



Windermere Primary School

Anti-Bullying Policy

Introduction

The 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 online.”

Bullying is wrong and damages individuals. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.

Bullying can take many forms, but the four main types are:

- physical – e.g. assault or theft
- verbal – e.g. name calling, racist remarks, threats
- indirect – e.g. spreading rumours or excluding from social groups
- electronic-e.g. comments on social media and cyberbullying (see E-safety policy and User agreement)

Windermere staff and governors will not tolerate bullying.

1. Aims and Objectives

This policy aims to produce a consistent school response to any bullying incidents which may occur.

We aim to make all those connected with the school aware of our opposition to bullying and we make clear each person’s responsibilities with regard to the prevention of bullying in Windermere Primary School.

2. The Role of Governors

The Governing Body supports the Headteacher in all attempts to prevent bullying in our school. This policy statement makes it very clear that any incidents of bullying which do take place are taken very seriously and dealt with appropriately.

The Governing Body monitors the incidents of bullying which do occur and reviews the effectiveness of this policy regularly. The Governors require the Headteacher to keep records of any incidents of bullying and to report to the Governors on request about the effectiveness of the school's anti-bullying strategies.

3. The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school's anti-bullying policy and to ensure that all staff, teaching and non-teaching, are aware of the policy and know how to deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy in the termly report.

The Headteacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact through:

- Assemblies which promote and encourage positive attitudes which emphasise the unacceptable nature of bullying.
- PSHE, circle time and e-safety lessons through the computing curriculum, which provide a forum for discussion and development of skills and attitudes consistent with our aims, and which will prepare children for life in society.
- Addressing the particular needs of individual children, parents, staff and governors

The Headteacher ensures the school ethos of mutual support and praise for success is maintained, thus making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is less likely to be part of their behaviour.

4. The role of the school staff

All staff establish a climate of trust and respect for all in their classrooms. By rewarding and celebrating success we aim to prevent incidents of bullying. All incidents should be responded to immediately and appropriately in line with the stages of our Positive Behaviour Policy. Lunchtime incidents should be reported by the MSAs verbally to the class teacher. SLT involvement will result in a CPOMS entry (see stated interventions).

Staff who feel there is reason to suspect bullying should add details to the school's recording system. The staff member should make it clear to the pupils or adults concerned that the issue is being taken seriously and is being dealt with formally under these procedures. The staff member should follow these procedures so far as they are able and ensure that an SLT member takes over if they feel unable to continue. The staff member dealing with the situation will act promptly and complete the Investigation form 1 (appendix 1). This will then be scanned into the recording system and the form handed to the Headteacher for monitoring.

This procedure should be applied in a flexible way in order to ensure that the needs of the victim are paramount. Ongoing discussion between the staff member and SLT member will continue as appropriate. It may be necessary to apply sanctions in line with the stages above. What these are will depend on the severity and context of the incident, and the victim's needs. Form 2a (appendix 2) should be completed to indicate support provided for the bullied child, then scanned into CPOMS and handed to the Headteacher.

When discussing an incident with a perpetrator, staff should be clear about:

- The behaviour which is seen as bullying and explain why it is unacceptable.
- What changes in behaviour that are required.
- The perpetrator's understanding of the concerns and what they are required to do.
- The action that will be taken – including informing parents.

Form 2b (appendix 3) should be completed to indicate action and support provided for the child who has bullied, then scanned into CPOMS and handed to the Headteacher.

Parents of both perpetrator and victim may be invited into school to discuss the incident and agree appropriate future behaviour or responses. This may be with the class teacher, the Headteacher or both.

In some cases, it may become necessary for the school to seek support from external agencies such as the Educational Psychologist, Behaviour Support Teams, Children's Services or local Community Police Officer.

5. The role of parents

Parents who suspect their child may be the victim of bullying or the perpetrator of bullying should contact the school immediately. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. Parents of children who have been accused of bullying have a responsibility to work with the school staff to resolve the matter. It is also expected that they will support the school in the actions that the school takes as a result of bullying and also to work with their child at home to ensure that the bullying does not recur.

6. Monitoring and Review

The implementation of the policy will be monitored and reviewed by the Headteacher, SLT and governors.

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Appendix 1

FORM 1 Investigation into a hurtful or prejudice related incident or allegation of bullying	
Completed by name and role:	
Date:	
Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:	
Form of referral e.g. verbal report, letter, e-mail, phone call:	
Details gathered to date:	
Action taken to date:	
Date:	Signed:

Form 1

Factors to help determine if incident constitutes bullying

- Incident was bullying (all 3 amber warnings confirmed)
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
 - Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name-calling, etc.)

- Incident was not bullying on this occasion because it was
 - the first hurtful incident between these children
 - teasing/banter between friends without intention to cause hurt (should not happen again)
 - falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand (should not happen again)
 - activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
- Other _____

The definition of a prejudice related incident

A **prejudice related incident** is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics of age, disability, faith, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, sex or sexual orientation.

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

Form 1

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief/faith		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

Appendix 2: Form

2a

Support provided for bullied child

(Priority should be given to taking steps to ensure bullied children continue to attend)

- Separate on-site respite provision
- Regular contact with chosen member of staff
- Restorative justice process
- Empowerment education
- Pastoral team support
- Formal counselling
- Parental meetings
- CAF
- CAMHS
- Other

Support provided

Post-incident impact monitoring and further action

Relationship repaired:

Achievement/Ability to learn*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe on journeys to and from school:

Pupil feeling safe online:

*N.B. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN.

Appendix 3
Form 2b

Action and support provided for child who has bullied

- Separate on-site provision
- Regular contact with chosen member of staff
- Restorative justice process
- Sanction
- Corrective education
- Removal to different form/teaching group
- Pastoral team support
- Formal counselling
- Parental meetings
- CAF
- CAMHS
- Other

Action taken & Support provided

Post-incident impact monitoring and further action

Relationship repaired:

Achievement/Ability to learn*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe online:

*N.B. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN.