



ANTI-BULLYING POLICY

This policy is based on DfE guidance “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, March 2014 and it is recommended that schools read this guidance: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Rationale

we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm’. Where this is the case, the school staff should report their concerns to their local authority children’s social care.

AIMS

This policy outlines what the staff at Wellington will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

OBJECTIVES

- Discuss, monitor and review our anti-bullying policy and practice on a regular basis.
- Support all staff to promote positive relationships to prevent bullying and intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Report back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate

PRINCIPLES

The guiding principles that underpin our Anti Bullying Policy from the moment a pupil enters our school, and throughout their time at Wellington Primary School. They are:

- every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers

- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

DEFINITION OF BULLYING

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, March 2014)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

FORMS OF BULLYING COVERED BY THIS POLICY

Bullying is not:

- It is important to understand that bullying is not odd occasion falling out with friends, name calling, arguments or when the occasional ‘joke’ is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child’s development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

At Wellington, we recognise that bullying can take many forms:

Racist bullying – *an incident which is perceived to be racist by the victim or any other person.*

This can be in the form of:

- verbal abuse, name calling, racist jokes, offensive impressions
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults, even against food, music, dress or customs
- refusing to co-operate in work or play.

Sexual bullying – *this is generally characterised by:*

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content

Sexual orientation – *this can happen even if the pupils are not lesbian, gay or bisexual. Just being different can be enough.*

This can be in the form of:

- use of homophobic language
- looks and comments about sexual orientation or appearance.

SEN or Disability – *These pupils are often greater risk of bullying.*

These can be characterised by;

- Name calling
- Comments on appearance
- Comments with regard to perceived ability and achievement levels

Text bullying – this is on the increase and can involve pupils receiving threatening or disturbing messages from possibly anonymous callers. It is against the rules of Wellington Primary School for any pupil to have a mobile phone on their person during the school day. Some pupils who may be walking home alone may bring a mobile to school, but it must be handed into the school office at the beginning of the day and collected at the end of the day.

Cyberbullying – this can take many forms. The following are just a few examples:

- Making fun of another user in an Internet chat room.
- Harassing a user over an instant messaging session.
- Posting derogatory messages on a user's Face book or MySpace page.
- Circulating false rumours about someone on social networking websites.
- Publishing lewd comments about another person on a personal blog.
- Posting unflattering pictures, indecent images, videos and/or written messages with sexually explicit content of another user on the Web.
Sexting
- Spamming another user with unwanted e-mail messages.
- Sending threatening or provocative e-mails.
- Repeatedly calling another person's mobile phone.

PREVENTING, IDENTIFYING AND RESPONDING TO BULLYING

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays (see main corridor), assemblies, lessons, peer support and the SLT.

- To continually update and review curriculum content to deliver up to date lessons on bullying (see Jigsaw scheme of work)
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create “safe spaces” for vulnerable pupils.
- Use a **variety of techniques** to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns eg; police, NSPCC, Childline,
- Celebrate success and achievements to promote and build a positive school ethos.

INVOLVEMENT OF PUPILS

We will:

- Insist all children abide by the schools Anti bully policy
- To take full responsibility for personal behaviour and actions and treat one another with respect and kindness
- Interview all necessary pupils to investigate an allegation of bullying
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns (e.g Anti bullying weeks), in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.
- Working together to create our Learning Charter
- Promoting a positive ethos in our school by helping others when they are in need, being kind, friendly and helpful and showing respect to all members of our school community.
- Take part in Workshops, Anti-Bullying Week, E Safety Week & Jigsaw PHSE lessons.

LIAISON WITH PARENTS AND CARERS

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying (eg. Weekly newsletter)
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.

- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

LINKS WITH OTHER SCHOOL POLICIES AND PRACTICES

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints Policy
- Safeguarding and Child Protection policies
- Data Protection Policy
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing

LINKS TO LEGISLATION

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- 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 Computer Misuse Act 1990
- 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
- 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
- LGBT
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk
- SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND Code of Practice
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- Racism and Hate
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

DEALING WITH INCIDENTS

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear and precise account of the incident will be recorded on the online **CPOMS** system and the head teacher and/or designated lead and the relevant members of staff will be notified on the incident.
- The head teacher/ designated lead will interview all concerned and will record the incident and notify relevant members of staff through **CPOMS**
- Teachers/Leaders of learning will be kept informed
- When responding to cyberbullying concerns the school will take all available steps to identify the source, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour policy.
- Parents/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted

SUPPORTING PUPILS

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised and discuss how individuals should respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider

- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal or privileges, fixed-term and permanent exclusions.
- Speaking with police or local services

SUPPORTING ADULTS

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/headteacher
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance
- Staff to complete e learning modules using the Virtual College on Safeguarding, E Learning and Fire Training.

Modules to Complete

- *Basic Awareness of Child & Adult Sexual Exploitation.*
- *Introduction to FGM & Forced Marriage*
- *Understanding pathways to extremism and Prevent.*
- *E Safety – Guidance for Practitioners Awareness of Child Abuse and Neglect*

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

Feedback and concerns

We recognise that there may be times when parents/carers feel that we have not dealt well with an incident of bullying and we would ask that this be brought to the Head Teacher's attention.

The school will regularly monitor and evaluate out policy to ensure it is being consistently applied. Any issues identified will be incorporated in the school's action plan.

Wellington Primary aims to comply with Section 22 of the Education (No 2) Act of 1986 by maintaining an ethos and environment which will encourage and foster

acceptable standards of behaviour, good personal relationships and a respect for the individual.

Date of implementation: February 2017

Review date: February 2019

Activities to support the prevention of bullying in our PSHE Scheme of Work (Jigsaw)

Year Group	Puzzle (unit)	Piece (lesson)	Content	Link to safeguarding
F1/2	Celebrating Difference	6 – Standing up for yourself	Children learn how to improve things if they don't like what someone says or does to them.	Children are given the opportunity to practise the phrase, 'Please don't do that, I don't like it'; they are also reminded that if someone says that to them, they have to stop whatever they are doing to cause another children to say the phrase.
F1/2	Relationships	4 & 5 – Falling out and bullying	Children explore how they feel if someone says something unkind to them.	These lessons encourage children to take responsibility for their words and actions and to help them know who to go to if they need help.
1	Celebrating Difference	3 – What is bullying?	Children learn about what bullying is and how it might feel to be bullied; they also identify who they can talk to if they are unhappy or being bullied.	This lesson, and indeed the whole Puzzle, reinforces the messages about tolerance, difference and similarity, and how to be a better friend, and how to deal with bullying if it arises.
1	Celebrating Difference	4 – What do I do about bullying?		
1	Relationships	4 – People who help us	Using the scenario cards (or make up your own), children act out scenarios showing when they can ask for help and from whom they can receive help.	If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say.
2	Celebrating Difference	3 – Why does bullying happen?	Identifying that bullying is sometimes about difference allows children to understand more and to decide not to bully.	This lesson, and indeed the whole Puzzle, reinforces the messages about tolerance, difference and similarity, and how to deal with bullying if it arises (where to go for help, what to say and do in a bullying situation).
2	Celebrating Difference	4 – Standing up for myself and others	Children are empowered to know what is right and wrong and to look after themselves.	

