



# South Wonston Primary School

## Anti-Bullying Policy

This policy should be read in conjunction with our Relational and Promoting Positive Behaviour policy which can be found here:

[Relational and Promoting Positive Behaviour Policy](#)

## **Part B (Anti Bullying)**

### **Bullying**

Bullying of any kind is unacceptable at our school and is not tolerated. If any incidences of bullying occur, they will be dealt with quickly and effectively.

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

### **The Difference Between Conflict and Bullying**

<b>Conflict</b>	<b>Bullying</b>
Equal power or friends	Imbalance of power, not friends
One off incident or happens occasionally	<b>Repeated</b> negative actions, over time
Accidental, impulsive	Purposeful and targeted
Equal emotional reaction & responsibility on all sides	Targeted physical or emotional harm
Not seeking power or attention	Strong emotional reaction from victim, with little to no emotional reaction from the individual(s) doing bullying
	Attempt to gain material things or power
Remorse – will take responsibility	No remorse – blames victim

Effort to solve problem by all parties	Not effort to solve problem
--	-----------------------------

**Bullying can include:**

Type of bullying	Definition
Emotional	Being purposely unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another belongings, any use of violence
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, ignoring or not spoken to
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, sending offensive or degrading photos
Prejudicial Language and Behaviours <ul style="list-style-type: none"> <li>• <b>Direct discrimination</b> – less favourable treatment directly because of a protected characteristic</li> <li>• <b>Indirect discrimination</b> – when everyone's treated the same but this leads to people with a protected characteristic being put at a disadvantage</li> <li>• <b>Harassment</b> – unwanted or offensive behaviour related to a protected characteristic</li> <li>• <b>Victimisation</b> – negative treatment as a result of being involved with a discrimination or harassment complaint</li> </ul>	
Gender, gender reassignment, sexual orientation	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, treated differently or excluded due to gender, suggestive comments or jokes, insults or taunts, pictures, emails or texts sent by the bully and intrusive questions about a student's private life, using pejorative terms
Race (Children and young people who are refugees are significantly more likely to experience bullying)	Discriminatory language, racial taunts, graffiti, gestures, making 'jokes' comments about a person's appearance or accent, deliberately mispronouncing someone's name
Disability Disabled young people and those with SEN (SEND), are significantly more likely to experience bullying	Manipulative bullying (where a person is controlling someone) making 'jokes' about disability, imitating disability, deliberately using disability to embarrass someone, using pejorative terms

Faith (religion or belief)	not accepting that people have different beliefs, making judgements about people based on their religion, 'jokes' about people's beliefs
----------------------------	--

### **Vulnerable Groups**

We recognise that some groups of pupils may be more vulnerable to bullying, including but not limited to:

- Looked After Children (LAC) or Previously Looked after Children (PLAC)
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs and / or Disabilities (SEND)
- Children with physical differences
- Children of ethnic minorities
- Children who are refugees
- Children entitled to Free School Meals
- Children with English as an Additional Language (EAL)
- Children who are LGBTQIA+

### **Warning Signs**

Often, when a child is experiencing bullying their behaviour will change. This may not be a sudden change but rather a gradual change that you start to spot or question over a few weeks or months.

These signs could include:

- Becoming withdrawn, a lack of confidence or a change in 'usual' behaviour
- A deterioration of work – underachievement
- Spurious illness - absent more often, (tummy aches, headaches etc)
- Avoidance of certain lessons or activities - PE, playtime etc
- Isolation
- A change in behaviour – jumpiness, snappy, weepy etc
- Desire to remain with adults
- Poor / erratic attendance
- General unhappiness/anxiety/fear
- Late arrival at school
- Poor sleeping
- Bed wetting, sleep walking
- Torn or damaged clothing
- Lost personal items

## **Bullying Prevention**

Preventing and raising awareness of bullying is essential to keeping incidents at our school to a minimum. We use a range of strategies to prevent bullying. As and when appropriate, these may include:

- PSHE/ RSE/ Computing Lessons
- Having discussions with children about bullying and why it matters
- Displays
- Code of behaviour
- Assemblies
- Theatre & drama productions
- Drama workshops
- Using role play situations
- School values
- Training for staff
- The involvement of outside specialists
- ELSA
- Discussions focussed on student voice
- Online Safety & Anti-Bullying Weeks
- Whole school created and annually reviewed anti bullying charter (in child friendly language).

We promote a school environment where children know that they can report their concerns to any member of staff, and that their concerns will be investigated and dealt with.

