

# WIMBLEDON CHASE PRIMARY SCHOOL



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## Anti- Bullying Policy

November 2021

*At Wimbledon Chase Primary School, policies are designed to ensure that the child is at the centre of all our decision making. All staff are aware that whole school and class systems are established to ensure that every child is able to share and express their concerns in a safe and confidential manner. We constantly strive to ensure that all children know their worries and views will be taken seriously by all staff and that every child will be treated with respect.*

## WIMBLEDON CHASE PRIMARY SCHOOL

### ANTI-BULLYING POLICY

**This policy will be implemented in conjunction with the following policies; Behaviour, Child protection and Safeguarding, Wellbeing, Online Safety, SEND and Sex and Relationships**

**As part of our work towards Rights Respecting Schools this policy forms part of our commitment to promoting the Convention on the Rights of the Child**

#### **Aims**

The School Community (pupils, staff, parents, governors) should work in co-operation towards building and maintaining an anti-bullying ethos in the school.

Pupils and adults should realise that bullying behaviour is not acceptable and will not be tolerated.

Pupils and adults should feel willing to report bullying behaviour, confident that they will be listened to and action will be taken to remedy the situation.

#### **Objectives**

This policy is intended to:

- Raise the awareness of the school community about the school's stance towards bullying behaviour
- Provide strategies for preventing and dealing with bullying promptly and consistently
- Provide understanding and support for bullied pupils
- Help build an anti-bullying ethos in the school

#### **Definition of bullying**

**The ABA (Anti-Bullying Alliance) defines bullying as:**

**"The repetitive, intentional hurting of one person or group by another 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."**

follows:

**Friendship conflict**

Equal power Happens

Occasionally

Accidental

vs

**Bullying**

Imbalance of power

Repeated negative Action

deliberate

**Additional characteristics**

**Remorseful**

**Effort to solve problem**

**No remorse**

**No effort to solve problem**

The main types of bullying are:

- **Physical** – pushing, hitting, kicking, pinching, any form of violence, threats
- **Verbal** – name-calling, sarcasm, spreading rumours, persistent teasing
- **Emotional** – tormenting, threatening, ridicule, humiliation, exclusion

from groups or activities Pupils are bullied for a variety of reasons. Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to SEN or disabilities
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation including homosexuality and transgender
- Bullying of young carers, looked after children, or otherwise related to home circumstances
- Sexist or sexual bullying
- Bullying related to gender

There is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyber-bullying methods.

With regard to the bullying of school staff, see DFE, “Preventing and Tackling Bullying”, 2017. Merton has its own guidelines and procedures about workplace bullying. At Wimbledon Chase Primary School we won’t tolerate bullying of school staff, whether by pupils, parents/carers or other staff.

### **Identifying Bullying**

Children who are being bullied may not always be prepared to tell someone. It is important therefore that members of staff, parents and others who deal with the children are observant and alert for signs of bullying. These might include:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Being easily distressed
- Damaged or incomplete work

### **Procedure**

When a disclosure is made, it should always be treated seriously, with appropriate discretion and carefully investigated. The procedure for dealing with bullying is set out in Appendix A, together with a copy of the incident form. (See Pathways of Help).

## **Preventing Bullying**

- Members of the school community must be alert to signs of bullying and act firmly and promptly against it in line with the guidance appended to this policy
- The school will promote anti-bullying strategies through assemblies, PSHE, SEAL lessons, circle time and other appropriate lessons such as drama
- Pupils should be encouraged to tell someone if they are being bullied or observe bullying e.g. Head Teacher, Deputy Head, Phase Leaders, Teachers, TAs, Office Staff, Midday Supervisors, etc. Parents should inform the school if they believe their child is being bullied.
- A safe environment is created in the playground by careful supervision

## **Promoting an anti-bullying ethos in the school**

Members of staff regularly use PSHE lessons, assemblies or circle time to explore issues such as the causes of bullying, the effects of being bullied or being a bully, and how to stop bullying. Pupils will be given advice on what to do if they are being bullied or if they observe someone being bullied.

A pupil questionnaire will be carried out yearly to identify which of these issues need to be explored further in class and what additional advice the children need.

The school endeavours to create an environment in which bullying is not able to develop e.g. trained Peer Mediators and School Council.

## **Cyber Bullying**

Members of staff are also aware that bullying can be carried out through cyberspace. Children should be encouraged to tell someone if they are being bullied in this way. Guidance is also given in ICT lessons when the children are taught about Internet safety.

## **Monitoring**

The policy will be monitored by the Senior Management Team and, for the Governing Body, by the Pupil and Community Committee. It will also be monitored by the School Council and discussed with parents at the Head Teacher Parent Coffee Forums.

## **Roles and Responsibilities**

All members of staff (class teachers, midday supervisors, teaching assistants, office staff, support staff, etc.) have a role to play in raising awareness, being alert to and reporting bullying. The overall responsibility lies with the Head Teacher and Governing Body.

## **Links with other policies:**

PSHE Policy	EYFS Policy	SEN Policy
Inclusion Policy	Safer Use of Internet Policy	

**School Development Area Leader: Claire Zealey      Linked Governor: Tom Jeans**

**Signed: Keith Ellis**

**Signed: Mr T Jeans**

**Date agreed: November 2021**

**Review date: November 2023**

## Appendix A

### Procedure for dealing with Bullying

1. Once the behaviour is identified as bullying the incident should be reported to the Head Teacher or a member of the Senior Leadership Team.
2. The victim and bully should be interviewed separately.
3. The victim's story should be listened to and the pupil reassured that s/he has done the right thing by reporting the situation. Victims of bullying often feel powerless and vulnerable. They may end up believing that they deserve to be bullied. Everything should be done to re-establish the victim's self-esteem and self-confidence.
4. The bully should be spoken to and the reasons why s/he has bullied identified. The bully should be helped to recognise his/her unsociable behaviour and given support and counselling if necessary to address that behaviour.
5. On some occasions it may be possible to sit the victim and bully down together to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached.
6. On other occasions the bully should be told firmly to stop his/her anti-social behaviour immediately and to stay away from the victim.
7. In all instances, the parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they should be invited into the school to discuss the matter.
8. Follow up meetings with the victim should be arranged to find out whether the solution has been effective or not, and the situation should be monitored.
9. Serious or prolonged bullying could result in one or more of the following sanctions:
  - writing an explanation or apology for the incident
  - withdrawal of break or lunch time privileges
  - lunchtime detention
  - behaviour target card
  - withholding participation in school trips or sports events that are not an essential part of the curriculum
  - removal from a particular lesson or peer group
  - temporary removal from the class
  - interview with the head teacher or deputy head
  - fixed term exclusion
  - permanent exclusion

10. A written record should be made of every incident of bullying using an Incident Form (see example attached). The report should indicate who was involved, where and when the incident occurred, what happened, what action was taken, whether the parents were informed and how the incident was followed up.

**A copy of the incident form should be kept and filed by the class teacher or Head.**



**WIMBLEDON CHASE PRIMARY  
SCHOOLBULLYING INCIDENT  
REPORT FORM**

**Pupil's Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Description of incident** (please specify who was involved, where and when the incident occurred, what happened during the incident, what action was taken, how the matter was resolved)

**Names and accounts of any witnesses:**

**Parents of bully informed:**

**YES/NO Parents of victim**

**informed: YES/NO Name of**

**teacher dealing with incident:**

**(A copy of this form should be given to the Head Teacher for filing)**