

Wincheap Foundation Primary School



Anti-Bullying Policy

Version	7
Ratified by	Full Governing Body
Date of Approval	January 2025
Author	Wellbeing Lead – C. Davis
Responsible Committee / Board	Pupil and Personnel Committee
Review Date	Spring 2027
Target Audience	Parents / Pupils/ Public / Staff

Policy Context

This policy is based on DfE guidance *“Preventing and Tackling Bullying”* 2017 and supporting documents. It also draws on the DfE statutory guidance document *“Keeping Children Safe in Education”* 2024.

It links to other school policies and guidance documents including our:

- ***Safeguarding and Child Protection*** policy document
- ***Child friendly Anti-Bullying*** document
- ***Online Safety and Child friendly Online Safety*** documents
- ***Behaviour*** Policy document
- ***Whistleblowing*** policy document
- ***Staff Discipline and Conduct*** policy document

The person with responsibility for leading, monitoring and co-ordinating anti-bullying awareness and action is the Wellbeing Lead, Miss **Davis**.

Rationale

Our vision at Wincheap Foundation Primary School is that our school will continue to have high standards of teaching and learning which enable our pupils to achieve. In order to do this, all our children need to feel safe. We believe in preventing incidents of bullying by encouraging an environment where individuality is celebrated, and individuals can develop without fear.

This Anti-Bullying Policy supports our aim by:

- Promoting respect and tolerance for each other, within school and in the wider community;
- Helping pupils towards an understanding of what is right and wrong;
- Signposting what to do if bullying occurs;
- Supporting everyone to form good relationships within our school community.

Aims and Objectives

The aim of our anti-bullying policy is to:

- clarify for pupils, parents, staff, volunteers and governors what bullying is and that it is always unacceptable. Explain to staff, pupils and school community why bullying and harassment occur and their impact on individuals and the school as a whole;
- provide all members of our school community with clear steps and expectations if they encounter bullying.

What is bullying?

While there is no legal definition of bullying, the Department for Education have defined it as **“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”**. (DfE *“Preventing and Tackling Bullying”*, July 2017)

Bullying **usually presents** as a repeated physical, psychological or verbal attack against an individual or group of individuals by a person or group of persons, causing physical or psychological harm to the victim.

It is the **deliberate** use of aggressive behaviour with the intention of hurting another person physically, mentally and/or emotionally. Bullying results in pain and distress to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms – both physical and non-physical, either in combination or in isolation.

It is NEVER acceptable and bullying situations do not just improve by themselves.

Bullying can be:

Emotional - e.g. being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), hurting people's feelings, being nasty, unfriendly, mean, blackmailing and being overly controlling.

Physical - e.g. pushing, kicking, hitting, punching or any use of violence, pushing people around.

Racist - e.g. racial taunts, graffiti, gestures whether intended or interpreted by the victim.

Sexual - e.g. unwanted physical contact or sexual comments.

Homophobic/Transphobic - e.g. associated with or focused on the issue of sexuality or relating to issues including body dysmorphia.

Verbal - e.g. name-calling, sarcasm, spreading rumours, teasing

Cyberbullying – e.g. using social media **or other communication technology** in a way that meets the definition.

Other concerns, that might not necessarily easily fit into these headings, will nevertheless be taken seriously e.g. taking advantage of another person, using third parties to bully, intimidate or harass.

We are aware that it is a possibility that the bully may be an adult and will follow our Safeguarding procedures – and Staff Conduct procedures if the adult is a member of staff - where this is the case.

What to Do When Encountering Bullying

Most situations at Wincheap School are successfully dealt with within Stage 1 of the process below. If that does not happen, work through Stages 2 and 3 as necessary. In the event of a serious incident that may need a decision on some form of exclusion, refer the matter immediately to the Headteacher.

	Children	Staff	Parents
Stage 1	If you feel you are being bullied or you see it happening, tell a member of staff immediately. By doing so, adults can investigate and deal with the situation promptly to make it stop. If you prefer, you can tell your parents and ask them to speak to your class teacher.	If witnessing bullying/possible bullying, or if alleged bullying is reported to you, act immediately . Investigate and take appropriate action based on what you discover. If this is a one-off incident (rather than formally meeting the definition of bullying given above) take action in the usual way to avoid it becoming a pattern of bullying. Once a specific incident is dealt with, monitor to ensure it does not reoccur. If it is bullying, report the incident and action taken by you via MyConcern.	If your child reports potential bullying to you, reassure them and gently take the details of who was involved, when and where this happened. Notify your child's class teacher.
Allow time for staff to take action. If the situation continues...			

