

Anti-Bullying Policy

Principles and Values

At Winslow Church of England School, our vision is 'Let your light shine'. Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to 'let their light shine' in a loving and inclusive community.

At Winslow Church of England School, we aim to provide a safe, friendly and secure environment where everyone experiences the joy of learning. Bullying is taken very seriously; it is not a normal part of growing up and it can have a negative impact on learning, attainment and attendance.

Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations, and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

Our school community

- Will discuss, monitor and review our anti-bullying policy on a regular basis.
- Will support staff to promote positive relationships and identify and tackle bullying appropriately.
- Will ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Will report back to parents/carers regarding their concerns on bullying and deal promptly with complaints. Parents/Carers in turn work with the school to uphold the anti-bullying policy.
- Will seek to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate

Definition of bullying (as agreed by our whole school community)

As defined in "Valuing All God's Children - Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying" (Second Edition) Autumn 2017

*Bullying is hurtful, unkind or threatening behaviour which is **deliberate and repeated**. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target, the whole school community and its secure and happy environment*

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)



- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion

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

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances

At Winslow Church of England School, we are aware that it is possible that the bully may be an adult and will impose appropriate sanctions and, if necessary, follow safeguarding procedures where this is the case.

Preventing and responding to bullying

We will

- Actively provide opportunities to develop pupils' social and emotional skills, including their resilience and Emotional Health and Well-Being.
- Consider all opportunities for addressing bullying including through the curriculum, through information and displays, through peer support and through the student council.
- Raise awareness through our participation in Anti Bullying Week
- Train all staff to identify bullying and follow school policy and procedures on bullying.
- Value pupil voice in identifying 'high risk' or 'likely' areas for bullying

Encouragement to tell

We actively encourage anyone who is being bullied, or others who know about it, to feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Grins and Grumbles boxes are available for indirect/ anonymous disclosure. Everyone should realise that not telling means bullying is likely to continue.

Roles in Anti Bullying

Staff

We expect staff to:



- Provide children with a framework of behaviour (including class rules) which supports the whole school policy and expectations regarding bullying and what actions to take if they, or others, are being bullied, by referring to the **Anti Bullying Statement (Appendix 3)**.
- Ensure children have a clear understanding of the difference between Bullying and Bugging and will have a clear understanding of how to use the DEBUG system to equip children with a series of steps they can use to solve problems when another child is 'bugging' them rather than 'bullying' them. **(Appendix 4)**. This is shared in school assemblies.
- Emphasise and behave in a respectful and caring manner to pupils and colleagues, to set a good tone and help create a positive atmosphere.
- Challenge bullying (including Homophobic, Biphobic and Transphobic (HBT) bullying and language), report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.
- Report any incidents of Bullying or prejudice related incidents to the Behaviour Leader / Senior Leadership Team using the Bullying and prejudice related incidents report form **(Appendix 1)**.
- Offer support to pupils who have been bullied.
- Work with pupils who have been bullying in order to address the problems they have.
- Provide children with a good role model.
- Raise awareness of bullying through stories, role-play, discussion, peer support, school council, PSHE, RE and Citizenship.
- Through the Head teacher, keep the Governing Body well informed regarding issues concerning behaviour management.
- Work with our Behaviour leader so that the anti-bullying policy can be properly enforced and monitored.
- Regularly canvas views on the extent and nature of bullying.
- Ensure pupils know how to express worries and anxieties about bullying.
- Ensure 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.
- Ensure parents/carers/pupils have a clear understanding of the arrangements for reporting bullying and how incidents will be recorded and investigated.
- Publicise the details of help lines and websites.

Parent/Carers

We expect that parents/carers will

- Understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school.
- Know who to contact if they are worried about bullying including our complaints procedure.
- Feel confident that everything is being done to make sure their child is happy and safe at school.
- Be informed about and fully involved in any aspect of their child's behaviour.
- Have a clear understanding of the arrangements for reporting incidents and how they will be recorded and investigated. Through use of step by step guidance leaflet for Parents/Carers (Appendix 2).