2	Relationship	4 – Secrets	Children learn that sometimes secrets are good and sometimes they are not good – and how they feel if they are asked to keep a secret they don't want to keep, and who to talk to about it.	Through understanding about good secrets and 'worry' secrets, children can practise giving advice to Jigsaw Jo to help with any 'worry' secrets. Teachers can emphasise that 'worry' secrets need to be told to an adult and not kept inside.
3	Celebrating Difference	3 & 4 – Witness and feelings & Witness and solutions	Children learn that the role of witnesses in bullying situations, and that sometimes a witness can hinder rather than help.	Homophobic bullying is covered in these lessons, as well as what children can do if they see bullying taking place. The Jigsaw 'Solve It Together' technique is especially helpful for children to have a strategy to help themselves and others.
3	Healthy Me	4 – Being safe	Children identify things, people and places that they need to keep safe from, and can share some strategies for keeping themselves safe, including who to go to for help.	Using the 'We are keeping safe from...' cards, children can come up with strategies for Jigsaw Jino to keep safe in different situations, including online. Children can also complete the 'Keeping Safe' templates to form their contributing chapter for the school's Healthy, Happy Me Recipe Book (assessment task).
3	Relationships	3 – Keeping myself safe	Children discuss things that they might need to keep safe from and complete a 'keep safe' label template.	In discussions, teachers can draw out of children that they might need to think about keeping safe, including when they are online.
4	Celebrating Difference	3 – Understanding bullying	Reinforcing the messages from previous year groups, this lesson focuses on more surreptitious bullying and how to better understand bullying behaviour.	For older children, it is timely to look at the intricacies of bullying and how sometimes it can be difficult to spot. Teachers are encouraged to know what the school's anti-bullying policy states and to ensure that this lesson adheres to the guidance.
4	Healthy Me	5 – Healthy Friendships	This Piece looks at how children can learn to recognise when people are putting them	Through the context of healthy friendships, children can explore their possible feelings of anxiety and fear

			under pressure and how to resist this when they want.	and how this might be associated with peer pressure; it could also be applied to the pressure they might feel from other people.
4	Healthy Me	6 – Celebrating My Inner Strength and Assertiveness	Helping children learn that they can have a clear picture of what they believe is right and wrong, and to know how to be assertive when they need to be.	Children can learn to draw on their own sense of right and wrong to help make decisions that suit them. Using some simple assertiveness techniques can help children feel more empowered in their lives and can help to keep them from harm.
5	Celebrating Difference	2 – Racism	Children learn about what racism is and how their own attitudes can affect how they treat others.	Learning Clips and stories are used to introduce the concept of racism and discrimination to children and they are invited to share their thoughts. Particular emphasis is given to the words that people use, often without understanding them, and how they can be racist.
5	Celebrating Difference	3 & 4 – Rumours and name-calling & Types of bullying	Children learn about how rumours are spread and how name-calling can both be bullying behaviours. They also learn the difference between direct and indirect bullying.	Both lessons help children to learn ways that they can be empowered to help themselves, and to report anything that feels wrong to them.
5	Relationships	3 – Girlfriends and Boyfriends	Through discussion and activities, children understand that they have a choice about whether to have a girlfriend/boyfriend and that they are under no pressure to do this (assertiveness).	Children look at appropriate and inappropriate behaviour, including physical contact. The emphasis in the lesson is that there is absolute need for both people in a relationship to show and to expect complete respect for each other's feelings and choices; this concept can easily be applied to other situations that some children may be in.

5	Relationships	5 & 6 – Relationships and Technology	Two lessons on staying safe when using technology. Children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others.	<p>The CEOP ThinkUKnow video is used to demonstrate to children what can happen online. To create a balanced view, children are also encouraged to share what is good/useful about the internet.</p> <p>A ‘Personal Record Sheet’ activity highlights to children the importance of being vigilant online and not posting personal information.</p>
6	Celebrating Difference	2 – Understanding disability	Children learn about how having a disability could affect someone’s life.	Using a video clip of boys with cerebral palsy, children can relate more readily to someone who has a disability and what that may mean for them. Children are encouraged to put themselves in someone else’s shoes, to try to better understand difference – and not to feel fearful of difference.
6	Celebrating Difference	3 – Power struggles	Children explore power in different contexts – how sometimes it is needed, and how sometimes it is unwarranted and can feel unsafe.	This lesson focuses on cyber-bullying and how to deal with it if it happens. The teacher notes give guidance on how to help children if they are in this situation, in line with the school’s anti-bullying policy and CEOP’s guidance.
6	Celebrating Difference	4 – Why bully?	Children learn about some of the reasons why people bully, using various example scenarios.	Children are encouraged to practise and use a variety of strategies in managing their feelings in bullying situations – and how they can help solve problems if they are part of a bullying situation.
6	Relationships	4 – Power and Control	Returning to more assertiveness training, where children learn to recognise when people are trying to gain control or power, and how they can stand up for themselves	Power and Control headlines and scenario cards are used to facilitate discussion among the children so they can decide on whether someone is being ‘controlling’ – and then to practise some helpful

