# 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 the 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), Social Action Projects, 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 bullying incidents.

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 and Designated Safeguarding Lead. 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 and representatives of Cheshire Police also deliver workshops for children and parents.

A range of resources are used with all year groups, building 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, while our Social Action focus helps our children to identify and tackle issues to make change in our community.

**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 happens, 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 a post it on the teachers' desk.
- Staff members will spend time discussing and reflecting on the behaviour with the child.
- Children are given the opportunity and encouraged to improve their behaviour.
- If appropriate, members of staff will bring the children together to resolve the issue.

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 the child about their behaviour.
- HT or DHT will speak to a 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 the parents and members of Senior Leadership 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 needs.
- Monitoring meetings with parents according to a child's individual needs 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 school's exclusion policy.

Hopefully we will not have to resort to these consequences.

Our Ofsted report in February 2024 commented that -

'Pupils relish every opportunity to learn. Their behaviour is exemplary around the school.'

'Pupils treat each other with kindness and respect. They are polite, friendly and eager to converse with adults. Pupils' rates of attendance are high. They know that attending school regularly will help them to learn all that they can.'

'The way that the school develops pupils' character is praiseworthy Pupils pride themselves on making everyone feel welcome in their school , regardless of any differences that they may have.'

## 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. R Hinds 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 2025**



**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

Appendix 2

# 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 | | |