Windy Arbor
Anti-bullying Policy

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Signed:	
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1. Introduction & Context

Bullying is defined at Windy Arbor as:

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

Forms of bullying

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist ***(*see section on anti-racism***), sexist or homophobic remarks)
- Indirect (spreading rumours, excluding someone from social groups, tormenting text messages/ direct messaging/ e-mails)

A good way to help children recognise bullying is to use the acronym STOP
S = Several
T = Times
O = On
P = Purpose
Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences, uncharacteristic aggression (verbal or physical) or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

2. Values

At Windy Arbor we work:

1. to create an atmosphere within the school where staff, children, parents and other agencies work together.

2. to provide an environment which gives children the opportunity to develop to their full potential academically, socially, physically and spiritually.

3. to provide an environment where children develop a love for learning and an ability to think for themselves and thus enquire, sole and investigate.

4. to create an atmosphere where the children develop to become self-confident, self-disciplined and self-reliant whilst at the same time having respect for all others and sensitivity to those who may be different with regard to disability, colour, religion and/or sex.

5. to develop children's awareness of their environment and its beauty and provide them with the resources to care for, and protect it.

All members of our school community have the right not to be bullied or intimidated by colleagues, pupils or parents. Hand in hand with this right comes the responsibility to respect the values of our school community.

Anti-Racism

It is a legal requirement to "eliminate unlawful racial discrimination and promote equality of opportunity, and good relations....." Sec 71 Race Relations Act 1976

At Windy Arbor, we reject all forms of racist behaviour and are committed to the elimination of racial discrimination (including direct and indirect racism, racial vilification, antisemitism and harassment) in our organisation, curriculum and in the learning and working environment. Our school is committed to ensuring that individuals and groups are not disadvantaged because of their race, culture, ethnicity, national or religious background. No child, employee, parent or community member should experience racism within the learning or working environment of the school. We recognise and acknowledge that eradicating racism and discrimination in our learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all members of the school community. Racial discrimination and harassment are against the law. As a school we welcome the diversity of cultures, backgrounds, faiths and beliefs and celebrate the backgrounds of all pupils, staff and others associated with the school. We aim to create an inclusive school culture that fosters acceptance and respect for diversity. In doing so, we seek to deepen understanding and knowledge, promote child and staff wellbeing and help everyone achieve their full potential. All incidents which appear to have racist connotations should be reported to the Designated Safeguarding Lead at the earliest opportunity. This incident would then be recorded on CPOMs. (For further details, please see appendix 2)

3. The legal framework

The law requires schools to:

- Produce a policy detailing how the school will work in **preventing all forms of bullying among pupils** (See 'Safeguard to Learn' Section 5)
- Publicise all the measures in the behaviour policy and draw them to the attention of pupils, parents and staff annually via the website

The law empowers:

- Members of school staff **to impose disciplinary penalties/ sanctions** for inappropriate behaviour
- Head teachers, as far as is reasonable, to **regulate behaviour of pupils when they are off school site** (e.g. cyberbullying) School staff to **use physical force** in certain circumstances

4. Whole school approach

This anti-bulling policy is strongly linked to policy on behaviour, attendance, anti-racism and equal opportunity. The aim of this particular policy is to detail how the school will work towards ensuring that pupils learn in a supportive, caring and safe environment without fear of being bullied.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

Therefore,

- This policy has been written following consultation with parents, staff and children
- It is consistent with the school's ethos and aims
- Preventative work around anti-bullying will take place through PSHE lessons and through use of JIGSAW materials
- Children will feel able to engage in open discussions around the subject of bullying and feel confident about asking for help
- Policy and practice for managing incidents are consistent with teaching
- Staff will have access to training and support

5. Defining bullying

At Windy Arbor bullying is defined as:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

This does not include…

- One off acts of aggression
- Spur of the moment aggressive action
- Retaliation
- Accidental hurt caused through thoughtless acts or words Such incidents are covered by the behaviour policy.

Bullying may happen for several reasons, which include:

- Race, ethnicity religion or culture
- Special educational needs or disability
- Appearance or health
- Sexual orientation
- Circumstances, e.g. young carer
- Sexism

It can take a number of forms:

- Verbal, physical or emotional
- Homophobic bullying
- Sexual assault
- Cyberbullying e.g. threatening emails, phone calls, texts, video and picture messaging or using online spaces to spread rumours or exclude someone

6. Prevention and a Charter for Action

The school adopts the following measures in an attempt to prevent bullying incidents from taking place.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of *all* our pupils, we aim to prevent incidents of bullying. (Refer to Behaviour Policy).

The PSHE Lead will ensure that the theme of Anti-Bullying is included within the PSHE scheme of work and encourage awareness through Jigsaw programme as well as focusing on Anti-Bullying Theme Week during the school year.

