



Antibullying Policy

Reviewed by: Full GB

Date: Summer 2019

Date of review: Summer 2020

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1. Policy Aim

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Not only can bullying be a barrier to learning, it can have far lasting negative effects on the social and mental wellbeing of those involved.

This policy cover all pupils at West Acton Primary School including those in our EYFS and ARP. We are mindful that some pupils may be more vulnerable due to limited English skills or Communication difficulties. The policy also signposts adults who may witness or feel they are being bullied.

We promote the 10 Key Principles of the Anti-Bullying Charter for Schools from the Anti- Bullying alliance - **Appendix 2.**

2. Ethos

At West Acton Primary School, we believe our aim will be best achieved in the framework of a relaxed, pleasant atmosphere in which pupils can approach adults and feel that concerns will be followed up.

We will make it clear to pupils, staff, parents and governors that when bullying happens all should work together in ensuring that bullying is prevented and dealt with accordingly.

3. What is NOT bullying?

It is important to communicate what bullying actually is as it can often be used as a 'label' for occasional relational conflict. Bullying is an imbalance of power; the powerful over the powerless. It is a repeated negative action and is deliberate. Relational conflict may be an occasional incident where both children disagree and find it difficult to resolve the disagreement without adult help. It is unplanned may even be accidental. Both children make an effort to resolve the problem and show remorse. There is no imbalance of power.

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, although unkind, it is not classed as bullying. It is an important part of the children's development to learn how to deal with friendship breakdowns or a childish prank. We all have to learn how to deal with these situations and develop skills to repair relationships. Therefore, although we ensure that all children are supported through this process it is not classified as bullying.

4. What is bullying?

Bullying behaviour is defined as – “the **repetitive, intentional hurting** of one person or group, where the relationship involves an imbalance of **power**. Bullying can be physical, verbal or psychological. It can happen face to face or through cyberspace.”

If it does not contain **one of the four highlighted words** it is not bullying.

(Anti-Bullying Alliance 2014)

For a pupils it can be said in child speak **‘Bullying is when someone hurts you on purpose, it keeps happening and you cannot get it to stop’**.

Bullying can be:

- Verbal Bullying – hurting someone’s feelings
 - Physical Bullying – hurting someone’s body
 - Indirect Bullying – hurting someone’s friendships
 - Cyberbullying – hurting someone virtually
1. Emotional –being unfriendly, excluding others, tormenting (e.g. hiding belongings, threatening gestures)
 2. Physical – pushing, kicking, hitting, punching or any use of violence
 3. Racist – racial taunts, graffiti, gestures
 4. Sexual – unwanted physical contact or sexually abusive comments
 5. Homophobic – because of, or focussing on the issue of sexuality
 6. Verbal – name calling, put downs, threats, spreading rumours, teasing, ridiculing, belittling, excessive criticism or sarcasm
 7. Cyber – all areas of the internet, such as email, internet chat room/social networking sites misuse, mobile threats by text messaging, picture/video clips and calls, misuse of technology
 8. Relational: relational aggression is manipulation calculated to hurt or control another child’s ability to maintain rapport with peers. Relational aggression is not typical bullying but a more subtle form of aggression that uses relationships to damage or manipulate others

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Bullying can take place in many forms. All of them are wrong. Bullying is not acceptable in any form. It may be carried out by a group or one person and it will be over a period of time. It may involve hitting, kicking, threats, name calling or less obvious ways, such as ignoring or excluding someone.

It is similar to harassment and other forms of abuse, such as racism and the abuse of children by adults. The person or people doing the bullying (both sexes bully and are bullied) maybe the same age or older or younger than the person they are bullying.

It does not only take place between children. Parents, teachers and other adults sometimes bully children. If a teacher persistently humiliates a child, his/her self-esteem will be damaged. Children may bully parents, teachers and other adults. A concern is that adults may be reluctant to admit this. A more positive, open, approach should help all members of our school to develop the necessary skills to deal confidently with all aspects of bullying.

Investigation may take time. Feelings of guilt, shame, anger, frustration, fear and foolishness may lead people to deny that they have been bullied.

Similarly, the people who are bullying are unlikely to have the skills of self-control and unable to control their behaviour as yet and therefore, are likely to rationalise their behaviour. They may deny that they have been bullying {e.g. *"it was only a joke"*}; they may minimise the seriousness of it {e.g. *"I didn't really hurt him"*}; they may attempt to justify the behaviour {e.g. *"he asked for it"*}; they may deny personal responsibility {e.g. *"I was in a bad mood – I couldn't help it"*}. These rationalisations need to be exposed. Everyone is always responsible for their own actions and bullying is never acceptable.

These days people (adult and children) often use the term 'banter' – which is to speak in a playful or teasing way. However, banter could easily turn into bullying behaviour – it goes through 3 stages:

- Friendly banter – there's no intention to hurt and everyone knows the limits
- Ignorant banter – crosses the line with no intent to hurt, will often say sorry
- Malicious banter – done to humiliate person, very often in public

When an incident occurs the procedures in **Appendix 1** will be put into practice. From Summer term 2019 a log will be kept as per **Appendix 3**.

5. What to do if you think a child is being bullied

- Make a note of your concerns, dates and time of incidents and the people involved
- Encourage your child to tell adults at school when incidents happened – the class teacher, senior leaders, SMSAs at lunch time and use our drop in service 'The Space' with Ruth the pupil and family worker.
- In the case of cyber bullying on PCs or phones do not respond or retaliate but take screenshots or photos of the evidence.
- Share your concern with your own child's class teacher and try to give as much information as you can about the incidents
- If you feel that the issues have continued after speaking to the class teacher, then call the school on 0208 9923144 or by emailing at admin@west-acton.ealing.sch.uk and ask to speak to or make an appointment with the Year Group Leader or Assistant Headteacher.
- We strongly advise that you do not approach the perpetrator or their parent yourself.
- Teachers and staff may deal with incidents but will inform their line manager/Senior leaders. Safeguarding concerns, including on line safety will be reported following the school's usual safeguarding procedures.

6. Strategies used to prevent bullying

Prevention relates to activities that we deliver in a planned and systematic way with the aim of reducing the likelihood of bullying behaviour. There are four main areas:

- Whole-school approaches

- Classroom strategies
- Playground strategies
- Peer support strategies

As a school we are pro-actively discouraging bullying by using a variety of the following strategies:

1. Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all
2. Regularly canvas children's views on the extent and nature of bullying
3. Peer mediation – Children awareness and peer support group
4. Devising a child friendly anti-bullying policy
5. Circle time
6. Training for all school staff including SMSAs
7. Using the Ealing PSHE Scheme of Work on how on develop healthy friendships and stay safe online.
8. Encouraging children to work together in class (not to only work with their friends)
9. Using assemblies to discuss bullying
10. Having workshops visit school
11. Recording and monitor bullying
12. Offer a drop in service to pupils 'The Space' where they can speak with the school counsellor and/or pupil and family worker.
13. Opportunities to write their concerns on a slip of paper and post confidentially to be read by the pupil and family worker – 'The Space'.

7. Possible signs of bullying

Children who are being bullied at school will not always be prepared to tell those in authority. For those pupils who are unable to tell staff about their problem, observation regarding specific behaviour patterns can be routinely established within the school:

1. Unwillingness to come to school
2. Withdrawn, isolated behaviour
3. Complaining about missing possessions
4. Refusal to talk about the problem
5. Being easily distressed
6. Damaged or incomplete work
7. Impaired well being
8. Absence
9. Family strain
10. Low self esteem/self loathing
11. Retaliation leading to sanctions

8. Helping the victim

The victim needs to feel safe. In order to help the victims of bullying the co-operation of teachers, parents, pupils and anyone else involved in the school is encouraged. Parents/carers may be asked to attend special meetings with pupils and teachers. All the people present at the meeting will be encouraged to make a contribution towards the discussion.

Teachers will discuss bullying in circle time, involving the whole class. Children will be reassured that by telling an adult about being bullied is not telling tales. There will be whole assemblies on the subject.

Children are encouraged to talk to adults if they have concerns about anything. There are signs around the school reminding pupils who they can talk to. Pupils can also request to talk to our school counsellor or our Pupil and Family worker by completing a slip and posting it in one of 3 boxes around the school. This is called visiting 'The Space' which is a safe space to talk about anything that is bothering them.

