Believe to Achieve

'I can do all things through him who strengthens me' – Philippians 4.13

ANTI BULLYING POLICY
March 2020

This policy should enable every child to flourish and to live life in all its fullness. (John 10:10).

THE STATEMENT OF PRINCIPLES
As a church school, Whitley Memorial CE School's behaviour policy embodies its distinct Christian vision, ethos and aims. Whitley Memorial 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 and report, where necessary, incidents of bullying and racist behaviour. The appropriate 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 our distinct Christian vision, ethos and core values (*Thankfulness, Trust, Perseverance, Justice, Service, Truthfulness, Generosity, Compassion, Courage, Forgiveness, Friendship and Respect)*, 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 and therefore allowing all our children to flourish. In addition, we aim to encourage positive attitudes towards equal opportunities, race issues and religion through a programme of personal and social education.

AIMS
Following our distinct Christian vision and ethos, 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, including the knowledge and understanding what is bullying and what isn't.
- 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 over a period of time. It may be physical or verbal, direct or indirect and directed towards groups or individuals by groups or individuals. Bullying can include name calling, teasing, jostling, punching, intimidation, extortion, cyber and assault. (This is a non-exhaustive list.)

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, over a period of time.

GUIDELINES

Teaching/ non-teaching staff will:
- Through the curriculum e.g. RE, PSHE, SMSC, 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 to follow the Christian core values
- 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.
- 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 and that it can't be a secret
- Act in what they consider to be the best interests of the pupils
- Be consistent and fair
- Keep written records of incidents on CPOMS
- Keep pupils informed of what is happening
- Refer to other staff or Headteacher as appropriate

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 CPOMS.
- 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:
- Recognise the difference between bullying and boisterous play
- Inform a member of staff if they feel unhappy that another child is picking on them and provide the member of staff with age appropriate information. These will be recorded on a CPOMS.
- Follow our Christian vision/ principles/ core values that we care for others and treat each other the way that Jesus taught us.

REPORTING AND RECORDING

Reports of incidents are initially dealt with and recorded by the adult to whom they are reported.
Incidents are recorded on CPOMS which are electronically sent to the Head Teacher, Deputy Head Teacher and SENCO.
Any concerns raised by parents are recorded on CPOMS.

PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING
Procedures for dealing with bullying will be guided by the 'Guidance Behaviour and Sanctions Flowchart' below. The flowchart is only to be used as guidance because staff must consider individuals' needs and circumstances when applying the school's 'Guidance Behaviour and Sanctions Flowchart' as every child and incident are different.
NB If any incident of prolonged and previously undetected bullying comes to light then the appropriate sanction will be used as guidance.

SUPPORTING PUPILS
As a 'Thrive' school and taking into account 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
Daily monitoring of CPOMS 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.

Date of validation: March 2020   Signed……………………………………………. Chair of Governors

Date of review: March 2023   Signed……………………………………………. Chair of Governors

GUIDANCE BEHAVIOUR AND SANCTIONS FLOWCHART

Examples of Behaviour Issues **Possible Sanctions/**
Paperwork to be completed

Who is responsible?

Level 5

Head/ Governors

Violent physical abuse. Extreme dangerous behaviour. (eg throwing around classroom equipment, tables, chairs) Persistent refusal to comply with school Behaviour Policy, following fixed term exclusion/s.

Meeting with parent (HT)
Referral to Chair of Governors
External exclusion: fixed or permanent
Emergency meeting with outside agencies when applicable
CPOMS completed
SEN register/ action plan
Pastoral Support Plan/Pupil Passport (Outside Agencies)

Level 4

Head/ Deputy Head/ Class Teacher

Persistent bullying
Dangerous behaviour
Repeated physical abuse
Repeated Cyber bullying
Repeated racist/ homophobic behaviour

Meeting or phone call with parents of children involved(HT)
Referral to outside agencies when applicable
Internal withdrawal from class/ playtime
Withdrawal privileges
SEN register considered
CPOMS completed
Racial incident forms completed

Level 3

Head/ SLT/ Class Teacher

Extreme or persistent incidents of Level 1/ 2 behaviour
Bullying/ Cyber bullying
Sexual/racial language
Low level vandalism
Hurting other children or staff
Swearing at staff/ children
Vandalism

Contact/Meeting with parent with parents of children involved (SLT/HT)
Break/Lunchtime detention and in depth discussion with child with HT/SLT
Possible withdrawal privileges
Nurture group intervention
CPOMS completed
Racial incident forms completed

Level 2
Class Teacher
SLT

Persistent Level 1 behaviour in class
Inappropriate, disrespectful language

Break/Lunchtime detention (class teacher)
Contact with parent (class teacher)
Short term 'Time Out'
CPOMS completed

Level 1
Class Teachers
Support Staff

Ignoring instructions
Low level disruption to teaching and learning
Low level lack of respect to staff, other students and their own learning
Bringing in banned items
Name calling

Reminder of classroom and school rules and Core Values
Discussion with teacher- may be during a playtime
Move place in class
Confiscation of banned item