



# Whinney Banks Primary School

## Anti-Bullying Policy

(September 2023)

Our approach to bullying is based on two assumptions:

- Prevention is better than cure.
- Bullying should be treated seriously.

We understand bullying as involving planned or deliberate behaviour intended to harm or cause distress to another person.

Bullying is not a one-off incident. Bullying is a repeated and persistent pattern of anti-social behaviour specifically targeted at an individual by another, or group of, individual/s. Bullying will always be treated seriously.

Bullying takes different forms. These include, but are not limited to:

- Repeated verbal threats;
- Repeated physical threats;
- Repeated name calling;
- Repeatedly hurting someone;
- Repeated emotional abuse (e.g. belittling, excluding, lying about).

Bullying may also be referred to as repeated peer-on-peer abuse.

The aim of the Anti-Bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

### **Prevention**

Whinney Banks Primary is a respectful and caring school. This is emphasised through assemblies, discussion with children (both in the structured delivery of our PHSE work or at point of need when the subject arises), the school behaviour policy and the overall attitude of staff to children, which is based on respect and discussion.

Through the specific delivery of lessons designed around bullying, we aim to teach pupils:

- to develop self-control;
- to be accountable and take responsibility for their choices;
- that choices have consequences;

- to understand how their choices impact on others.

The staff are committed to a policy of thorough supervision that has been established to ensure that children are supervised as well as possible and that opportunities for unobserved bullying are reduced.

Children are encouraged to tell an adult if they feel they, or someone else, are being bullied and they are taught strategies for effectively dealing with incidents of bullying.

### **Action if bullying is suspected.**

All staff treat reports of bullying incidents, whether from children or parents, seriously.

All such reports will be investigated and will be logged on CPOMS.

Children found to be involved in specific bullying will be warned and they will be informed of the sanctions that will follow if there is any repetition. As a minimum, they will be required to apologise to the victim and contact will be made with parents to explain outcomes. Staff will discuss with them the effects their behaviour has on others and the detrimental effect their behaviour has on themselves and their relationships with others.

With any incidents of bullying behaviour, parents of the child who has taken part in bullying will be contacted by school and their support requested for whatever sanctions and support are felt appropriate e.g. removal of privileges, loss of playtimes, behaviour chart, exclusion from school, etc.

Whenever bullying has been shown to have occurred, we will monitor the situation and will encourage the parents and child to alert the school if any further incidents occur. The parents of the victim of any bullying will be informed of what has happened and their help will be sought in attempting to help the child develop strategies for assertion and coping.

If deemed appropriate, the incident will be made public amongst the class or year group (the term 'bully' will not be used publicly) and the support of the peers will be sought in ensuring any further incidents are immediately brought to the attention of staff.

## **Signs of possible bullying**

Staff should be aware that children showing these sorts of behaviour **may** be being bullied.

Children may:

- Be frightened of walking to and from school;
- Be unwilling to come to school;
- Want to leave school early or often come to school late;
- Start to perform badly with their work;
- Want to stay in during break/lunch times;
- Become withdrawn;
- Experience rapid mood changes;
- Experience lapses in concentration;
- Start stammering;
- Have unexplained bruises or cuts etc.;
- Experience changes in their behaviour patterns;
- Have their possessions go missing;
- Have damage to their property;
- Repeatedly complain about the same child or children;
- Fake illness;
- Refuse to say what's wrong;
- Give improbable excuses to explain any of the above.