Parents should not:



- Attempt to sort the problem out themselves by speaking to the child whom they think may be behaving inappropriately towards their child, or by speaking to their parents.
- Encourage their child to 'bully' back.

Pupils

We expect pupils will:

- Not take part in any kind of bullying
- Watch out for signs of bullying among their peers
- Never be bystanders to incidents of bullying
- Offer support to any victim of bullying and encourage them to report it.
- Have a clear understanding of the expectations of the School regarding bullying and what actions to take if they or others are being bullied by referring to the Anti Bullying Statement (Appendix 3).
- Have a clear understanding of the difference between Bullying and Bugging and how to use the DEBUG system, by equipping children with a series of steps they can use to solve problems when another child is 'bugging' them rather than 'bullying' them. (Appendix 4).

Governors

We expect that governors will:

- Support the Head teacher and the staff in the implementation of this policy
- Be fully informed on matters concerning anti-bullying
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.

Tackling Bullying

Recording

Incidents clearly identified as bullying must be reported to the class teachers responsible for the child/children who have been bullied and those who have been bullying. All incidents and follow up action will be recorded.

Reporting bullying

Anyone who believes they or someone else is being bullied must report their concerns to teachers, other adult staff or peers who will ensure these are reported to the Behaviour Leader/ member of SLT.

All staff have a duty to challenge bullying (including HBT bullying and language), report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.

Senior staff - The Senior Leadership team have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.

Responding to Bullying

Whenever a bullying incident is discovered at school, the following actions will be taken:



1. Staff will record the bullying on an incident reporting form (Appendix 1).
2. The Behaviour Leader will monitor the incident reporting forms, analysing the results on a termly basis.
3. The Behaviour Leader will produce termly reports summarising the information for the governing body
4. Support will be offered to the person being bullied and the person bullying, including: learning mentor, class teacher, peer mentor, buddy support system, circle time, playground buddies, setting aside time for regular support with a chosen adult.

We will support all involved by:

- Talking through the incident with the person bullying and the person being bullied
- Helping the person bullying and the person being bullied to express their feelings
- Talking about which rule(s) has/have been broken
- Discussing strategies for making amends within our Christian ethos of reconciliation and forgiveness

Sanctions may include but are not limited to:

- Restorative justice approaches
- Missing break or another activity
- Meeting with staff, parent and/or child
- Formal letter home from Head teacher
- Pastoral support plan
- Exclusions (internal / external)

5. Parents/carers (of both the person bullying and the person being bullied) will be informed of what has happened, and how it has been dealt with. Child protection procedures should always be followed when concerns arise.
6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils wellbeing beyond the school day. Staff, parents and carers and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on the school behaviour logs and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a thinking card or safeguarding form.



Prejudice based incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. Any such prejudice based incidents are taken seriously and recorded and monitored in school, with the headteacher regularly reporting any such incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Circle time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.
- We will normalise / reference different gender and sexuality in classwork, through examples, stories and discussions.
- Peer-mentoring, pupil-led programmes and Learning Mentor 1 to 1 and group sessions offered to support all pupils.
- Participation in national and local initiatives such as Anti-Bullying Week

Training

The headteacher is responsible for ensuring that all school staff (including teaching assistants, and midday supervisors) receive regular training on all aspects of the Anti-bullying policy.

Monitoring

The headteacher and Senior Leadership Team are responsible for monitoring the policy on a day-to-day basis.

The headteacher and Behaviour Leader are responsible for monitoring and analysing the recorded data on bullying.

Evaluating and reviewing



The Behaviour Leader is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required the school policies and anti-bullying strategies should be reviewed.