			(and their friends) in situations when others try to gain control or power.	assertiveness techniques, which demonstrate how to deal with some of these situations.
6	Relationships	5 – Being Safe with Technology 1	Linked to previous lessons, children learn how technology can be used to try to gain power or control, and to be able to use strategies to prevent this from happening. They are also taught how to take responsibility for their own safety and well-being.	A short film about cyber-bullying is used to explore the use of text messages and e-mails – and how they can be used on hurtful ways. Online scenarios are the basis for discussions about what to do in difficult situations online or on phones. Children are reassured that they can talk to a trusted adult about anything that might be worrying them online or on phones.
6	Relationships	6 – Being Safe with Technology 2	In part 2 of the safety and technology lessons, children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own safety and well-being.	A 'Keeping Myself Safe Online' quiz is used to highlight some of the key messages from this and previous lessons, demonstrating how children have the right to be safe online too. Their learning is shown in the production of group videos about how children can be safe with technology and enjoy it.

Workshops through the year:

NSPCC

Speak out Stay safe programme ensures all children aged 5-11 learn this essential safeguarding information in a lively, interactive and memorable way. By the end of our visit we know pupils feel empowered and can speak out and stay safe.

With the help of the mascot Buddy, the programme provides child-friendly, interactive assemblies and workshops to help children:

- understand abuse in all its forms and recognise the signs of abuse
- know how to protect themselves from all forms of abuse
- know how to get help, and the sources of help available to them, including our Childline service

NSPCC PANTS Workshops

Learning objectives

Children will be able to:

- understand and learn the PANTS rules
- name body parts and know which parts should be private
- know the difference between appropriate and inappropriate touch
- understand that they have the right to say "no" to unwanted touch
- start thinking about who they trust and who they can ask for help.

Life bus Overview and Objectives

http://www.coram.org.uk/sites/default/files/resource_files/98-programme-overview--learning-outcomes_0.pdf

Junior and Safer Citizen schemes: keeping children safe

Hounslow's Junior Citizen Scheme (JCS) is an imaginative way of teaching primary school children how to deal with everyday dangers safely and effectively. Aimed at Year 6 students, it provides practical learning for youngsters who are shortly to make the transition into secondary school, while at the same time encouraging good citizenship and sense of community responsibility.

It provides children with realistic scenarios and encourages them to think through the problems and resolve them. The Junior Citizen scheme uses 12 scenarios to cover the following issues:

- Health issues
- Fire safety
- Personal safety
- Citizenship
- Home safety
- Rail safety
- Graffiti and vandalism
- Dangerous substances

- Online Safety
- First aid
- Water safety
- Road safety

Anti Bullying Weeks

Objectives

- To raise the profile of bullying and the effect it has on the lives of children and young people
- To create a climate in which everyone agrees that bullying is unacceptable
- To make sure that teachers, youth practitioners, parents, carers, children and young people have the skills and knowledge to address bullying effectively.

Our values

- To make sure we are united against bullying we have set values that all our members sign up to.

The alliance believes

- bullying in any form is wrong and should not be tolerated, and that any environment that encourages bullying, or shows indifference to prejudice and discrimination is unacceptable;
- believes bullying is a behaviour choice and that anyone can be encouraged to change their behaviour;

- believes all children and young people have intrinsic value and worth and we embrace their uniqueness and autonomy;
- respects difference and welcome diversity in our children, young people and in society in general, and believe our work should be inclusive of all;
- believes children and young people should have the right to feel safe, secure and valued, and that creating a safe environment and dealing with bullying is our shared responsibility;
- believes children and young people should actively participate in decisions that affect them and should be supported in taking responsibility for their choices and subsequent actions;
- supports a range of positive strategies to deal with bullying and actively challenge the use of humiliation, fear, ridicule and other similar approaches in an effort to reduce bullying;
- works within the UN Convention on the Rights of the Child (Articles 14 and 28); and
- believes that people should be treated with respect and courtesy.

Information sharing - disseminating and sharing information through our membership and developing resources for schools and other organisations that work with children and young people.

