



White Meadows Anti-Bullying Policy

Contents

1 Anti-Bullying

Introduction

Objectives

What is Bullying?

The Academy will Deal with Bullying by

When Dealing with Bullying the Staff will

Sanctioning Bullying

Monitoring and Review

Further Guidance for Children

Further Guidance for Parents

1. Anti-Bullying

Introduction

1.1. White Meadows Primary Academy is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our Academy. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. The Academy is a 'telling Academy'. This means that anyone who knows that bullying is happening is expected to tell the staff.

Objectives

- 1.2. The aim of this policy is to ensure that all Governors, teaching and non-teaching staff, pupils and parents:
- Have an understanding of what bullying is;
 - Know what the Academy policy is on bullying, and what they should do if bullying arises;
 - Know that as an Academy we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported;
 - Know that: **bullying will not be tolerated.**

What is Bullying?

1.3. Bullying is defined as **deliberately hurtful behaviour**, which is **unprovoked, repeated** over a period of time, where it is difficult for those being bullied to defend themselves. Bullying results in **pain and distress to the victim.**

1.4. **Bullying is NOT** the same as conflict or a friendship issue. Conflict is:

- A disagreement or difference of opinion
- A part of group dynamics
- Equal power between those involved
- Usually an isolated incident

1.5. Bullying can be:

- **Emotional** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- **Physical** pushing, kicking, hitting, punching or any use of violence;
- **Racist** racial taunts, graffiti, gestures;
- **Sexual** unwanted physical contact or sexually abusive comments;
- **Homophobic** because of, or focusing on the issue of sexuality;

- **Verbal** name-calling, sarcasm, spreading rumours, teasing;
- **Cyber** all areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities.



Figure 1. School Poster

The Academy will Deal with Bullying by

- 1.6. Ensuring that the whole Academy understands what bullying means, including what a bully is, what a victim is and what a bystander is.
- 1.7. Making clear that a zero-tolerance approach to bullying is in place in the Academy.
- 1.8. Encouraging children to report incidents without feeling they are telling tales.
- 1.9. Stressing the role of the bystander – the person who can intervene and help the situation. Research shows that bullying will stop in less than 10 seconds nearly 60% of the time when peers intervene (Pepler). We encourage the bystander to get involved as opposed to watching and colluding any bullying they witness.
- 1.10. Taking incidents seriously, investigating and if necessary, acting upon them quickly and fairly.
- 1.11. Having a behaviour policy for pupils and staff setting out clear guidelines for managing pupil behaviour both in the playground and in the classroom.
- 1.12. Rewarding positive behaviour and relationships as outlined in our behaviour policy and through our reward systems.
- 1.13. Providing opportunities to raise awareness of bullying issues and providing a whole school focus for anti-bullying activities. This will be through whole Academy events and through key stage assemblies and PSHE teaching.
- 1.14. Develop children's own resilience through a PSHE/Citizenship curriculum. This may involve exploring feelings through role-play and viewing bullying situations from both sides.
- 1.15. Providing a structured, staffed playground environment with a variety of activities/equipment for pupils to play with during school breaks.

When Dealing with Bullying the Staff will

- 1.16. Respond sensitively.
- 1.17. Investigate the incident ensuring any bullying has stopped.
- 1.18. Record all incidents of bullying on incident forms and keep them in on file.
- 1.19. In the first instance meet with the bullies and victims individually.
- 1.20. If appropriate, facilitate a meeting between the bully and victim as an opportunity for the bully to understand how their actions have affected the life of the victim.
- 1.21. Contact the parents of both the victim and the child displaying bullying behaviour to discuss the problem.

Sanctioning Bullying

- 1.22. Punishing bullies does not end bullying. At White Meadows Primary Academy, we stress that it is the bullying behaviour, rather than the person doing the bullying, that is not acceptable.
- 1.23. The bully will be encouraged to understand how their actions have caused distress and anxiety.
- 1.24. Bullies are to be disciplined in line with the Academy's Behaviour Policy; this may involve the following sanctions: Internal Exclusion, Fixed Term Exclusion (at the discretion of the Head of School or Lead SLT).
- 1.25. We will ensure all actions are fully communicated to the relevant parties and recorded using Academy record-keeping procedures.
- 1.26. The staff are available to ensure the victim is supported in rebuilding their confidence. Support for the bully may include anger management, circle of friends, liaising with parents or referrals to outside agencies (CAMHS).

Monitoring and Review

- 1.27. White Meadows Primary Academy's Anti-Bullying Policy is in-line with DCSF Guidelines as well as other best practice organisations such as Kidscape. All safeguarding policies are reviewed every year to assess their effectiveness. Input from relevant stakeholders: parents, pupils (via student council/Pupil surveys and assemblies), staff and Governors are encouraged.
- 1.28. The number of bullying incidents is monitored by Senior Leaders and reported to the Head of School and Governors.
- 1.29. The Academy's Anti-Bullying Policy supports other pastoral policies such as our Positive Behaviour Policy and Child Protection Policy.
- 1.30. **Further Guidance for Children**
- 1.31. Do not bully other people – it is not kind.
- 1.32. If you see someone being bullied- help him or her by telling an adult.
- 1.33. If you are being bullied TELL SOMEONE!
- 1.34. Use the worry box.
- 1.35. Speak to your teacher – don't exaggerate, be honest and stick to the facts. Write it down or draw a picture if it helps you explain. If it does not stop, tell the teacher again.

Further Guidance for Parents

1.36. If your child tells you they are being bullied:

- Listen to your child;
- Try not to overreact;
- Tell your child that bullying exists and it's not their fault;
- Check all the facts – is it bullying or friendship problems, which may resolve naturally;
- Talk about possible strategies for your child to use – try the websites listed at the end of the policy;
- Encourage your child to tell a teacher;
- If the situation is serious, contact the class teacher yourself.

1.37. **Signs and symptoms:**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school;
- Doesn't want to go on the school;
- Begs to be driven to school;
- Changes their usual routine;
- Is unwilling to go to school (school phobic);
- Begins to truant;
- Becomes withdrawn, anxious, or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide or runs away;
- Cries themselves to sleep at night or has nightmares;
- Feels ill in the morning;
- Begins to do poorly in school work;
- Comes home with clothes torn or books damaged;
- Has possessions which are damaged or "go missing";
- Asks for money or starts stealing money (to pay the bully);

- Has unexplained cuts or bruises;
- Comes home starving (money / lunch has been stolen);
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened to say what's wrong;
- Gives improbable excuses for any of the above;
- Is afraid to use the internet or mobile phone;
- Is nervous and jumpy when a cyber message is received.

These signs and behaviour could indicate other problems, but bullying should be considered a possibility and should be investigated.

1.38. Help from outside agencies:

You may find the following web sites useful:

- www.bullying.co.uk
- www.bbc.co.uk/education/archive/bully
- www.childline.co.uk
- www.antibullying.net
- www.kidscape.org.uk

You may find the following telephone numbers useful:

- Advisory Centre for Education (ACE): 0808 800 5793
- Children's Legal Centre: 0845 345 4345
- KIDSCAPE Parents Helpline (Mon-Fri, 10-4): 0845 1 205 204
- Parentline Plus: 0808 800 2222

- **Youth Access: 020 8772 9900**

Appendix 1: Further Guidance on Tackling Homophobic Bullying

Purpose

This appendix has been developed to give further clarity about the school's approach to tackling homophobic bullying and the use of inappropriate homophobic language. It has been created in line with the school's statutory Equality Duty, as well as guidance from Stonewall's 'Tackling Homophobic Language' guide. White Meadows Primary Academy prides itself in being a safe and inclusive environment in which all children are able to fulfil their potential, regardless of gender or sexual orientation/identification. This appendix sets out how the school addresses the use of any actions or language that would preclude this from being the case.

Equality Act

The public sector Equality Duty requires that all schools in England, Scotland and Wales, including academies and free schools, eliminate discrimination, advance equality of opportunity and foster good relations. Head teachers and governors are responsible for ensuring their school meets these statutory duties. Tackling homophobic language helps schools to meet this duty.

Identifying and Dealing with Homophobic Language

White Meadows Primary Academy uses two rules to differentiate between the uses of language that may be deemed homophobic:

1: Words that individuals use or would use to describe themselves (e.g. *gay, lesbian, bisexual, girl, black*) are acceptable.

2 : Words or phrases that wrongly imply an individual's membership of a group and/or refer to that particular group in a derogatory way are wrong (e.g. *faggot, that's so gay, you're so gay*).

When dealing with homophobic language consistency is key. Homophobic language is most effectively tackled with a zero-tolerance approach. This means that all members of staff, including non-teaching staff, challenge homophobic language whenever it is used. Staff will refer back to the school's anti-bullying policy, explain why the language is homophobic, the effect it has on gay young people and what the consequences will be for repeat offences.

Banning the use of certain words or phrases may seem like the easiest way to tackle homophobic language. Some pupils who use homophobic language don't realise that they're being homophobic and hurtful to gay people. Explaining the proper meaning of the word 'gay' helps to make sure that homophobic attitudes are changed or prevented from developing.

Stages of Confronting and Addressing Homophobic Language – SLT Involvement at ALL stages

Stage 1: 1st time use of casual, derogatory homophobic language (e.g. that's gay).

- Education for the offender as to why their use of the language was unacceptable
- Reparation for anyone who was exposed to the use of language, including explanations as to why the language used was unacceptable
- Parents informed as to the use of language and sanction
- SLT to make formal record of the incident
- Sanctioned in link class. Behaviour mentor to use 'Time to Reflect' for further education.

Stage 2: First time use of directed homophobic language/Second use of casual, derogatory homophobic language

- Further education for the offender as to the impact of their use of language
- Further reparation for those affected by the perpetrator's use of language, including apologies and explanations

- SLT to record the incident
- Meeting with the perpetrator's parents to discuss the use of language and sanctions.
- Contact made to any affected child's parents to explain the situation
- Police liaison education and WSCC reporting if it meets threshold
- Internal exclusion as per the Positive Behaviour and Anti-Bullying policies (SLT discretion)

Stage 3: Any subsequent use of homophobic language

- SLT to conduct deeper investigation into why the behaviour of the child is not changing – this should include discussion with Inclusion Manager in case extra support is needed
- Meeting with perpetrators parents
- SLT to record the incident
- Escalated sanctions to be applied as per the Positive Behaviour/Anti-Bullying policies and SLT discretion
- Police involvement where appropriate