

# Wroxall Primary School



Learning Together

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## Anti-Bullying Policy

September 2020

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Signed

A handwritten signature in black ink, appearing to read 'K. Conway'.

Headteacher

Signed

A large, stylized handwritten signature in black ink, consisting of a large loop and a long tail.

Chair of Governors

16.9.20

Date: 16/08/20

Date:

**Review date: September 2021**

Revision No.	Date Issued	Prepared By	Approved	Comments
1	September 2020	LT	FGB	<p>Introduction of reference to the use of Restorative Justice as an approach for investigating and managing allegations of bullying.</p> <p>Minor adaption to include class teacher as well as FLO and headteacher as key adults for investigating and managing alleged bullying incidents.</p> <p>Inclusion of Appendices for recording bullying allegations, restorative justice investigations and agreement contracts</p>

## **Statement of intent**

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Wroxall Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006, outlines a number of legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents/carers.

All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero tolerance policy for bullying at Wroxall Primary School.

## Legal framework

- 1.1. This policy has due regard to legislation, including, but not limited to the following:
  - Education and Inspections Act 2006
  - Equality Act 2010
  - Children Act 1989
  - Protection from Harassment Act 1997
  - Malicious Communications Act 1988
  - Public Order Act 1986
  - Communications Act 2003
  - Human Rights Act 1998
  - Crime and Disorder Act 1998
- 1.2. This policy will be implemented in conjunction with the school's:
  - Behaviour Policy
  - Child Protection Policy
  - E-Safety and Acceptable Use Policy
  - Safeguarding Policy
  - SEND Policy

## 2. Definition

- 2.1. For the purpose of this policy, bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.
- 2.2. Bullying is generally characterised by:
  - Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
  - Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
  - Targeting: Bullying is generally targeted at a specific individual or group.
  - Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

## 3. Types of bullying

- 3.1. Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.
- 3.2. Bullying can be acted out through the following mediums:
  - Verbally

- Physically
  - Emotionally
  - Online (Cyber)
- 3.3. **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
  - 3.4. **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
  - 3.5. **Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
  - 3.6. **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
  - 3.7. **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
  - 3.8. **Visibility – overt and covert** Bullying can be easy to see, called overt, or hidden from those not directly involved, called covert.

**Overt bullying** involves physical actions such as punching or kicking or observable verbal actions such as name-calling and insulting. Overt, direct, physical bullying is a common depiction of bullying. (This is sometimes called 'traditional bullying'). But overt physical bullying may not be the most common type of bullying.

**Covert bullying** can be almost impossible for people outside the interpersonal interaction to identify. Covert bullying can include repeatedly using hand gestures and weird or threatening looks, whispering, excluding or turning your back on a person, restricting where a person can sit and who they can talk with. Covert social or verbal bullying can be subtle and even sometimes denied by a person who claims they were joking or 'just having fun'.

Some bullying is both covert and indirect, such as subtle social bullying, usually intentionally hidden, and very hard for others to see. This type of bullying is often unacknowledged at school, and can include spreading rumours, threatening, blackmailing, stealing friends, breaking secrets, gossiping and criticising clothes and personalities.

Indirect covert bullying mostly inflicts harm by damaging another's social reputation, peer relationships and self-esteem, that is, through psychological harm rather than physical harm.

## 4. Statutory implications

- 4.1. Under the Equality Act 2010, the school understands that it has a responsibility to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it.
- 4.2. Under the Human Rights Act (HRA) 1998, the school understands that it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.
- 4.3. The National Association of Head Teachers has guidelines that headteachers must 'satisfy themselves' that their school's Anti-Bullying Policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.
- 4.4. Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:
  - Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
  - The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
  - Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
  - Other forms of bullying which are illegal and should be reported to police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

## 5. Prevention

- 5.1 The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school.
- 5.2 All reported or witnessed instances of bullying in the school are challenged by a member of staff.

- 5.3 Staff encourage pupil co-operation and the development of interpersonal skills through the use of group work and paired work.
- 5.4 Bullying is discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons and assemblies. In particular, teaching directly related to the harm caused by bullying forms part of the school's RHE curriculum plan.
- 5.5 Changing and organising seating arrangements in class helps to prevent instances of bullying.
- 5.6 Potential victims of bullying are drawn into working groups with children who do not abuse or take advantage of them.
- 5.7 All members of the school community are made aware of the school's Anti-Bullying Policy.
- 5.8 All staff members receive training relating to identifying and dealing with the different types of bullying (e.g. equality and diversity, behaviour training, in-house safeguarding and case study exemplars).