Links with other policies and procedures:

- School Aims and Vision
- Behaviour Policy
- Equality and Diversity Policy
- Recording of racial incidents
- Staff Code of Conduct
- SEND Policy
- E-safety Policy
- Child Protection Policy
- Complaints Procedure

Help Organisations:

Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

For a copy of Kidscape's free booklets 'Stop Bullying', 'Preventing Bullying' and 'You Can Beat Bullying', send a large (A4) self addressed envelope (marked 'Bullying pack') with 6 first class stamps to: Kidscape, 2 Grosvenor Gardens, London SW1W 0DH

Policy Monitoring and Review

We will formerly review this policy every year as well as if incidents occur that suggest the need for review.

Policy created January 2017

Policy reviewed and updated January 2019



Appendix 1 Bullying and prejudice related incidents report form template

Every bullying or prejudice related incident should be recorded on this form as soon as possible.

1. Staff Details	
Date completing Form	
Name of staff	
After completing this form it should be handed to Steve Wright Behaviour Leader	
2 Details of Incident	
If you are unsure of the category (for example whether it is homophobic or biphobic bullying) then you can tick all that you think may apply and simply explain the details.	
Bullying: Nature of incident: Tick all that apply	<input type="checkbox"/> Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact) <input type="checkbox"/> Verbal (e.g. name calling, ridicule, comments) <input type="checkbox"/> Cyber (e.g. messaging, social media, email) <input type="checkbox"/> Emotional/indirect/segregation (e.g. excluding someone, spreading rumours) <input type="checkbox"/> Visual/written (e.g. graffiti, gestures, wearing racist insignia) <input type="checkbox"/> Damage to personal property <input type="checkbox"/> Threat with a weapon <input type="checkbox"/> Theft or extortion <input type="checkbox"/> Persistent Bullying <input type="checkbox"/> Prejudice related incident
Form of bullying or incident:	<input type="checkbox"/> Race – racist bullying <input type="checkbox"/> Sexual orientation – homophobic <input type="checkbox"/> Sexual orientation – biphobic <input type="checkbox"/> Special educational needs (SEN) or Disability <input type="checkbox"/> Culture or class <input type="checkbox"/> Gender identity – transphobic <input type="checkbox"/> Gender – sexist bullying <input type="checkbox"/> Appearance or health conditions <input type="checkbox"/> Religion or Belief related <input type="checkbox"/> Related to home or other personal circumstances <input type="checkbox"/> Other or non-specific



Details of those involved: record all involved, whether adults, pupils, visitors from the school community and from external organisations				
	Name:	Age/Year Group	Class teacher	Other: Gender, SEN, disability, BME
Target of bullying incident				
Person Responsible for bullying incident				

Details of Incident		
Date:	Place	Time
Witnesses:		
Repeat incident or serious incident		
Any relevant supporting information (witness accounts, screen grabs etc)		
Action taken:		
Details of others involved or notified		
Actions for follow-up		
Review Date:		
Signature:		



Guide for Parents: Bullying

Definition of bullying: Bullying is hurtful, unkind or threatening behaviour, which is **deliberate and repeated**.

Bullying may include:

- Physical Attack: Unwanted physical contact, kicking, punching, pinching, pushing, hitting etc.
- Words: Teasing and name calling, making fun of physical differences e.g. Fat/thin, tall/short etc.
- Rumours: Interfering with friendships, isolation of individuals, spreading nasty rumours
- Threatening: taking money, items, or threaten physical attack
- Annoying: continually annoying and causing discomfort and frustration
- Racist: Being unkind about race, colour or religion
- Rudeness: someone being rude to you because of how you are eg. fat/thin, tall/short

If you are concerned about bullying:

At Winslow Church of England School we have clear expectations of good and friendly behaviour and we see bullying in a serious light. We also want to ensure that parents and carers and children are able to communicate their concerns to the school.

