

**WHITLEY MEMORIAL CE FIRST SCHOOL**  
**ANTI BULLYING POLICY**  
**May 2017**  
**'Believe to Achieve'**

**THE STATEMENT OF PRINCIPLES**

Whitley Memorial CE First School's behaviour policy embodies values such as respect, fairness and social inclusion. Whitley Memorial also promotes equality in all its forms and is committed to improving positive outcomes for all students. The 'Statement of Principles' is committed to eliminating all forms of discrimination, harassment and bullying and to promote the welfare of students and good relations across the school community. Vulnerable students, including looked after children, students with SEN, physical or mental health needs, will receive support according to their individual need.

Whitley Memorial School will record breaches of the Code of Conduct including bullying and racist incidents. Parents/carers and Governors will be informed of such incidents and the action taken to deal with them. Governing Bodies will inform local education authorities annually of the pattern and frequency of any incidents. These principles will underpin our Anti-Bullying Policy and our daily practices to implement the policy, incorporating rules, rewards, sanctions and behaviour management strategies.

**RATIONALE**

Every pupil has the right to come to school and feel happy and secure and have the opportunity to achieve their potential in an environment free from intimidation and fear.

At Whitley Memorial we aim to create a caring, secure environment based upon the Christian ethos and Core Values in which children are actively encouraged to co-operate and show respect for the views, needs and rights of others and feel valued as a member of the school community. In addition, we aim to encourage positive attitudes towards equal opportunities, race issues and religion through a programme of personal and social education.

**AIMS**

At Whitley Memorial we aim to promote positive attitudes to both work and behaviour by encouraging children to be independent, responsible and considerate towards others. Self-discipline and good behaviour are encouraged and praised and the whole emphasis is on achievement, effort and positive aspects of school life. School rules are kept to a minimum and they are compatible with the care of the children and the organisation of the school. The happy, caring atmosphere in the school is based upon Jesus' own love and respect for other people. The Core Values of the school form an integral part of this approach. We aim to foster good relationships irrespective of age, disability, ethnicity, gender, religion and belief or sexual identity.

**PURPOSES OF THE POLICY**

- To provide an environment in which pupils feel secure and unafraid
- To recognise the need for continuous vigilance and consistent action of the entire staff in establishing a safe school
- To raise awareness of bullying and develop strategies for prevention
- To foster good relationships irrespective of age, disability, ethnicity, gender, religion and belief or sexual identity
- To acknowledge the role of parents, governors and the whole community in preventing bullying
- To acknowledge the role of pupils in preventing bullying
- To assist pupils in developing self esteem and self discipline and adherence to high standards of behaviour which contribute to effective learning
- To create an atmosphere in which children, staff, governors and members of the wider community can work together for the mutual benefit of all
- To raise awareness of cyber-bullying and assist children in developing the necessary skills and knowledge to ensure that they are not a victim and that they are safe when using technology

**DEFINITION OF BULLYING**

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone. It may be physical or verbal, direct or indirect, repeated over a period of time and directed towards groups or individuals by groups or individuals. Bullying can include name calling, teasing, jostling, punching, intimidation, extortion and assault.

There are three main types of bullying:

- **physical** e.g. hitting, kicking, taking belongings
- **verbal** e.g. name calling, insulting, racist remarks, cyber-bullying
- **indirect** e.g. spreading nasty stories about someone, excluding someone from social groups, cyber-bullying

Name calling is the most common direct form of bullying followed by physical actions such as hitting and threats. Being isolated and deliberately left out of groups, and being the subject of malicious rumours are frequent indirect ways of being bullied.

**Bullying is not** minor squabbles or arguments between two individuals or occasional fights or quarrels between two or more pupils. It is also important to draw the distinction between bullying and boisterous play. Play is a natural part of childhood. It only becomes bullying when violence or hostility is shown and behaviour becomes intimidating.