## 6. Signs of bullying

- 6.1 Some of the signs that a pupil may be victim of bullying include, but are not limited to, the following:
- Being frightened to travel to or from school
  - Asking to be driven to school
  - Unwillingness to attend school
  - Truancy
  - Becoming anxious or lacking confidence
  - Saying that they feel ill in the morning
  - Decreased involvement in school work
  - Returning home with torn clothes or damaged possessions
  - Missing possessions
  - Missing dinner money/trip money
  - Asking for extra money or stealing
  - Cuts or bruises
  - Lack of appetite
  - Unwillingness to use the internet or mobile devices
  - Becoming agitated when receiving calls or text messages
  - Lack of eye contact
  - Becoming short tempered
  - Change in behaviour and attitude at home
- 6.2 Although the signs outlined above may not be due to bullying, they may be due to

deeper social, emotional or mental issues, so are still worth investigating.

6.3 Pupils who display a significant number of these signs are engaged with, in order to determine the underlying issues, whether they are due to bullying or other issues.

## 7. Staff principles

7.1 Prevention is at the forefront of the school's Anti-Bullying Policy.

7.2 Staff treat reports of bullying very seriously.

7.3 Staff do not ignore signs of suspected bullying.

7.4 Unpleasantness from one pupil towards another is always challenged and never ignored.

7.5 Staff take action immediately; this applies to all staff, not solely teaching staff.

7.6 Allegations of bullying are investigated within school using a Restorative Justice approach. This involves using sensitivity to speak to each child involved, taking a statement detailing:

- what happened?
- how they felt at the time
- how they feel now
- what they believe should happen to put things right
- What could they put on the contract?
- What could the other person put on the contract?
- What has been the hardest thing for them?
- What could they do differently next time?

Following the taking of statements, a conference involving all children may be chaired by the member of staff who has carried out the investigation. This may result in the formation of an agreement contract for moving forward to be signed by all children.

7.7 Follow-up support is given to both the victim and bully in the weeks and months following any incidents, to ensure all bullying has stopped.

## 8. Roles and responsibilities

8.1 The **governing body** evaluates and reviews this policy to ensure that it is non-discriminatory.

8.2 It is the responsibility of all staff to be alert to possible bullying of pupils and to deal with incidents as the highest priority.

8.3 The **headteacher** reviews and amends this policy, taking account of new legislation and



government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.

- 8.4 The **headteacher / Family Liaison Officer (FLO)** keep a **Bullying Record** of all reported incidents including which type of bullying has occurred to allow for proper analyses of the data collected. Incidents are also recorded on the school's CPOMs system
- 8.5 The **headteacher** analyses the data in the **Bullying Record** at **termly** intervals in order to identify any trends in the types of bullying occurring and implement the appropriate measures to tackle it.
- 8.6 The **headteacher** arranges appropriate training for staff members, e.g. equality and diversity.
- 8.7 The **headteacher / Family Liaison Officer (FLO)** corresponds and meets with parents/carers where necessary. They also provide a point of contact when more serious bullying incidents occur.
- 8.8 **Class teachers and Teaching Assistants** are alert to social dynamics in their class and are available for pupils who wish to report bullying. They, **and/or FLO** also provide follow-up support after bullying incidents.
- 8.9 All staff including Teachers, LSAs, MSA's, Admin Team, etc... ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and they inform the Headteacher / FLO of such observations through the schools 'My Concern' system and / or via the staff meeting agenda.
- 8.10 All staff will avoid gender stereotyping when dealing with bullying.
- 8.11 Throughout the year, the composition of pupil groups shows sensitivity to those who have been the victims of bullying.
- 8.12 Parents/carers are advised to inform their child's **class teacher** if they are concerned that their child may be bullied or be involved in bullying.
- 8.13 Pupils are advised to inform a member of staff if they witness bullying, or are a victim of bullying. Pupils are all aware of the 'Tell me box/Ted-W Bears' procedures in school.
- 8.14 Pupils are taught not to react with verbal or physical actions if they are victims of bullying.
- 8.15 Pupils are taught to walk away from incidents involving other pupils, alerting an adult if there is an issue.
- 8.16 Pupils are advised to retain all evidence of cyber bullying and to show an adult immediately, e.g. parent, teacher...

## 9. Procedures

- 9.1 Minor incidents are reported to the pupil's **class teacher, FLO or Headteacher** who investigates the incident, using a restorative justice approach. An agreement for moving forward and any associated consequences are implemented. The headteacher and DSLs are notified and a log is created on CPOMS.
- 9.2 When investigating a bullying incident, the following procedures are adopted:
- The victim, alleged bully and witnesses are all spoken with separately
  - If a pupil is injured, members of staff take the pupil immediately to receive First Aid
  - A room is used that allows for privacy when speaking with pupils.
  - A witness is used for serious incidents
  - If appropriate, all parties (bully, victim, witnesses) are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture. A bullying allegation form will be completed. Adults scribe for younger children
  - Premature assumptions are not made, as it is important not to be judgemental at this stage
  - Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
  - All concerned pupils are informed that they must not talk about the incident or talk with other pupils about it. discuss the interview with other pupils
- 9.3 Due to the potential for sexist, transphobic and sexual bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

