



ANTI-BULLYING POLICY

Our Vision:

We are committed to quality learning in a positive, happy and Christian atmosphere where everyone within the school community is valued as an individual. We expect everyone to, 'Treat others as you want them to treat you.' (Matthew 7:12-14). We have high expectations of all and strive to provide a safe, challenging, exciting and stimulating environment.

Our Values:

To ensure the wellbeing and safety of our pupils are met through our school values of:

- Respect – by respecting each other and preventing all forms of bullying to ensure the safety and wellbeing of our children.
- Compassion – by considering the needs of each child as an individual, valuing diversity and expecting everyone to look after each other and keep everyone safe.
- Creation – creating a positive, safe and secure environment which allows children to thrive and flourish.
- Perseverance – To persevere in providing an inclusive, welcoming and friendly environment in which Christian and caring values are central to the ethos of the school, ensuring all children feel valued and secure.
- Service – by building trusting relationships and ensuring equal opportunities for all the children we serve, to help to keep everyone safe.

Definition

The children in our school define bullying as:

'Bullying is one or more people teaming up on you and making you feel uncomfortable in everything that you do and how you do it'.

'Bullying is being mean to somebody all day and every day consistently'.

Bullying is the deliberate intention to hurt, threaten or frighten someone over time. Bullying can be verbal, physical, emotional or psychological.

At Willaston CE Primary School we aim to establish relationships which reflect care and concern felt for all members of the school community, in loving their neighbour. Bullying violates this and will never be condoned or tolerated.

The children said,

‘Bullying makes us sad and upset. We will not tolerate it’.

How We Teach It

We believe every child has the right to be safe and secure in school. At Willaston we raise children’s awareness and understanding of bullying through the delivery of Relationships and Health Education (RHE), PSHE, No Outsiders project, collective worship/assemblies, religious education, through discussion and role-play. Children are given guidance on how to deal with bullying. If a child feels they are being bullied we teach him/her to tell a person they trust. We encourage all children to help one another in a bullying incident.

All reported incidents will be investigated and actioned appropriately to enable both the victim and the bully to resolve the situation positively.

All incidents of bullying are recorded on CPOMS (Child Protection Online Management System) and reported to the Headteacher. If the class teacher felt it appropriate they would contact the parents of the pupil involved informally at any stage.

E-safety is taught to all children in school using CEOP materials; cyber bullying is included in this. The NSPCC also deliver workshops for children and parents.

My Happy Mind is taught to all year groups and builds a positive mental wellbeing culture in which children build resilience, self esteem and character.

No Outsiders provides a text based approach to teaching acceptance and respecting differences which is delivered in all year groups.

Our children explained they are taught Anti-Bullying in the following ways

- **We have Friendship Stops.**
- **We have Peer Pals.**
- **We have Worry Boxes.**
- **We have play leaders if people are upset and have no-one to play with.**
- **We have posters of who can help.**
- **Poster telling us not to do it.**
- **A safe environment.**
- **We have a dolphin in case something inappropriate crops up on the computer and you can click on it and it will tell you what to do.**
- **Teachers tell you to tell an adult if you are being bullied.**
- **Buddies are organised across the school.**

- We have a safe environment.
- We have adult supervision.
- We have school rules – ‘Treat others the way you want to be treated’.
- Children are expected to listen.
- Assemblies and lessons in class.

Consequences of Bullying

Children said:

‘If bullying is happening parents should come in and discuss with the teacher about it. The person who is bullying will be told not to do it by a teacher and if they do it again their name will go on the board and will be ticked. We hope that bullying stops’.

The feelings and wellbeing of the person being bullied are our prime concern. Support is provided by the Learning Mentor and class teacher, who will organise appropriate individual programmes which may include, friendship groups, buddies, worry box, PSHE lessons and liaison with parents.