9. Working with parents

Parental support is often a key to success or failure in anti-bullying initiatives. Parental approval is important to young people of all ages. Parents/carers and teachers should work together to help prevent bullying.

Useful approaches may include:

1. Regular consultation and communication
2. Providing information about the nature and effects of bullying by means of posters displayed in the school
3. Advising parents of possible consequences of their children bringing valuable items to school
4. Having a meeting with parents discussing the nature of bullying and discussing surveys and questionnaires carried out in the school
5. Explaining the school policy, making sure procedures are followed
6. Circulating the child friendly policy to parents
7. Meeting with Lia Younes (School Counsellor) or Ruth Cullinan (Pupil and Family Worker)

10. Incidents of bullying outside the school's premises

Although schools are not directly responsible for bullying off the school premises, we would still encourage victims 'not to suffer in silence.' Actions the school could take, if deemed appropriate, include:

1. Talking to the safer community team about concerns
2. Talking to the Headteachers of the schools whose pupils are involved in bullying off the premises

Bullying can also take place via text messages, social media and other means of 'cyber communication'. This often happens out of school hours, but has implications for the parties involved when they are in school. We would always talk to pupils and parents about the issues and take their concerns seriously.

11. Adult bullying

From time to time, adults behave inappropriately towards each other. If any parent or member of staff, feels that they are being treated inappropriately within our school community they must report this to the Headteacher immediately.

Staff should speak to the Headteacher or their line manager and may refer to the school's whistle blowing policy and or grievance procedures.

On occasions, when a parent/carer suspects another child of inappropriate behaviour towards their own child, they try to take matters into their own hands. This can result in:

1. Parents approaching other parents in groups
2. Inappropriate verbal exchanges in front of pupils
3. A breakdown in communication

If children are experiencing problems with other children, parents/carer must not try to take matters into their own hands. Parents/carers confronting pupils directly or other parents/carers in the playground is not acceptable and could be viewed as adult bullying. Parents/carers must also not encourage their children to be 'a bully' back, as this will only make the problem much harder to solve. The school should be informed immediately of any concerns, so that we may intervene to resolve the problem to ensure our school community remains a happy, safe and enjoyable place where everyone wants to be.

12. Help from outside agencies

You may find the following websites useful:

1. www.bullying.co.uk
2. www.childline.org.uk
3. www.antibullying.net/
4. www.anti-bullyingalliance.org.uk
5. www.childnet.com
6. www.digizen.org
7. www.thinkuknow.co.uk
8. www.saferinternet.org.uk

You may find the following telephone numbers useful:

Advisory Centre for Education (ACE) 0808 800 5793

Children's Legal Centre 0845 345 4345

Childline 0800 1111

Parent Plus 0808 800 2222

13. Links with other school policies and practices

This policy links with a number of other school policies and practices including:

