. The incident is then recorded in SIMS. A decision can then be made as to what the 'next steps' would be.
- Parents or guardians of victims and the perpetrator will be informed of incidents by the class teacher, Senior Leaders or the Head teacher as soon as possible, so that they are given the opportunity to discuss the matter with their child. They are then in a position to help and support their child before the situation escalates.
- During discussions with the perpetrator, share the details of the incident and ask them to be truthful about the situation. Adopt a problem solving approach. What can now be done to make the situation better? How are they going to resolve the situation and restore the trust of the victim?
- Sanctions for the perpetrator will be given in accordance to our discipline policy and may include withdrawal from favoured activities, loss of playtimes, in-house or out-of-school exclusions from lunch times, lessons times (depending on the severity of the incident), these to be re-instated as the behaviour of the child improves. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying incident. Both children and in some cases parents, may be supported by the Family and Pupil Support Worker and may also be referred to Place2be if deemed necessary.
- Continue monitoring the situation and have regular discussions with the victim to ensure that there is no repletion.
- A single strategy may not be enough and a combination may be better.

## **Intervention Techniques**

### **Charter of Rights**

The **School's Charter of Rights, based on the UN Convention on the 'Rights of the Child'** has been devised by children on the Learning Council. The Charter's focus is on the Rights and Respecting the Rights of others. This is a whole school approach and is fully embedded into our curriculum. Reference will be made to Children's Rights and Respecting the Rights of others in context throughout the day. (It is displayed in each class and around the school).

Through the above, pupils are taught the values and principles of the Rights of Individual and Tolerance.

- Circle time activities/role play can be used within the classroom where children are encouraged to identify how they would feel if they were isolated themselves. Smaller circle times could also be carried out including the children involved – these could be held by the class teacher themselves or members of the pastoral support team.
- Strategies can also be discussed through the Learning Council and the topic of bullying addressed through assemblies if deemed necessary.
- Children could refer themselves or their friends to Place2talk where they will be picked up by the Project Manager who will then raise concerns with the class teacher or relevant members of staff

- We have 2 trained Emotional Learning Support Assistants (ELSA's) in school who if directed will carry out a 10 week 'Circle of Friends' intervention with the child
- Surveys are carried out at various times in the year to ascertain children's well-being
- A training session is held for all teachers, administrators, school staff, pupils and parents about bullying behaviours, strategies and available resources if deemed necessary
- Discussions of bullying incidents at regular meetings such as Inclusion meetings where key members of staff meet to discuss issues
- More directed/increased supervision where bullying incidents occur. Ongoing meetings between parents and school staff until issues are resolved
- Short term intervention from Family and Pupil Support Worker and/or Place 2 be Project Manager where deemed necessary

### **Monitoring and Review**

The policy will be monitored and its effectiveness reviewed annually. This will be done by examining the school's records on SIMS and by discussion with all relevant staff. The Head teacher will then report back to the governors concerning the effectiveness of the policy.

**Date reviewed:**

**October 2018**

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**October 2019**