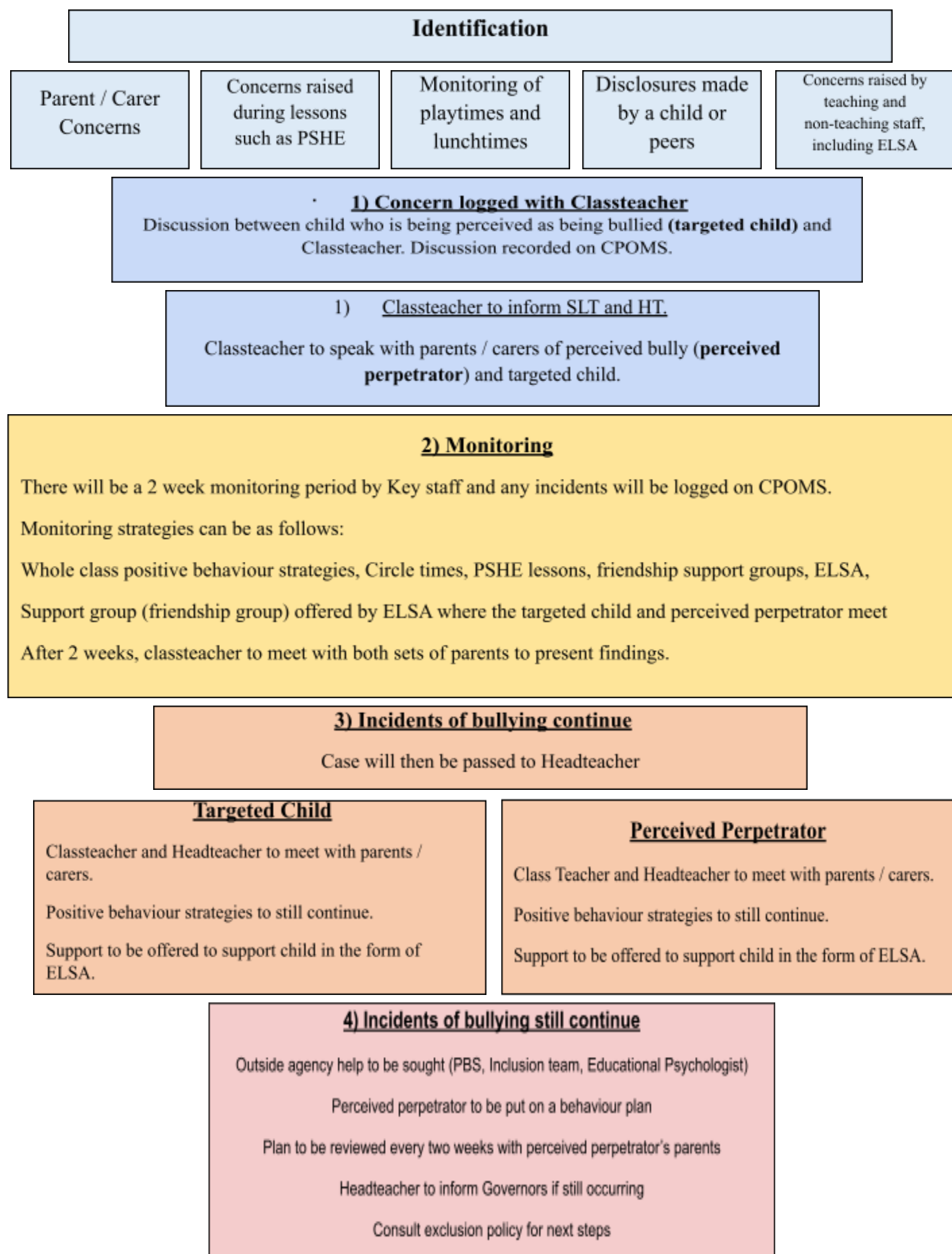
## **Responses to Bullying**

Everyone at South Wonston Primary School has the right to be treated with respect and to feel happy and safe at school. All members of the school community have a responsibility to recognise and report potential incidences of bullying.

- Pupils are taught that they have a right to be heard and that their views / perceptions of bullying incidences are valid and worthwhile.
- There is no 'hierarchy' of bullying. All forms of bullying are taken equally seriously and consistent, prompt action is taken when reports of bullying have been made. This also takes into account any special educational needs and disabilities.

Where intervention in bullying incidents is necessary, we have a consistent and structured approach. See 'Responses to Bullying Flowchart' (on the next page) to view the school's procedures for dealing with reports of bullying

## **Responses to Bullying Flowchart (developed with whole school in anti bullying charter)**



## **Cyber Bullying**

Cyber Bullying is any form of bullying which takes place online or through smartphones, tablets or any other device. Further to the strategies in the 'Responses to Bullying Flowchart', we employ additional measures to deal with incidents of bullying occurring online and to aid the prevention of them.

Additional measures:

- We strongly encourage the targeted child and their parents to keep any evidence (screenshots) of the bullying activity to assist in the investigation
- We work with the individuals to prevent the incident from spreading and may assist in removing offensive or upsetting material from circulation.
- We request the deletion of locally-held content and content posted online if they contravene the school behaviour policy
- We would inform the Police if we perceive that a criminal offence has been committed
- Phones and / or Smartphones owned by children (if needed) are kept in the school safes during school hours
- We provide information to staff, parents and pupils regarding steps they can take to protect themselves online
- The Computing Lead to ensure there is a well-planned online safety curriculum, alongside the PSHE lead and the PSHE curriculum. This will be over seen by DSL and DDSL.

## **Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with protected characteristics from being at a disadvantage. Consequently, our approach to challenging behaviour and incidents of bullying may be adapted to cater to the needs of the individual pupil.

The school's SENDCO, alongside the headteacher, will evaluate a pupil who exhibits such challenging behaviour or acts of bullying to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, educational psychologists, medical professions etc to identify or support specific needs.

## **Training**

Teachers are provided with training on managing behaviour and bullying as part of their induction process, alongside a calendar of CPD.

Staff will be trained so that they can:

- Effectively identify all types of unexpected behaviour and/or bullying
- Record and report incidents of unexpected behaviour and/or bullying swiftly and accurately
- Effectively teach 'bullying' and 'online safety' as part of the PSHE/RSE and computing curriculums
- Keep pupils and themselves safe, including online.