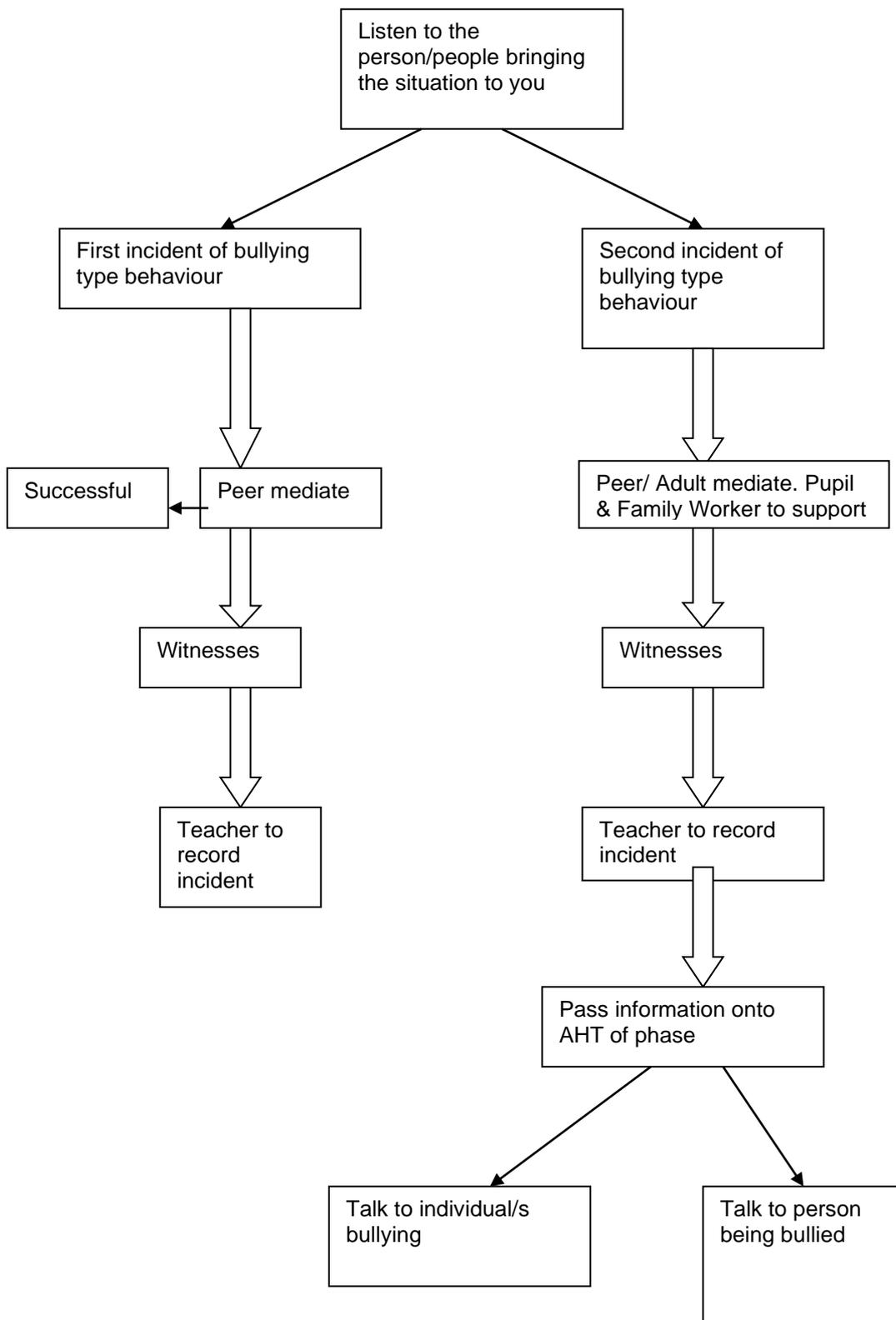
1. Behaviour policy

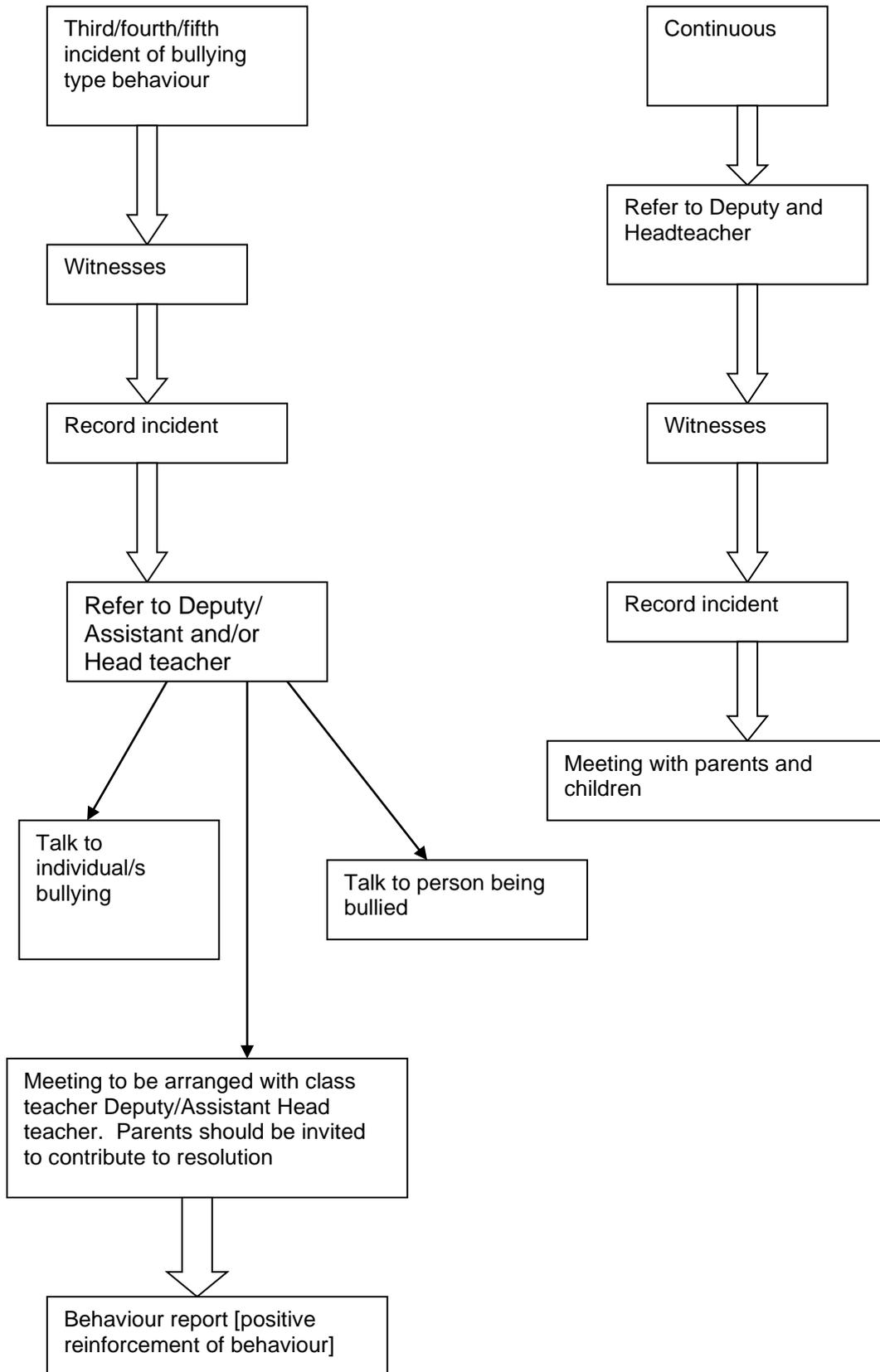
2. Safeguarding policy
3. Complaints policy
4. ICT Acceptable use policy
5. PSHE policy
6. Online safety policy

14. Monitoring, evaluation and review

This document will be monitored and evaluated regularly and updated to take account of new Government and local guidance, and the views of the whole school community and reviewed annually.

Appendix 1 Procedures for dealing with Incidents of Bullying





10 Key Principles

Anti-Bullying Charter for Schools



_____ School has
committed to the following principles to prevent and respond to bullying. Our school:

1. **listens** - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
2. **includes us all** - all pupils, including those with SEND, are included, valued and participate fully in all aspects of school life.
3. **respects** - all school staff are role models to others within the school in how they treat others.
4. **challenges** - all forms of discriminatory language – including disablist language – is challenged taken seriously
5. **celebrates difference** – difference is actively and visibly celebrated and welcome across the whole school.
6. **understands** - all school staff, pupils and parents and carers understand what bullying is and what it isn't.
7. **believes** - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
8. **reports bullying** - all pupils within the school and their parents and carers understand how to report incidents of bullying.
9. **takes action** - we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.
10. **has clear policies** - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.



Appendix 3 West Acton Primary School Bullying incident report form

West Acton Primary School Bullying incident report form

Bullying behaviour is defined as – “the **repetitive, intentional hurting** of one person or group, where the relationship involves an imbalance of **power**. Bullying can be physical, verbal or psychological. It can happen face to face or through cyberspace.”

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Member of staff reported to /investigating	
Date of first report	
Who and how reported	
Victim (Name /Class) Parent/carer informed at investigation stage (if not reporter) ?	
Alleged bully (Name /Class) Parent/carer informed at investigation stage?	
Brief overview of incident	
Which word from the definition of Bullying is occurring? repetitive, intentional hurting power.	
Which one of the four types of bullying is it? Verbal Bullying Physical Bullying Indirect Bullying Cyberbullying	
Brief overview of investigation	
Action following investigation	
Parents/carers informed? How? Victim/bully	
Date investigation completed (Actions may be ongoing)	
Headteacher informed	