## GUIDELINES

### Teaching/ non-teaching staff will:

- Through the curriculum e.g. RE, PSHE, Worship, ICT and at all other appropriate times, teach the children how to be good citizens who are not involved in bullying of any form and follow the Christian core values
- Act as role models to the children
- Endeavour to be vigilant at all times
- Take all incidents seriously
- Listen to what pupils have to say
- Support the child in crisis
- Promise to help and act on it
- Inform the pupil that they may have to speak to someone else
- Act in what they consider to be the best interests of the pupils
- Be consistent and fair
- Keep written records of **all** incidents
- Keep pupils informed of what is happening
- Refer to other staff or Headteacher as appropriate
- Through a carefully planned programme of work and with the help of outside agencies, where appropriate, children will learn about bullying and cyber-bullying and how to prevent and deal with it.

### Parents should:

- Recognise the difference between bullying and boisterous play
- Observe their child's behaviour and note any changes that may indicate that he/she is being bullied
- Make time to listen carefully and calmly to their child
- Inform the school of their concerns. These will be recorded on a *Parent Concern* form.
- Be aware that the school can promise to help and that may involve speaking to someone else
- Reassure their child that all incidents will be dealt with and appropriate action taken
- Act as good role models
- Treat all school members courteously and with respect

### Pupils should:

- Inform a member of staff if they feel unhappy that another child is picking on them

## REPORTING AND RECORDING

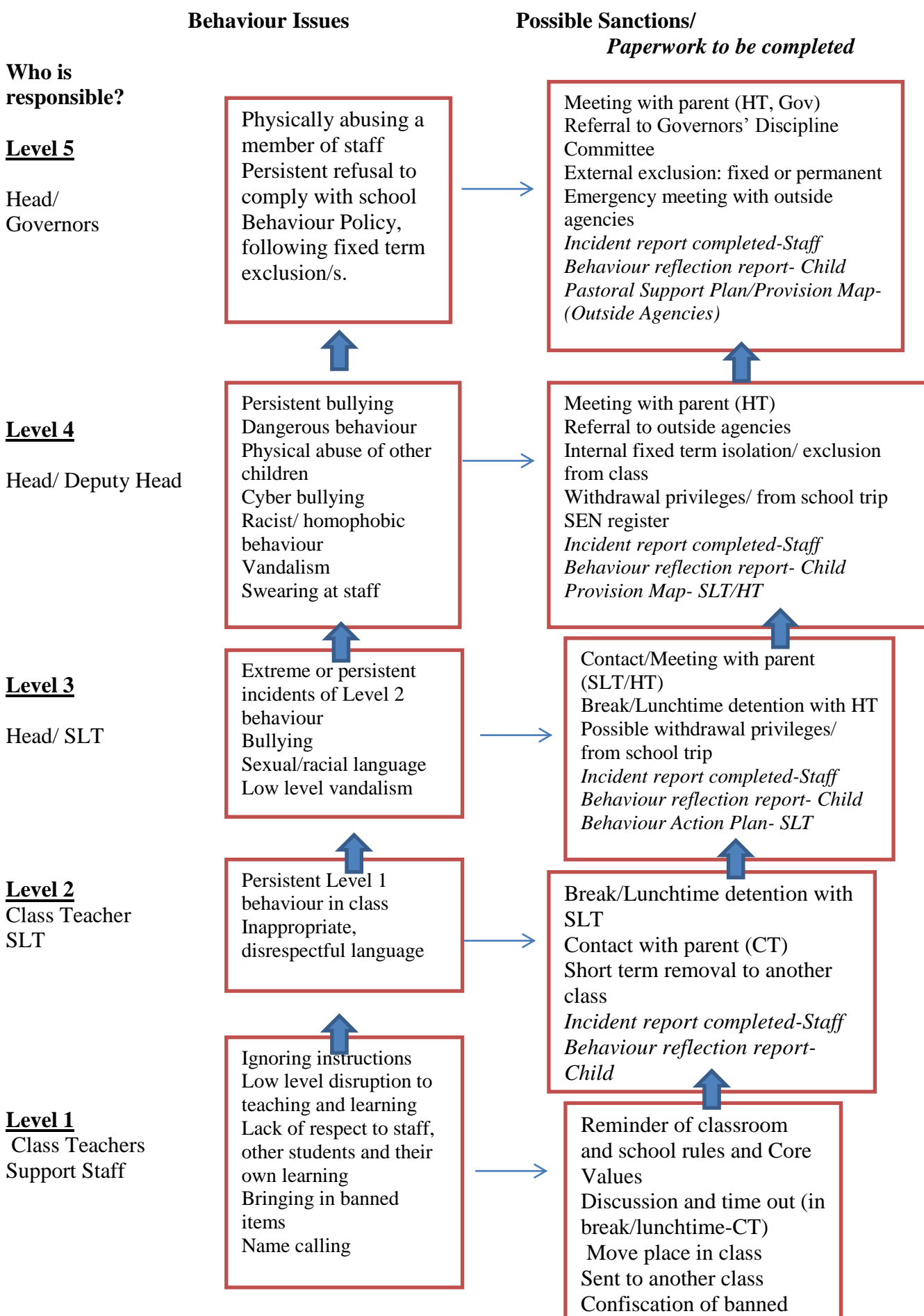
Reports of incidents are initially dealt with and recorded by the adult to whom they are reported. Incidents are recorded on Behaviour Report Forms. These are kept in a file in the HT office. Any concerns raised by parents are recorded on Parental Concern Forms. These are kept in a file in the HT office. Children involved in unacceptable behaviour will complete a Behaviour Reflections Form.

## PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING

Procedures for dealing with incidents of bullying will closely follow, at the discretion of the head teacher, those set out in our 'Behaviour and Sanctions Flowchart':

**NB** If any incident of prolonged and previously undetected bullying comes to light then the ultimate sanction will be put into operation.

## BEHAVIOUR AND SANCTIONS FLOWCHART



## **SUPPORTING PUPILS**

Taking account of individual students Whitley Memorial must consider individuals' needs and circumstances when applying the school's Anti-Bullying Policy in regard to race, religion and culture, SEN, disability and the circumstances of other vulnerable pupils. In doing so the school must act in accordance with the Disability Discrimination Act 2005 (Code of Practice for Schools – Disability Discrimination Act 2005) and the SEN duties in the Education Act 2001, both of which were amended by the SEN and Disability Act 2014. It is important, where necessary, to differentiate between a student with SEN (learning) and SEN (behaviour), whilst accepting that a student may have both learning and behavioural needs.

Students identified as exhibiting unsatisfactory behaviour need support to improve their behaviour until it can be described as falling within the acceptable norms of the school. It may be that intervention by the class teacher, Key Stage Leader or Deputy HT is sufficient to improve behaviour. Sometimes additional measures are required. Where appropriate, these are decided on in consultation with the SENCO.

Individualised behavioural action plans, Provision Maps and reward systems will be in line with the Special Educational Needs & Inclusion policy in which Inclusive Provision is defined as "educational provision to remove the child's barriers to learning, which is additional to, or otherwise different from, the differentiated educational provision made generally for children of the same age in maintained schools".

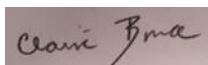
## **MONITORING AND EVALUATING THE POLICY**

Half-termly monitoring of the behaviour report forms will take account of information about incidents of bullying and how they were resolved. Monitoring procedures will enable the school to:

- Help to identify any patterns of bullying behaviour
- Identify whether or not the anti-bullying policy is being effective.

Evaluation will ensure that the policy remains responsive to changing needs while continuing to protect children from bullying.

Written by: C Bruce May 2017



Governor: Pam Lee

A copy of this policy was agreed by the Governing Body

Signed: \_\_\_\_\_ Date: May 2017

Review of policy

Date: May 2018