- Carefully listen to the child's account of the nature of the incident/s
- Acknowledge a child's fears and experiences. Open communication helps to accurately establish the nature of the concern and also if the situation changes or improves with time.
- In accordance with our policy, please do not speak with the child who you think may be behaving inappropriately towards your child, or their parents.
- Speak to the class teacher who will make thorough enquiries and address the situation.
- Follow up with the class teacher and the child to find out about improvements and changes to the situation.
- Please continue to tell your class teacher if you feel that the situation has improved, worsened or remained unchanged. This will allow measures to be adjusted in order to resolve the matter.
- Should you not be entirely satisfied with the situation it would be possible to arrange a meeting with the head teacher (or a senior staff member in their absence) who will further address the situation.

Never bully back: keep communication open with the class teacher in working towards a solution.

Maintaining a friendly and safe environment for our children:

We all play a very important role in ensuring that Winslow Church of England School continues to provide a safe, caring and friendly environment for our children, allowing children to concentrate on and flourish in their education.

Your help is vital. Please help us by:

- Preparing young children about acceptable friendly behaviour and the negative effects of bullying
- Encouraging children to identify and report bullying that they either experience or see
- Encouraging children to speak to yourselves and staff about their concerns, fears and experiences so that behaviour can be corrected very quickly



Anti-Bullying Statement

**BULLYING IS HURTFUL, UNKIND OR THREATENING BEHAVIOUR,
WHICH IS DELIBERATE AND REPEATED**

WE WILL NOT ALLOW BULLYING IN OUR SCHOOL

Bullying can happen in different ways:

- **PHYSICAL ATTACK** – for example kicking, punching or slapping.
- **WORDS** – Someone saying nasty things to you. Teasing and name calling.
- **THREATENING** – to take money or belongings from you or to hurt you.
- **RUMOURS** – someone spreading nasty rumours about you.
- **ANNOYING** – someone continually annoying you.
- **RACIST** – someone being nasty about your race or religion.
- **RUDE** – someone being rude to you because of how you are for example fat/thin, tall/short.

IF YOU ARE BEING BULLIED, TELL SOMEONE.

**TELL YOUR TEACHER OR ANY OTHER MEMBER OF STAFF YOU
FEEL YOU CAN TALK TO.**

REMEMBER WE ARE HERE TO HELP YOU.



‘Bullying’ or ‘Bugging’? - Using the ‘DEBUG’ System A Guide for Parents

The **DEBUG** system is a method to equip children with a series of steps they can use to solve problems when another child is **‘bugging’** them rather than **‘bullying’** them.

How to Deal with ‘Bugging’

The **DEBUG** System assists children in establishing boundaries, becoming assertive and promoting self-management - It is ideal for children in KS1 and KS2.

We can use the acronym, **DEBUG**, to help children remember the following five steps when another child is bothering or ‘bugging’ them;

Step 1 **D** – **Decide** to ignore.

Step 2 **E** – **Exit**, walk away.

Step 3 **B** – **Be friendly**, use friendly words.

Step 4 **U** – **Use** firm talk (no yelling).

Step 5 **G** – **Get** adult help.

When children are at Step 3 (B – Be friendly, use friendly words)

Children should consider using the following sentences.

When talking children should use a friendly voice:

- I feel (feeling words) when (what the other person is doing).
- Please (what you want to happen).

When children are at Step 4 (U – Use firm talk, no yelling)

Children should consider using the following sentences

When talking children should talk firmly (no yelling):

- I really don’t like (what the other person is doing!)
- Stop it, I don’t like it!

When children are at Step 5 G – Get adult help.

- These 5 DEBUG steps help define an adult’s role; children are all made aware they should without any hesitation, consult an adult after they have attempted to resolve their issues with another child using they first 4 steps if they feel they are being ‘bugged’ or annoyed by another child.
- If children feel at any stage uncomfortable with the ‘bugging’ they are experiencing or if they feel they need additional support, they are always recommended to move straight to Step 5 to find adult help and support.

All children have been introduced to the **DEBUG** system during assembly time and classroom discussion.

Pupils will be advised of how to use the five **DEBUG** steps when another child is annoying them or ‘bugging’ them.