The consequences of a child being unkind to another in the classroom will be:

- One verbal warning.
- Name will be written on the board.
- Name will be ticked on the board and the child will walk around with an adult at the next playtime, or, for 15 minutes of lunch time.
- Reception children will be given ‘time out’ if their name is ticked on the board.
- A record of children who have lost their playtime is kept by each teacher. Children are given the opportunity and encouraged to improve their behaviour.
- A member of staff will usually bring the children together in an effort to resolve the issue.
- The class teacher will record this incident.

The consequences of a child being unkind to another in the playground will be:

- One verbal warning.
- Children will walk around supervised by an adult or sit out as appropriate to the age and needs of the child for five minutes.
- Children will be taken to speak to an appropriate adult if behaviour is considered serious or persists. (Class teacher, Learning Mentor, a member of the Senior Management Team.)
- A member of staff will usually bring the children together in an effort to resolve the issue.
- The class teacher will record this incident.

The consequences of a child being unkind in the dining hall will be:

- One verbal warning.
- Children will be asked to eat their lunch on a different table, or, if waiting in the line will be asked to come in to lunch with the following class.

- Children will be taken to speak to an appropriate adult if behaviour is considered serious or persists. (Class teacher, Learning Mentor, a member of the Senior Management Team.)
- A member of staff will usually bring the children together in an effort to resolve the issue.
- The class teacher will record this incident.

The consequences of making another child unhappy during wet playtime will be:

- One verbal warning.
- Children will be given 'time out' to consider their actions.
- Children will be taken to speak to an appropriate adult if behaviour is considered serious or persists. (Class teacher, Learning Mentor, a member of the Senior Management Team.)
- A member of staff will usually bring the children together in an effort to resolve the issue.
- The class teacher will record this incident.

If a child consistently demonstrates unacceptable behaviour in the form of bullying, the following steps may be applied. (Not all steps will be followed in all cases).

- A member of the Senior Leadership Team will speak with child about their behaviour.
- HT or DHT will speak to child about their behaviour.
- For certain children it may be appropriate to remove privileges. This may be deemed necessary to improve behaviour in the future.
- An incident considered to be serious will be recorded on CPOMS and the information recorded is shared with the parent.
- Consultation between teacher, child and parent to agree strategies to support and improve the child's behaviour.

Behaviour improvement strategies could include:

- Home School Book
- Star/Target/Reward Charts
- Consultation with Parent and member of Senior Management Team identifying triggers to behaviour and successful strategies for support. This may be recorded on a Positive Behaviour Plan and reviewed as appropriate to individual need.
- Monitoring meetings with Parents according to a child's individual need with a focus on targets and timescale for improvement.
- Involvement of outside agencies e.g. Educational Psychologist, behaviour management consultants will be recommended if appropriate.

In some circumstances a specific incident may be viewed serious enough to miss out some of the stages above.

For pupils with behavioural, social or emotional difficulties, or identified disabilities such as ADHD, Willaston CE Primary School will ensure that all '**reasonable adjustments**' have been made to help the child to be included in school (a requirement of the Equality Act 2010.)

In truly exceptional circumstances, it may be necessary for the school to 'fast track' a child through this procedure, if he/she or other children are at risk. In such circumstances, parents would be contacted directly by the Headteacher. Further steps may then be taken which may lead to exclusion in line with the schools exclusion policy.

Hopefully we will not have to resort to these consequences. Our Ofsted report in April 2017 commented that -

“Pupil behaviour was excellent in all lessons and around the site. Pupils are articulate, mature and they are adept at working collaboratively with their peers”.

Dealing with Complaints

- If a parent wishes to complain about the provision or the policy they should, in the first instance, raise it with the Deputy Headteacher or Headteacher, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- If the issue still cannot be resolved, the parent may contact the **Chair of Governors Mr. J Hilditch** whose contact details are available from the school office.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office and on the school website.

Approved by Governors – March 2021

A handwritten signature in black ink that reads "J. E. Hilditch". The signature is written in a cursive style with a distinct loop at the end of the last name.