<p>Stage 2</p>	<p>Speak to your Class Teacher or another school adult you trust. If you think the situation is not being dealt with, speak to Miss Davis. If you haven't already, tell your parents.</p>	<p>Class Teachers- If you were not involved at Stage 1, take over the lead. If you have taken action and there has been no improvement, consider</p> <ul style="list-style-type: none"> - Establishing friendship groups for the victim - Where possible, reorganising the elements of the school day to mitigate the situation - Exploring what is happening in the bully's life that might be causing this and seek to address it - Communicate with parents - Record all steps taken and any outcomes on MyConcern so the DSL, Wellbeing Lead and Inclusion Officer are aware 	<p>Keep in contact with your child's Class Teacher and discuss how your child can be supported at home and school. Be led by your child as to how far they want your involvement -some children prefer to 'compartmentalise' home and school – however, be prepared to step in and speak to the class teacher if you think this is because they are scared of repercussions, or you feel the situation is not improving. Do not speak to the parents of the other child/ren directly</p>
<p>Allow time for Stage 2 actions to embed and show results. If the situation continues...</p>			
<p>Stage 3</p>	<p>If you feel things are not improving, speak to Miss Davis or Mrs Dawson</p>	<p>Class Teachers – if you have not done so already, speak to the bully's parents. Agree a course of action with them. Refer the matter to the Wellbeing Lead for advice and monitoring. Ensure she is aware of all events and actions taken to date. Wellbeing Lead will liaise with relevant staff and the children concerned and, if necessary, with the parents with the class teacher. Where the situation is not improving, Wellbeing Lead will report the issue to the Headteacher for advice or a decision on further action. Where a serious incident has occurred, the Headteacher may already be involved.</p>	<p>If the situation does not improve after working with your child's class teacher, ask to speak to Miss Davis, the Wellbeing Lead. If you are unable to do so for any reason, contact the Head Teacher. If you are unable to do so for any reason, write to the Chair of Governors via the school office. External advice and support can be found online from the AntiBullying Alliance or via the KCC web page https://www.kent.gov.uk/education-and-children/protecting-children/bullying</p>

Responsibilities

Everyone involved in our school community must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not the child), and by being clear across the school that we follow school rules. All members of staff are expected to report incidents of bullying via MyConcern, and report to the Wellbeing Lead any incidents they have dealt with (see **Recording and Monitoring** section of this policy).

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of wellbeing in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect.

We expect staff will:

- **Respond immediately and personally to any report of bullying, investigating and taking appropriate action where it is found to be true;**
- Provide children with a framework of behaviour, including class rules which support the whole school policy;
- Emphasise and behave in a respectful and caring manner to pupils and colleagues, to set a good tone and help create a positive atmosphere;
- Provide children with a good role model;
- Generally promote positive ethical behaviour and specifically address bullying through discussion, School Council initiatives, and particularly through the anti-bullying content of our PSHE Jigsaw programme; and by engaging with any whole-school anti-bullying activities such as Anti-Bullying weeks and Safer Internet Day
- Support colleagues in addressing bullying;
- Through the Wellbeing Lead, keep the Headteacher and Governing Body informed regarding issues concerning bullying incidents they have encountered.

Governors will:

- Support the Headteacher and the staff in the implementation of this policy to ensure there is a consistent approach to anti-bullying across the school;
- Be fully informed on matters concerning bullying;
- Monitor and review actions taken to be aware of the effectiveness of this policy.

Parents/Carers should understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school, and allows others to do the same.

They should:

- Support the school in meeting our aims;
- Feel confident that everything is being done to make sure their child is happy and safe at school;
- Be informed about and fully involved in any aspect of their child's behaviour;
- Contact their child's class teacher in the first instance if they have concerns about bullying involving their child; ● Support staff if they are requested to help in any anti-bullying education with their child.

If all the above work together to this aim, we should be able to say that

Pupils will:

- Support the Headteacher and staff in the implementation of the policy. This might involve contributing to agreed approaches designed to reduce bullying or better deal with incidents that arise (e.g. via School Council, class assemblies, PSHE lessons etc)
- Feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn;
- Feel confident to report incidents of bullying;
- Be reassured that prompt action regarding bullying will take place once seen or reported;
- Be more likely to engage successfully with anti-bullying support work if they are found to be bullying other children.

Recording and Monitoring

All incidents of bullying in or out of class must be recorded on MyConcern – including actions taken by staff to address them.

The DSL handling the MyConcern will notify all relevant staff of the bullying incident and, where necessary, detail additional actions to be taken by specific staff members. Staff will comply and report the outcome by adding an update to the original MyConcern report.

Incidents of confirmed bullying must be notified to the Headteacher by the Wellbeing Lead in annual summary reports that will also include any patterns that have been identified so action can be taken to address and mitigate them. The Headteacher will in turn report to the Governors.

Signed

Date.....

(Chair of Governors)

Signed.....

Date.....

(Chair of Pupil and Personnel Committee)

Signed.....

Date.....

(Headteacher)