Walton Primary Academy

Anti - Bullying Policy

2018

Walton Primary Academy Anti-Bullying Policy

School statement on bullying

At Walton Primary Academy:
We will develop a strong understanding of mutual respect, tolerance and empathy.
We will promote children's role in both the local and global community.

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.

Aims and purpose of the policy

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.
We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.
We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

1. Definition of bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The **STOP** acronym can be applied to define bullying – **S**everal **T**imes **O**n **P**urpose.
The nature of bullying can be:
• Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
• Attacking property – such as damaging, stealing or hiding someone's possessions
• Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
• Psychological – such as deliberately excluding or ignoring people
• Cyber – such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:
• **Race** (racist bullying)
• **Religion or belief**
• **Culture or class**
• **Gender** (sexist bullying)
• **Sexual orientation** (homophobic or biphobic bullying)

- **Gender identity** (transphobic bullying)
- **Special Educational Needs (SEN) or disability**
- **Appearance or health conditions**
- **Related to home or other personal situation**
- **Related to another vulnerable group of people – (e.g. looked after children, young carers)**
No form of bullying will be tolerated and all incidents will be taken seriously.

2. Reporting bullying

PUPILS WHO ARE BEING BULLIED: If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a teacher – their class teacher, (or Miss Fahy, Mrs Wilde anti-bullying leads) or any other teacher
- Tell an anti-bullying buddy who in turn can help them tell a teacher or staff
- Tell any other adult staff in school – such as lunchtime supervisors, Learning Support Assistants or the school office
- Tell an adult at home
- Report anonymously through the speak out stay safe box
- Call ChildLine to speak with someone in confidence on 0800 1111

Reporting – roles and responsibilities

STAFF: All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, librarians) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher.**The following staff members are anti-bullying leads: Miss Fahy Mrs Wilde**

SENIOR STAFF: The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. **In addition to the designated anti-bullying leads, Mr Harpham is the Senior Leader responsible for anti-bullying.**

PARENTS AND CARERS: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff 01924 255960 office@walton.wakefield.sch.uk

PUPILS: Pupils should not take part in any kind of and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

3. Responding to bullying
When bullying has been reported, the following actions will be taken:

- Staff will record the bullying on an incident reporting form and give this to a member of the SLT

- Designated school staff will monitor incident reporting forms, analysing and evaluating the results

- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body

- Staff will offer support to the target of the bullying in discussion with the pupil's class teacher. Individual meetings will then be held with any target of bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault. Action plans will make use of school initiatives such as buddy systems and playground monitoring

- Staff will pro-actively respond to the bully who may require support. They will discuss with the target's class teacher to devise a plan of action

- Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action

- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school

4. Bullying outside of school
Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

5. Derogatory language
Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on the school's incident report forms and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

6. Prejudice-based incidents
A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

7. School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

• A child-friendly anti-bullying policy which is displayed in classrooms, ensures all pupils understand and uphold the anti-bullying policy

• The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying

• School assemblies help raise pupils' awareness of bullying and derogatory language

• Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week, Black History Month and LGBT History Month

• The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible

• Stereotypes are challenged by staff and pupils across the school

• Playground buddies and pupil-led programmes are led by the school council and offer support to all pupils, including those who may have been the target of bullying

• Restorative justice programmes provide support to targets of bullying and those who show bullying behaviour

• Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups – for example the school council, the children's parliament and through the anti-bullying survey

School is committed to celebrating difference and valuing all members of the school community. We are a member of the Stonewall School Champion Scheme. We are also a member of Adoption UK.

8. Training

The head teacher is responsible for ensuring that all school staff, both teaching and nonteaching (including midday supervisors, caretakers and librarians) receive regular training on all aspects of the anti-bullying policy.

9. Monitoring and reviewing

The head teacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.
The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

This policy is based on the template provided in the Stonewall "Getting Started" Toolkit 2016

Date written: April 2018
Date of next review: September 2019:
Head teacher signed: A Harpham
Chair of Governors signed: S Johnson