## 10. Consequences

- 10.1 If the **classteacher/FLO/headteacher** is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents using a Restorative Justice approach.
- 10.2 The **classteacher/FLO/headteacher** informs the pupil of the type of consequence to be used in this instance (e.g. missed play, letter of apology, working in isolation within school to calm, etc...) and future consequences if the bullying continues.
- 10.3 If possible, the **classteacher/FLO/headteacher** will attempt reconciliation using a Restorative Justice approach resulting in a conference and a genuine apology from the bully will be obtained. A face-to-face meeting will only take place with the victim's

consent and will be sensitively mediated throughout by the member of staff investigating the incident. This may involve the member of staff advocating for the victim during the conference. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.

- 10.4 The bullying pupil will be supported to realise the effect of their behaviour on others. Staff members will remain mindful throughout that all behaviour is a form of communication and that the perpetrator may also need support.
- 10.5 Parents/carers are informed of bullying incidents and what action is being taken.
- 10.6 The **Staff** concerned informally/formally monitor the pupils involved over the next half-term.

## 11. Support

- 11.1 The **Teacher/FLO** formally checks whether the bullying has stopped the week after the bullying, and again during the same half term.
- 11.2 If necessary, group dynamics are broken up by members of staff by assigning places in classes.
- 11.3 The victim is encouraged to tell a trusted adult in school if bullying is repeated.
- 11.4 The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.

## 12. Follow up support

- 12.1 The progress of both the bully and the victim are monitored by their **class teacher/FLO**. One-on-one sessions to discuss how they are progressing may be appropriate.
- 12.2 If appropriate, follow-up correspondence is arranged with parents/carers **one month** after the incident.
- 12.3 Pupils who have been bullied are supported in the following ways:
  - Being listened to
  - Having an immediate opportunity to meet with their **class teacher / FLO** or a member of staff of their choice
  - Being reassured
  - Being offered continued support
  - Being offered counselling, where appropriate
- 12.4 Pupils who have bullied others are supported in the following ways:
  - Receiving a consequence for their actions
  - Being able to discuss what happened

- Reflecting on why they became involved
- Understanding what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents/carers

### **13. Policy review**

- 13.1 This policy is reviewed every year by the **Headteacher** and the **Safeguarding team** and all staff are consulted and updated of any changes.
- 13.2 The scheduled review date for this policy is **September 2021**.

**Key Questions you may want to consider when dealing with an incident:**

- What happened?
- Where did the incident take place?
- When did the incident occur?
- Who has been suspected of bullying?
- Did anyone else see the incident?
- According to the victim, how often does the bullying take place?
- According to the victim, how long has this bullying been going on?

**Impact of the bullying...**

- What emotional impact has the bullying had on the pupil?
- Was anyone physically hurt?
- Did anyone need medical attention?
- Has anyone else been informed of the bullying? If so, when were they informed?
- If not, why has the incident not been reported?

**Help and Support:**

- What type of help and support is available to the victim?
- Do you have any concerns about reporting it?
- What more do you think could be done to help prevent instances like this in the future?

Appendix A: Bullying Allegation record form:

## Wroxall Primary School

# BULLYING ALLEGATION FORM

Date of incident:	Concern reported by:
Concern reported to:	Position:

Names	Class

**Brief summary of the allegation:**

**Brief summary of the incident resulting from investigation:**

**Details of action taken:**

	Date	Actioned by
Checked for earlier incidents involving the same pupils		
Notified parents/carers		
Individual discussion with pupils involved		
Group discussion/restorative justice approach with pupils involved		
Notified class teacher		
Medical treatment		
Specific support from staff		
Follow up date set		

**Follow-up record:**

Date	Action taken by	Brief description of action	outcome

Bullying stopped?  
Comment:

Further action to be taken:

Any other comments:

<b>School voice</b> What action has been taken to resolve the problem and how effective has it been?
<b>Pupil voice</b> How well did we deal with the problem? How do you feel now?
<b>Parent voice</b> How satisfied are you with the way in which the situation has been dealt with?

Name:	Date:
<u>What happened?</u>	

<u>What were you thinking?</u>
<u>What do you think now?</u>
<u>What needs to happen to put this right?</u>
<u>What could you put on the contract?</u>
<u>What could the other person put on the contract?</u>
<u>What has been the hardest thing for you?</u>
<u>What could you do differently next time?</u>

**Appendix B: Restorative Justice- Conference Preparation Record Sheet**



## Restorative Justice Conference Contract

Incident date:

Conference date:

Description of Incident:

Participants:

We have agreed the following:

Signed by participants –