Teachers will ensure the children encounter opportunities to discuss and become aware of the 'difference and diversity' of our world within the taught curriculum and include the education of Anti- Bullying Awareness through the teaching of the PSHE curriculum, Anti-Bullying Theme Week and the Jigsaw programme.

The PSHE Lead will liaise with the Inclusion Lead to ensure appropriate Anti-Bullying Awareness and Education is shared amongst the school community.

7. Responding to incidents of bullying

If a child/parent reports that they/their child have been bullied/or have witnessed a bullying incident, this must be reported in the first instance to the class teacher of the child who may have been bullied.

The class teacher is responsible for interviewing the victim, witnesses, as well as the alleged bully, after consultation with their teacher (in some instances, it may be preferable for the class teacher of the alleged bully to do the interviewing). This should be recorded on CPOMS and alerted the Safeguarding team. Records must be kept of all bullying incidents.

Using the school definition of bullying, the class teacher decides whether the incident constitutes bullying, seeking advice if necessary.

If it is not considered to be bullying, reference must be made to the behaviour policy.

If the incident/incidences are bullying – as described earlier:

- the incident must be recorded
- class teacher, member of senior management and Miss Lane will liaise to develop an individual programme which includes restorative justice and a consequence**
- a phone call home will be made by the appropriate member of staff

** Consequences/sanctions will depend on the severity and the frequency of incidences but may include:

1. Official warning by the Headteacher to cease offending. Parents of both parties will be notified,
2. Deprived of privileges and freedom of playtime.
3. Exclusion from certain areas of the school premises, e.g. playground, toilets unless accompanied etc.
4. Internal exclusion
5. ½ day exclusion to alternative local school 6. Minor fixed- term exclusion.
7. Major fixed-term exclusion.
8. Permanent exclusion.

Where children lose breaktimes and lunchtimes – the number will be determined based on the severity of the incident. When the child is introduced back into the playground after an incident, the senior member of

staff responsible will ask all supervisory staff to monitor that child closely to prevent a repeat of the bullying behaviour.

Pupils who **have been bullied** will be supported by:

- Offering an immediate opportunity to discuss the experience(s) with a member of staff of their choice, identifying if it is an isolated incident or has repeatedly taken place more than two or three times in a similar or different capacity. (Refer to Introduction – definition of bullying) Reassuring of the pupil.
- Receiving a sincere explanation and apology from the perpetrator
- Offering continuous support through school and other appropriate agencies. This may include a referral to the learning mentor and the use of peer mediation
- Help in restoring self-esteem and confidence
- Reassure pupil that the school will continue to monitor the situation regularly through an individual monitoring plan agreed by all parties and arrange meetings to ensure checks are in place (at least every two weeks is recommended)

Pupils who **have bullied** will be helped by:

- Discussing what happened. Identifying if it is an isolated incident or has been repeatedly taking place in a similar or different capacity.
  (Refer to Introduction- definition of bullying)
  Discovering why the pupil became involved
  Establishing the wrongdoing and need to change.
- Encouragement to accept their mistake, and then to apologise and be reconciled with the victim.
- Recognising a behaviour that may need mentor referral
- Informing the parents or guardians to help the change of the attitude of the pupil. Encourage and establish the help and support of a mentor, peer mediation and outside agencies
- Inform the pupil of the monitoring process agreed by all parties and that checks will be made regularly to ensure that bullying has ceased (at least every two weeks is recommended)

8. Monitoring, evaluation and review

Children complete the HRBQ questionnaire on an annual basis. Any children who are considered vulnerable and show an indication that they have been/are being bullied will be interviewed and monitored by the Inclusion team.

Information gathered about bullying and the impact of our measures to prevent it will inform the school Development plan

This policy is monitored on a day to day basis by the Head teacher, who will report to governors about the effectiveness of the policy on request.

This Anti-Bullying Policy is the governors' responsibility and they review its effectiveness through a termly report presented by the Head teacher. This report includes examining the school's records along with feedback and data collected by the head teacher. Governors analyse information with regard to gender, age and ethnic background of all children in bullying incidents.

Elements of this report can also be shared with staff, parents and pupils during the school year, (taking into account our Confidentiality Policy) in order to maintain its profile and awareness to ensure a vigilant and responsive reaction to bullying.

9. Areas of Responsibility

It is the governing body's responsibility to:

- support the Head teacher in all attempts to eliminate bullying from our school
- Monitor the incidents that do occur, and review the effectiveness of the school policy regularly
- Respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

It is the Head Teacher's responsibility to:

- ensure procedures to prevent bullying among pupils are in place and to ensure these procedures are brought to the attention of staff (*both teaching and non-teaching), parents and pupils
- ensure that all staff* have sufficient training and are equipped to deal with incidents of bullying, following the appropriate steps outlined in the policy
- report to the governing body about the effectiveness of the anti-bullying policy on request
- ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school
- encourage a school climate of mutual support and praise for success, and awareness of 'difference and diversity', so making bullying less likely.

