



Wylam First School

Prevention of Bullying Policy

September 2022-September 2023

Rational

Wylam First School seeks to provide a safe, secure and positive environment where all children can achieve their potential, making full use of the opportunities available to them. We believe that children have a right to have themselves and their property treated with respect and to be free from intimidation.

The school seeks to protect basic human rights by ensuring that we have a range of preventative measures in place and that we actively listen to children and where appropriate their parents and carers.

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential. (*Department for Education Preventing and Tackling Bullying 2017*)

Aims

Wylam First School will provide an environment, which aims to combat bullying by:

- Promoting a strong ethos which encourages tolerance and respect, including respect for difference and diversity.
- Having a planned approach to the issues of bullying, so that it is discussed openly and regularly in a context, which promotes self-esteem and confident relationships.
- Having regular consultations with the School Council to find out their concerns regarding bullying.
- Identifying strategies to give children access to an adult they feel comfortable speaking to.
- Involve all children in how to deal with bullying through our PSHE, RHE, E-safety programmes of study.
- Have clear provision for follow up of those who are bullied and those who bully, including external intervention if necessary.
- Having a commitment to the development of a multi agency approach that might help reduce bullying behaviour.

An appropriate mechanism for dealing with bullying to include:

- The immediate provision of a place of safety for children who have reported an incident of bullying
- The investigation of incidents, clearly stating what action will be taken as part of that investigation.
- The recording of incidents and the subsequent action taken on CPOMS
- The guarantee of confidentiality within clearly defined boundaries

- The involvement of governors, parents and children
- Monitoring and evaluation of actions taken
- Half termly CPOMS checks to identify any patterns of behaviours
- Half termly Behaviour and Welfare Meetings to discuss any staff concerns

Consultation process

This policy has been developed in consultation with the school staff, governors, school council and parents.

Our Agreed Definition of Bullying

Bullying occurs when a person is exposed persistently to targeted verbal or physical abuse with the intent of causing distress and harm. This can also include teasing by individuals or deliberate isolation by a group. It is **repeated over a period of time** on those who feel powerless to resist. Bullying is deliberately hurtful and is always significant to the person being bullied.

Definition from the Department of Education 'Preventing and Tackling Bullying'

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Bullying does not only occur between children. The above definition can also be seen to characterise some relationships between adults or between adults and children.

In more serious incidents where adults abuse their power over a child, bullying may be viewed as child abuse and should be treated as such.

Bullying is deliberately hurtful. It typically has seven elements: -

1. an initial desire to hurt
2. the desire is expressed in action
3. someone is hurt either physically or emotionally
4. there is an imbalance of power
5. it is without justification
6. it is repeated
7. there is evident enjoyment by those who bully

Bullying can also stem from thoughtlessness, such as in name-calling or stem from institutional attitudes, for example in relation to gender or race. That does not make it any less unacceptable.

Bullying can typically take three forms:

1. Physical bullying – hitting, kicking, taking belongings
2. Verbal bullying – name calling, insulting, making offensive remarks
3. Indirect bullying – spreading nasty stories, exclusion from social groups

Bullying is always significant to the person being bullied.

Other forms of bullying

Child on child abuse (KCSIE 2022)

Child on child abuse features many elements of bullying and as such is part of our prevention of bullying policy.

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. All staff should understand that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. It is essential that all staff understand the importance of challenging inappropriate behaviours between children.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm,
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Racist bullying

A child may be targeted for representing a group. Incidents may include:

- Verbal abuse – name calling, racist jokes, mockery/mimicry
- Wearing offensive badges or other insignia
- Bringing racist comics or leaflets into school
- Refusing to work or play with someone of another ethnic origin

E.Bullying/Cyber Bullying

E.bullying is a growing concern even in first schools, children may suffer E.bullying through:

- Inappropriate use of mobile phones
- Sending of abusive or offensive messages
- Inappropriate Use of social media (including the use of images)
- Sharing images including consensual and non-consensual sharing of nude and semi-nude images and/or videos

Sexual bullying

Sexual bullying is characterised by the following:

- Abusive name calling
- Looks and comments about appearance
- Upskirting
- Inappropriate and uninvited touching
- Sharing of sexually inappropriate material
- Forcing others to view sexually inappropriate material
- Forcing others to take part in peer on peer sexual violence or harassment

Disabilities

Children with special needs or disabilities are often at greater risk of being bullied, both directly and indirectly. The bullying is usually about their specific difficulties or their appearance. This is compounded by the fact that these children may not be able to articulate their experiences.

