



Anti- Bullying Policy

Reviewed: June 2020
Next Review: June 2022

Policy to combat bullying at Western (including racist behaviour)

It is important that this statement is read and that the procedures outlined are followed by all members of staff.

What is bullying?

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Rationale

The only way to stop bullying is to acknowledge that it happens and for there to be a talking culture in your school where any hurtful behaviour is quickly brought out in the open, discussed and dealt with. It is rarely one on one behaviour and so we take time to find out who else is involved—and how other pupils can support the person on the receiving end while making it clear to the person or people doing the bullying that it's not acceptable.

What can we do to tackle bullying at Western?

All staff in school must be aware that:

- Bullying is not just something that children and teenagers go through. It is well researched that bullying causes long term damage to both the person on the receiving end, and those who bully.
- It is not a child's fault if they are bullied. Children should never be told to just ignore it, or to change who they are. It is the children doing the bullying that need to change their behaviour and their attitude. This is particularly true if the bullying is targeted at a pupil's gender, sexuality, race, faith, impairment or special educational need.
- It is not true that girls are 'bitchy' and boys just have a punch up and get over it. Avoid gender stereotypes when it comes to tackling bullying. Anyone can be capable of bullying behaviour and it has a serious impact on both boys and girls.
- Children need to be supported to speak out if they or someone they know is being bullied. Make it clear how pupils can report bullying. If a child tells you they are being bullied – take what they say seriously and ask them what they want to happen. Tell them that together you will make it stop and record all your actions. Make sure they know they can call a helpline like Childline any time.
- Challenge all forms of offensive or discriminatory language in your school (eg homophobic and transphobic comments, sexist and sexual language, racist and faith targeted comments, disablist words)
- Consider children with SEND. They may be more at risk of bullying behaviour.
- Take time to talk to pupils about what it feels like to be in our school, whether there are any bullying hot spots – and if there is anything we could do differently to stop bullying
- We recognise that children who bully often have emotional needs which are masked by inappropriate behaviours. We will support children who are bullying to understand that bullying is completely unacceptable behaviour and provide support to develop their emotional wellbeing.

Our School Vision

At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.

We achieve this by creating a nurturing and inclusive environment; by modelling core values; by offering relevant, exciting and engaging learning experiences and by fostering a sense of community.

Procedures

As well as developing the climate of co-operation, some specific actions have been put in place to limit bullying:

- As part of our PSHE programme, bullying, what it means, how it presents and the seriousness of it and how to seek help if you feel you are being bullied, or you need support because you are using bullying behaviours is taught from Reception through to year 6. There is a clear understanding that bullying of any form will not be tolerated at Western.
- Anti-bullying week is celebrated in school annually in November. All classes take part in lessons and activities to further raise awareness.
- Whenever a child is involved in a **serious** act of hurting another child by physical or emotional means, parents (of both children) are informed that an incident has taken place;
- Once parents have been contacted, they are expected to work with the school and this approach has been very successful in limiting the incidents of bullying.
- CPOMS is used to record specific incidents and for relaying information to other staff members.
- The Junction is used as a point of contact for children and their parents who have concerns.

All forms of bullying are dealt with in the same, restorative way:

When a member of staff observes, or is made aware of an incident which could be defined as bullying, that member of staff will either: talk with all those involved or refer the incident to the relevant member of staff or the Junction for investigation. They will then complete CPOMS to record the incident.

We use restorative practice and are careful not to make assumptions. There are 4 simple questions to remember (to be adapted for age of child/ situation and asked of all involved in the incident):

- 1 What happened before and during the incident?
- 2 How were you feeling at the time?
- 3 How has it affected others? (Wait until the child is emotionally regulated)
- 4 How can this be repaired?

- Speak to each child individually and **listen** to their views.

- **Speak with the children involved together** so they can begin to understand how each other feels and the learn to see how differing view points may be held about the same incident.

NB In the case of bullying, it is important that the child who has been bullied is comfortable speaking to the other child involved. This may not happen straight away. It may be that an adult supports each child involved individually before they feel comfortable in speaking to each other.

The child who has bullied needs to know that this type of behaviour is **not acceptable**. (Bullying behaviour is often a symptom of a child struggling to regulate their own emotions. Adults must be careful not to shame the child and should refer this child to the Emotional Wellbeing Team)

This must be conveyed by the adult in a calm, firm way (we are not shouting and shaming the child). The child needs support to understand what went wrong and learn how they can behave differently to stop this happening in the future.

Support from the Emotion and Wellbeing Team:

The child who has been bullied will be supported to deal with the feelings around what has happened to them. They will be encouraged to inform staff about any incidents that occur in the future.

The child who has bullied another child will be consider (with adult support) how the situation can be repaired:

This depends on the context and on the needs of those involved. What is being restored is often something between the people involved such as:

- Effective communication;
- Relationship, and even friendship;
- Empathy and understanding for the other's perspective;
- Respect;
- Understanding the impact of one's own behaviour on others;
- Reparation for material loss or damage.

However, something may also be restored within an individual who has bullied another child – for example:

- A sense of security;
- Self-confidence;
- Self-respect;
- Dignity.

Where appropriate, the class is informed of the incident or a similar fictional incident will be discussed with the class or a group of classes to try to work out ways of avoiding similar incidents in the future and to help to view the situation from the point of view of the victim.

Please make reference to the 'Emotion Response' policy and two page document; 'Dealing with serious incidents' for further guidance.

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Next Review Date ~ June 2022