The role of the teacher is to:

- Ensure that all children understand what bullying is and the difference between bullying and other forms of bad behaviour (using the acronym STOP where appropriate)
- take all forms of bullying very seriously, and when possible intervene appropriately and immediately to prevent incidents from taking place
- follow the procedures outlined in the policy when dealing with incidents
- routinely attend training and receive updates of information in relation to policy review and any changes in guidelines
- Support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of *all* our pupils, we aim to prevent incidents of bullying (refer to Behaviour Policy).
- ensure the children encounter opportunities to discuss and become aware of the 'difference and diversity' of our world within the taught curriculum and include the education of Anti- Bullying Awareness through the teaching of the PSHE curriculum, Anti-Bullying Theme Week and the Jigsaw Programme.
- Model the desired behaviours by respecting and protecting the dignity of all.

The role of the PSHE Lead is to:

- ensure that the theme of Anti-Bullying is included within the PSHE scheme of work and encourage awareness through the Jigsaw project as well as focusing on Anti-Bullying Theme Week during the school year
- liaise with the Behaviour Lead to ensure appropriate Anti- Bullying Awareness and Education is shared amongst the school community

The Role of the Parents is to:

- Have an understanding of the difference between bullying and other forms of bad behaviour
- Contact their child's class teacher immediately if they suspect that their child might be bullied or may be the perpetrator of bullying
- support the anti- bullying policy and actively encourage their child to be a positive member of the school

The Role Of The Pupils is to:

- share in the responsibility of making our school a happy, friendly and safe place to work and play in by following our school and class rules
- tell an adult in school if they see or hear anyone who may be being bullied
- try hard not to stand by and let someone be 'bullied'.
- support one another, even if they do not know the children involved well be open and honest about when asked about any incident.

10. Working in partnership with other agencies

Where appropriate and necessary, the school will seek the advice of other agencies.

Solihull Healthy Schools Team may be able to support with developing antibullying programmes.

Other agencies which may be able to provide anti-bullying preventative lessons include:

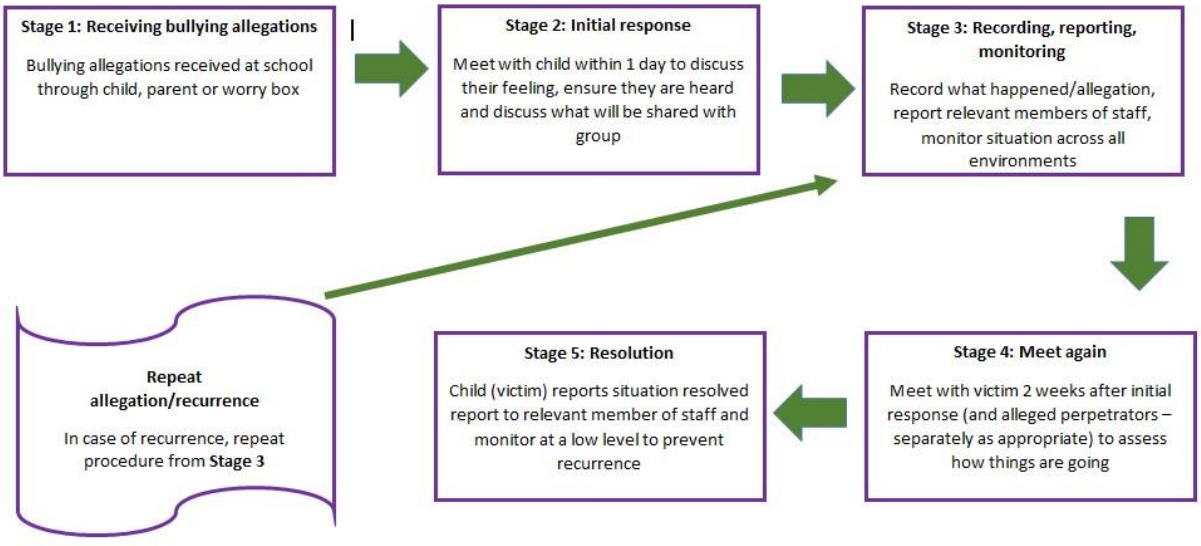
- NSPCC and Childline 0800 11 11
- Health Teams
- Loudmouth
- Kooth

Support on managing incidents can be provided by Educational Psychology Duty Call Service on 0121 770 6030.