Strategies and Procedures for dealing with bullying

What children should do if bullying occurs:

- Children should inform an appropriate adult if they are made to feel unhappy in any way.
- They could ask a friend to voice their concerns for them.
- They could place a note in the school 'worry box'.
- They should tell their parents or guardian about any unkind behaviour they experience.
- If they witness any action they believe to be bullying they should tell an adult as soon as possible.

What the school will do:

- Always take reports of bullying seriously and document using CPOMS.
- Staff should inform the headteacher and other colleagues of any incident they witness (including non-teaching staff).
- Where an allegation of bullying is made staff will talk to the children involved separately as well as gather information from others who may have witnessed aspects of the alleged incidents.
- If necessary, the parents of both children involved will be contacted by the school and given details of what has transpired. Parents will also be informed about what action has or may be taken.
- Keep records of any bullying and note discussions and any actions taken (uploaded onto CPOMS).
- Reassure the children involved offering advice and support from the Key Worker for children with social and emotional needs
- When appropriate inform and involve the children in any action that is to be taken
- Make it plain to the children when behaviour is unacceptable and try to encourage them to see others points of view.
- Always explain clearly to all involved any action which will be taken.
- At the first discussion with a parent and other relevant parties the headteacher will agree on an appropriate course of action. A written record of this action plan will be kept. The arrangement will continue until all parties are happy that the situation has been satisfactorily resolved.

What parents/guardians can do:

- If a parent/guardian suspects their child is being bullied they should contact their child's class teacher, the headteacher or any other member of staff without delay. The sooner the school is aware of a problem the quicker any further unhappiness can be prevented or stopped.
- Respond to any negative comments from their child about other children by emphasising kindness to others and encouraging a positive attitude to individual differences.
- Support the school in helping to resolve incidents which arise with their child
- Give the school a fair opportunity to resolve incidents with the sensitivity that is necessary when dealing with bullying.
- If parents are dissatisfied with the way in which an incident has been dealt with by a member of staff they should inform the headteacher.
- If they are unhappy with the way that the headteacher has dealt with an incident they should inform the Chair of Governors.

Preventative Work

The school has a comprehensive PSHE, RSE and E-safety programme which includes strands that specifically address bullying, how to keep themselves safe and educates the children about equality and diversity. This is part of the programme for each year group from nursery to year four.

The children are given a voice through regular pupil voice activities and the School Council, which meets to discuss issues of concern to the children. The student council are given the opportunity to present their findings and suggestions to the SLT and the school governors.

Consequences for bullying behaviours

All accusations of bullying and child on child abuse will be taken seriously. Each incident will be investigated thoroughly and sanctions will be applied with considerations of age, severity of the incident and whether this is a repeated offence or if a pattern is emerging.

Sanctions could include but are not limited to:

- Missed playtimes
- Intervention programme
- Referral to external agencies
- Behaviour report card
- Fixed term exclusion
- Permanent Exclusion

The school will work closely with the parents to put in place the appropriate plan to support the child and prevent ongoing or repeated behaviours.

Support for pupils who are bullied

The nature and level of support offered will depend on the individual circumstances and level of need. These can include:

- A quiet word from the staff member who knows the child well
- Whole class/school education programme
- Individual or group support through our ELSA teaching assistant
- Referral to our safeguarding team at Clennell
- Referral for external counselling and Mental Health Services

Special Educational Needs and Disabilities

While bullied children will not be routinely considered as requiring SEN support, Wylam First School will provide support in a proportionate and tailored way to meet individual needs.

Equal Opportunities

Care should be taken that there is no bias when dealing with cases of bullying with regard to the protected characteristics of the equalities agenda.

Evaluating and Reviewing the Policy

The policy will be reviewed each year to see if it is manageable and effective in practical terms.

Incidents of bullying will be monitored on a termly basis and reported to Governors.

Supply Staff/New Staff and Students

All new staff should be made familiar with the current prevention of bullying policy. Details of the policy are included in the Handbook for Supply Teachers and the full policy is available for all staff in the school policies file on Google Drive.

Linked Policies

This policy was written in conjunction with:

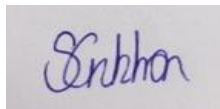
- The school's behaviour policy
- E-safety policy
- Acceptable Use policies
- Safeguarding and Child Protection Policy
- KSCIE
- Equalities policy
- SEND policy

The policy was Adopted by Governors in **September 2022**

The policy will be reviewed in **September 2022**



David Riley



Stephanie Gibbon

Chair of Governors: Mr David Riley

Head Teacher: Mrs Stephanie Gibbon

Linked policies:

Behaviour policy

Safeguarding and Child Protection

E-Safety

SEND

Acceptable use

Equalities

Relationships and Health Education