Signed Chair of Governors



Incident Behaviour Form

Appendix 1

Name of Pupil _____ Year/Group _____

Date of Incident ____/____/____ Time of Incident ____ - ____ Place _____

Name of person completing this form: _____ Signed _____

Name of any **other** staff involved/ witness to incident: _____ Signed _____

_____ Signed _____

What triggered the incident?

Instruction given	Noise	
Sanction imposed/ reprimanded	Change to routine	
Change over time or end of break/ lunch	Another person invading their space/ getting too close	
Change of task	Hungry	
Frustrated with work	Losing in a game/ activity	
Did not want to work	Bullying	
Provoked by another pupil	Medication issued	
Argument with other pupil	No clear trigger/ don't know	
Feeling unwell	Other (please specify)	

Behaviour:

Punching/ Hitting (state who)	Refusal to work	
Kicking (state who)	Damaging property	
Biting (state who)	Disruption to group/ individual	
Spitting (state at who)	Trashing room	
Pushing (state who)	Throwing objects	
Aggressive Behaviour/ intimidation (towards whom?)	Throwing objects at staff/ other pupils	
Ran into the car park/ off the premises	Encouraging others to be disruptive	
Ran out of class and around school	Climbing up furniture/ building/ other	
Ran into the playground	Abusive language	
Shouting/ screaming	Swearing	
Ignoring staff instructions/ advice	Allegations against staff	
Hiding	Other (please specify)	

De-escalation techniques tried:

Verbal advice and support		Reassurance	
Calm talking		Humour	
Distraction		Choices offered	
Step away		Support systems	
Negotiation		Non-threatening body language	
Change of face		Instructions given	
Warning about consequences		Time out offered/ given	
Pupil moved to safer place/ away from staff/ pupils		Reducing stimuli e.g. noise, brightness	
Removal of object		Other (please specify)	

Physical Intervention- Complete only if physical intervention was used

Please tick the reasons for any physical intervention	
Prevent injury to themselves or others	
Prevent damage to property or to prevent the individual from committing a criminal offence	
Move the individual to a safer place	
Maintain good order	

Technique(s) used	Number of staff involved (add initials)	Sitting	Standing	Kneeling/ Sitting on floor	Effectiveness (out of 10)	Length held for:
Steering away						
Friendly hold						
Single elbow						
Figure of four						
Double elbow						
T-Wrap						
Half Shield						
Other:						

Indicate which body part was held by which member staff _____

First Aid- Complete only if an injury has been sustained as a result of the incident

Treatment required	Yes	No
Examination/ treatment accepted	Yes	No
Accident form/ book completed	Yes	No

Name of injured pupil or member of staff(s) _____

Give details of how the injury was sustained and treatment given:

Other

Pupil view of the incident (if willing to discuss)

Actions as a result of incident (if known)

Incident Reported to:	Date	Signed
SMT		
Parent		
OTHER (Please indicate):		

If any witness statements/reports have been made in relation to this incident, please attach to this form

Positive Behaviour Plan

Name	Date

Trigger Behaviour(s)

Description of Behaviour	Potential Risk

Preferred Supportive and Intervention Strategy			
Verbal Advice and Support		Distraction	
Reassurance		Time Out	
CALM talking/stance		Withdrawal	
Negotiation		Cool Off (Directed/Offered)	
Choices/Limits		Humour	
Consequences/Rewards		Change of Adult	
Planned Ignoring		Success Reminder	
More Time to understand explanation		Simplified Instructions	
Other Strategies that work with this child:			

Praise Points/Strengths (areas that can be developed and built on)

Views of the Pupil
Pupil Name

I feel angry when.....
I feel better when.....
Signed (pupil)

Other factors that should be taken into account (medical/SEN etc)

How will the parents support this plan?

Review Date

Signed by		
	Signature	Date
Class Teacher		
SMT		
Parent		