Encourage the children to say STOP

S = Stop
T = Tell
O = Other
P = People

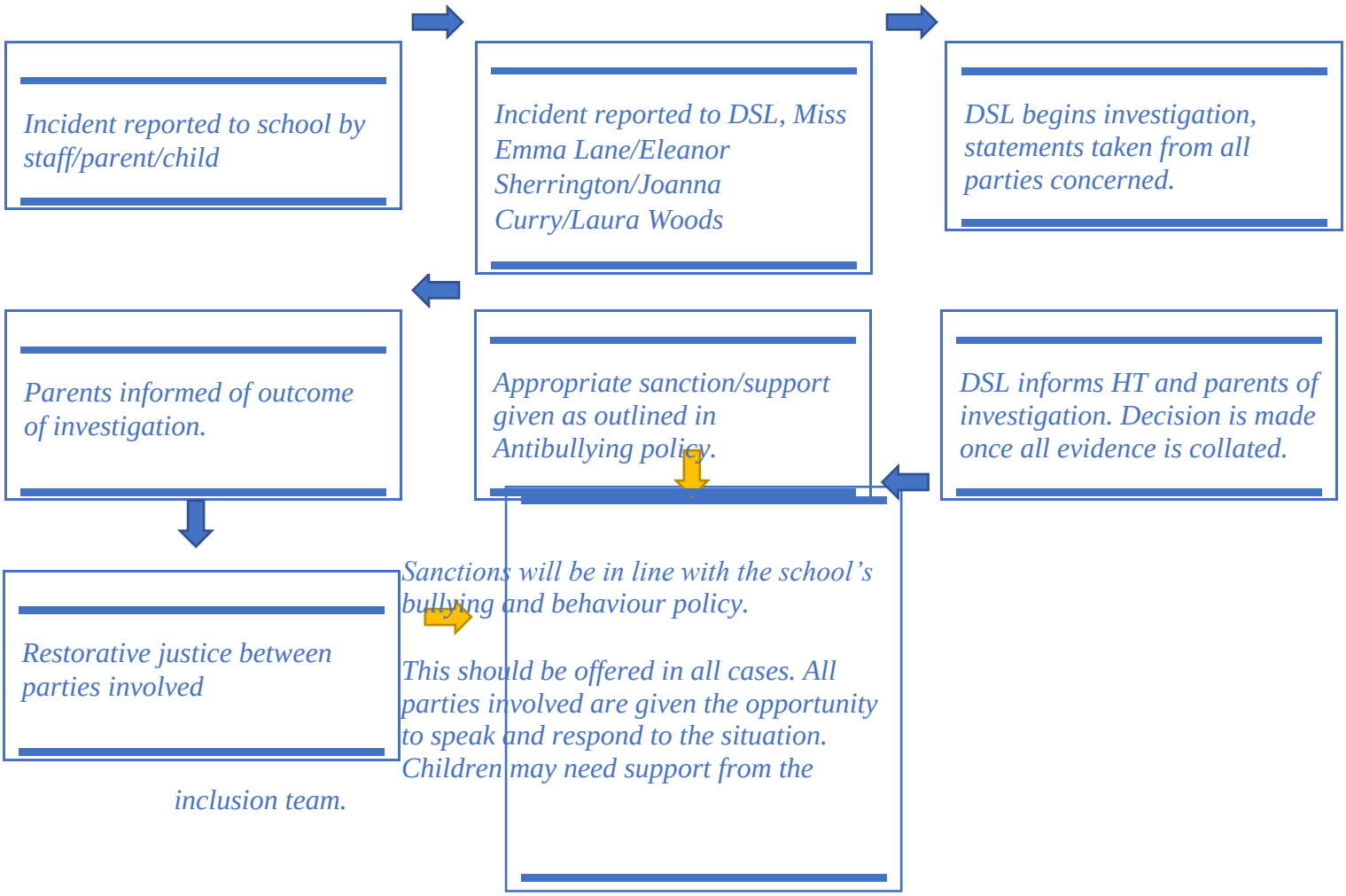
Bullying Procedure Flowchart



Appendix 2

Procedure for dealing with alleged racist incidents involving children

"Any incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's race or perceived race"


Incident reported to school by staff/parent/child
Incident reported to DSL, Miss Emma Lane/Eleanor Sherrington/Joanna Curry/Laura Woods
DSL begins investigation, statements taken from all parties concerned.
Parents informed of outcome of investigation.
Appropriate sanction/support given as outlined in Antibullying policy.
DSL informs HT and parents of investigation. Decision is made once all evidence is collated.
Restorative justice between parties involved
Sanctions will be in line with the school's bullying and behaviour policy.
This should be offered in all cases. All parties involved are given the opportunity to speak and respond to the situation. Children may need support from the inclusion team.