

# WISBOROUGH GREEN PRIMARY SCHOOL



## ANTI-BULLYING POLICY

Approved by: Senior Leadership Team December 2023 and shared with the Full Governing Body  
Review due: December 2025

## Key Contact Personnel

**Nominated Member of Leadership Staff responsible for this policy:**

**Wenna Greenway (Deputy Headteacher)**

**Designated Safeguarding Lead(s):**

**Wenna Greenway (Deputy Headteacher; DSL)**

**Caroline Bennett (Headteacher; Deputy DSL)**

**Grace Jeal (Leader of Learning; Deputy DSL)**

**Donna Barnard (SENDCo; Deputy DSL)**

## Anti-Bullying Policy

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" and "[Sexual violence and sexual harassment between children in schools and colleges](#)" guidance. The setting has also read Childnet's "[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)".

### **Objectives**

Wisborough Green Primary School's Positive Behaviour Policy is firmly established and understood by the whole school community. The ethos of the school within this document incorporates measures that we hope will prevent bullying. Wisborough Green is committed to developing an anti-bullying culture where the bullying of adults and children is not tolerated in any form. However, all the members of our community recognise that bullying can still occur and when it does we aim to:

- provide a secure environment in which incidents can be reported confidently
- ensure the pupil who has been bullied is made to feel safe
- demonstrate to all pupils that bullying is taken seriously
- ensure that all teachers respond calmly and consistently to incidents of bullying
- protect and support all parties while the issues are resolved
- encourage the person who has done the bullying, and those who have colluded, to behave in a more acceptable way
- monitor interventions and follow-up appropriately at individual, group and whole school level.

We are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

### **Links with Other School Policies and Practices**

This policy links with several school policies, practices and action plans including:

- Positive Behaviour Policy
- Complaints Procedure
- Child Protection Policy
- Confidentiality Policy
- Acceptable Use Policies (AUP)
- Curriculum policies, such as, RSE/RSHE, PSHE, citizenship and computing
- Online Safety (including mobile and smart technology and social media) Policy
- Parent Code of Conduct.

### **Links to Legislation**

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986.

The Education (Independent School Standards) (England) Regulations 2010 (Schedule 1 part 3 paragraphs 9 and 10) provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst students.

The Equality Act 2010 states that public bodies must: 'eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act'.

The Children Act 1989 states that 'a bullying incident should be addressed as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

Criminal Law: although bullying in itself is not a specific offence, in the UK some types of harassing or threatening behaviour could be e.g. under the Malicious Communications Act 1988, it is an offence to send an electronic communication to another person with the intent to cause distress or anxiety.

## **Responsibilities**

It is the responsibility of:

- the headteacher to communicate this policy to the school community, to ensure that
- disciplinary measures are applied fairly, consistently and reasonably, and that a member
- of the senior leadership team has been identified to take overall responsibility.
- governors to take a lead role in monitoring and reviewing this policy.
- all staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- parents/carers to support their children and work in partnership with the school.

## **Definition**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either emotionally or physically, often when it is difficult for the person or group being bullied to defend themselves. Bullying can take many forms including emotional, physical, racist, sexual, religious, homophobic, verbal or online.

Conversely, bullying is not:

- Teasing and 'banter' between friends where there is no intent to cause harm or distress
- Falling out between friends after a quarrel or disagreement
- Behaviour that all parties have enjoyed or agreed to.

## **Dealing with bullying behaviour and those affected**

The reactive strategies come into play when an incident of bullying occurs. The process would be as follows:

- A verbal or written report of an incident of bullying may be given to any member of staff. This report would be passed to a member of staff as quickly and discreetly as possible.
- All incidents judged to be bullying in accordance with the definition set out in this policy will be reported to the Deputy Headteacher or the Headteacher, who will then interview separately the children involved. If there is thought to be a merit in interviewing them together, then this will also be done. The details of these interviews will be recorded and kept on file.
- Depending on the nature, frequency and severity of the bullying incident, the Deputy Headteacher or Headteacher will decide on an appropriate course of action in accordance with the school's Positive Behaviour Policy.

- “Circle Time” may be used as a method of drawing out the causes of and solutions to the bullying behaviour from the children themselves. This involves the teacher, Deputy Headteacher or Headteacher bringing together a small group of the affected child’s friends to talk about how they can help. This group may also include the child who is bullying.
- The subsequent behaviour of the child affected and the child who is bullying will be monitored for a period of not less than one month.
- The Deputy Headteacher or Headteacher will contact the parents both of the child affected and the child who is bullying with the intention of trying to eliminate the repetition of such incidents.
- If necessary, the Deputy Headteacher or Headteacher will seek further support from the school Governing Body and in severe cases the Governors may take further action in accordance with Government regulations.

### **Working with Parents and Carers**

It is the responsibility of the class teacher to inform the parents of the parties involved as soon as possible and meet with them to ensure that they are confident with how the difficulty is being dealt with. The Headteacher and Deputy will be made aware of the problem and the proposed strategies. If the situation becomes very difficult, mentors will be appointed and, where necessary, outside agencies will be consulted for advice and support. All strategies will be carefully monitored and reviewed, and progress reported to the relevant parents.

### **Types of Bullying**

Bullying can be:

1. Physical – pushing, kicking, hitting, punching or any use of violence
2. Emotional – being unfriendly, excluding or tormenting e.g. hiding property, gesturing
3. Racist – racial taunts, graffiti or gestures
4. Sexual – unwanted physical contact or sexually abusive comments
5. Homophobic - bullying of or focusing on the issue of sexuality
6. Gender – negative comments attributed to gender including transgender
7. Verbal – name-calling, sarcasm or spreading a rumour

8. Identity-based – negative attitudes towards a sub-group and their ‘identity’

9. Online – all areas of the internet, such as email and social media misuse. Mobile threats by calls or messages. Misuse of technology e.g. use of video/photographic facilities

### **Preventing Bullying**

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, understanding of our school values, and PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual ‘Anti-bullying Week’ is held to further raise awareness. Other pro-active strategies are:

- To provide a happy and caring environment in which to learn and work, where each member of the school community is personally valued and where pupils are able to develop self-respect and self-control.
- To help pupils acquire attitudes and skills relevant to their adult and working life and be able to adapt confidently to a changing society, including application of our school values.
- To develop children’s physical and social skills.
- To encourage moral values in line with our seven school values.
- To engender respect for and tolerance of others, regardless of differences of race, gender, culture or religion, upholding fundamental British Values.
- To encourage pupils to work together and participate fully in the life of the school and the community.
- To make pupils aware of the types of bullying which exist through the formal subjects on the curriculum, including PSHE, as well as the occasional presentation as available by outside companies and, in addition, by staff contributions in assemblies which illustrate the types of bullying and some possible outcomes.
- To work with parents on the prevention of cyber-bullying and e-safety measures.
- To inform parents about the school’s procedures for dealing with bullying through the publication of this policy on the school website.

## **Signs of Bullying**

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

## **Equal Opportunities**

All pupils and parents have access to this policy. Our Equality Policy explains the ways in which we promote the protected characteristics of the Equality Act. With all incidents, we will consider every aspect prior to making a decision. We do not label children as bullies, and we encourage our parents not to. If it is proven that a child has exhibited bullying behaviour, we will work with the child and family to support their development.

## **Review**

This policy is subject to review by the senior leadership team and governors of the school every two years and sooner if required.