



Winlaton West Lane Community Primary School

	Anti-Bullying Policy
Issue date:	October 2022
Review period:	3 years / following significant event

- 1 At Winlaton West Lane Community Primary School, through an ethos of opportunity and respect, we aspire to create an inclusive, safe, vibrant, happy school where everyone- children, staff, Governors, parents and carers – are encouraged to ... REACH FOR THE STARS!

Through our challenging, creative and diverse curriculum we strive to create confident and inquisitive learners who will be a brilliant workforce of the future. WILL WE SUCCEED? YES INDEED!

- 2 The school aims:

To provide an enjoyable, caring, safe and supportive environment in which moral values and positive attitudes to learning are central to the ethos of the school.

To value all members of the school community, promote equality of opportunity and access to the curriculum for all pupils, developing the skills and attitudes necessary for pupils to take responsibility for their own learning and behaviour.

To provide a foundation for life in the school and the wider community by promoting the spiritual, moral, social and cultural development of the pupils, enabling them to become good citizens.

- 3 We have high expectations for our pupils' behaviour and conduct. We teach and promote the following positive moral and social values:

- Taking responsibility for your own behaviour.
- Making choices about our behaviours.
- Being honest and telling the truth.
- Having mutual respect and being polite to one another.
- Caring for others.
- Caring for the environment and the school building.
- Trying to do our best.
- Valuing other people's efforts.

- Accepting and recognising individual differences.

Bullying of any kind is against all that we teach and this Policy sets out guidelines and advice to ensure that all staff, pupils and parents in partnership take steps to ensure that bullying does not occur in our school or beyond the school grounds.

4 Aims of the Policy

The school seeks to provide a safe, secure and positive environment where:

- Children and young people can achieve their potential, making full use of the opportunities available to them.
- Children and young people involved have the right to have themselves and their property treated with respect and to be free from intimidation.

We seek to protect these basic human rights by ensuring that those acting on their behalf:

- Are proactive in setting up a range of preventative measures.
- Actively listen to children, young people and where appropriate their parents or carers.

5 Definition and identification of bullying

We define bullying as:

DELIBERATELY HURTFUL BEHAVIOUR, REPEATED OVER A PERIOD OF TIME,
WHERE IT IS DIFFICULT FOR THOSE BEING BULLIED TO DEFEND THEMSELVES

- Bullying can happen to anyone. This policy covers all types of bullying including:
 - Bullying related to race, religion, nationality or culture.
 - Bullying related to SEND (Special Educational Needs or Disability).
 - Bullying related to appearance or physical/mental health conditions.
 - Bullying related to sexual orientation (homophobic bullying).
 - Bullying of young carers, children in care or otherwise related to home circumstances.
 - Sexist, sexual and transphobic bullying.
 - Bullying via technology, known as online or cyberbullying.

We therefore define a person who bullies as:

SOMEONE WHO USES THEIR STRENGTH AND POWER TO COERCE OTHERS BY
FEAR

Bullying can be a form of child-on-child abuse (previously known as peer on peer) and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development. We therefore will not accept behaviour from anyone, whether adult or child, that aims to cause pain and distress to others. Bullying may be defined as the abuse of power by an individual or group with the intent to cause distress to another individual or group. It is deliberately hurtful

behaviour which may be physical, sexual, verbal or psychological in nature. It is often repeated over a period of time by those who wish to cause distress to others.

6 Guidelines

Head Teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, pupils, parents and Governors.

7 Recognising bullying

Those who are bullied may spend their lives in fear. They often feel isolated from their peers and feel that they have done something to attract the bullying. Any child or young person can be bullied.

Those who are being bullied may experience:

- Unhappiness.
- A sense of desolation and in some cases, desperation.
- Reduced self-esteem and self-worth.
- Poor academic performance.
- Exclusion from normal social experience.
- A strong desire to escape the situation which may result in absconding or truanting.
- A desire to self-harm or even to commit suicide.

Those who are being bullied may exhibit the following:

- Unwillingness to attend or participate in activities.
- Unwillingness to venture into some areas of a building.
- Fear of walking to school or of using public transport.
- Underachievement.
- Books or clothes destroyed.
- Possessions and money going missing.
- Signs of distress such as crying easily, lack of appetite.
- Becoming withdrawn or disruptive and / or aggressive.
- Stammering.
- Stealing to pay the bully or replace missing possessions.
- A variety of physical symptoms including cuts, bruising, aches, pain, faints, headaches, stomach upsets, bedwetting, disrupted sleep patterns.
- A marked change in well-established patterns of behaviour.

Those who are bullied are often reluctant to say what is wrong or to seek help.

8 Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Head Teacher/ designated safeguarding lead or another member of leadership staff will interview all parties involved.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- All incidents of bullying will be recorded using CPOMS and the appropriate members of staff alerted. This will include recording appropriate details regarding decisions and action taken. Racist or homophobic incidences will be officially logged with Gateshead LA and reported to the full governing body as part of the Headteacher report.
- Cyberbullying Note: School will take updated guidance from Childnet Cyberbullying
- The school will inform parents/ carers, where appropriate.
- Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).

Teachers, teaching assistants and lunchtime supervisors have agreed to the following strategies:

- All staff watch for early signs of unhappiness or distress in pupils.
- All staff will listen, believe and act.
- The issue of bullying is addressed in assemblies and as part of our PSHE work throughout the year.

9 Consultation process

This policy will be reviewed regularly with in consultation with the Head Teacher, Senior Leadership Team, staff and Governors and will be shared and discussed with pupils and parents. The policy takes account DfE recommendations, the Human Rights Act 2000 and Section 89 of the Education and Inspections Act 2006. This document reflects the core values and aims of the school as expressed in the following policies:

- Behaviour
- Special Education Needs
- Equalities
- E-Safety

Appendix

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council:
 - www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: • www.gov.uk/government/publications/send-code-of-practice-0-to25

Cyberbullying

- Childnet International: www.childnet.com

- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
- www.gov.uk/government/groups/uk-council-forchild-internet-safetyukccis

Race, religion and nationality

- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

Barnardos LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- AWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-poster

Note: • Additional links can be found in 'Preventing and Tackling Bullying' • (July 2017)
www.gov.uk/government/publications/preventing-andtackling-bullyin