# WREN PARK PRIMARY SCHOOL

# ANTI-BULLYING POLICY

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# WREN PARK PRIMARY SCHOOL

## ANTI-BULLYING POLICY

- Bullying is an insidious blight within the real world and exists within and beyond the school gates. At Wren Park we aim to shine a light upon all aspects of Bullying and aim to educate children that it is not a tolerated form of behaviour.

- The adherence to the Wren Park Value of **"Respectful"** is powerful in our approach to dealing with bullying within school.

- Bullying can pervade all aspects of a child's life and, whilst bullying conjures up images of traditional physical and verbal directed intimidation and threats, in the current climate it also incorporates social and emotional bullying. Isolation, ridicule and threat can occur through online activities and can sometimes be called cyber bullying. Children have a right to feel safe from harm, including socially and emotionally, at all times and free from harm or threat from other children or adults.

- We are however very mindful that growing up will involve times of upsets and fallouts with others as part of a normal and healthy development. School will support children in their development and will pursue any bullying effectively with an assertive but measured approach in the best interests of children. It is often difficult for children to know the difference between an isolated incident and bullying. The guide of:

  "**STOP**"- **S**everal **T**imes **O**n **P**urpose may be useful but isolated incidents can also come under the umbrella of bullying and this is often the case in Cyber / online bullying.

**Linked resources:** (You may wish to refer to other school documents/policies relating to Relational Behaviour, Safeguarding Policy, Keeping Children Safe in Education 2024, British Values)- Please see member of the Senior Leadership Team should you require more information.

**In the formulation and review of this policy we have taken into account the following sources:**

- DFE Advice for Headteachers and Governing Bodies- Preventing and Tackling Bullying (July 2017)
- The Education Regulations 2014
- Education and Inspections Act 2006
- Cyber Bullying Advice for Headteachers and School Staff 2014
- Advice for Parents and carers on Cyberbullying 2014
- Education Act 1986
- Keeping Children Safe in Education (September 2024)
- PREVENT duty and British Values

## 1. RATIONALE

The school has a 'duty of care' towards its pupils with regard to protecting children from bullying.
This policy takes account of the DFE Advice for headteachers, staff and governing bodies (July 2017)

This policy takes full account of the school's legal obligations under the Education Act of 1986 to:

- Have a policy to prevent all forms of bullying amongst pupils
- To make a written copy of the anti-bullying statement available on request
- To set out the strategies to be followed with a system to implement them

## 2. a) WHAT IS BULLYING

Bullying can be defined in a number of ways There is no legal definition of Bullying but the DfE (2020) defines it as.

***behavior that is "repeated, intended to hurt someone either physically or emotionally, often aimed at certain groups, for example because of race, religion, gender or sexual orientation"*** **(DfE 2020)**

It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. Many experts say that 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. Low-level disruption and the use of offensive language can in itself have a significant impact on its target.

If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

**Bullying has been described by pupils as:**

- Name calling
- Teasing
- Physical abuse eg hitting, pushing, pinching or kicking
- Having personal possessions taken
- Receiving abusive text messages or through online chats (including through gaming platforms and social media e.g whattsaap)

- Being forced to hand over food or possessions
- Being forced or encouraged to do things they don't want to do
- Being ignored or left out, socially isolated by intent
- Being attacked in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin or any other protected characterisitic
- Having rumours/ gossip are hurtful messages spread about the child.

**b) Specific Examples of Bullying**

**Racist bullying and Prejudice and discriminatory behaviour**– an incident which is perceived to be racist by the victim or any other person. This can be in the form of:

- verbal abuse, name calling, racist jokes, offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist or prejudice way
- inducing isolation from peer group
- racist graffiti or other written insults, even against food, music, dress or customs
- comments or actions of a misogynist nature
- refusing to co-operate in work or play.

**Sexual bullying** – this is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content
- Problematic Sexualised Behavior (PSB / HSB)
- in it's most extreme form, sexual assault
  Sexual bullying may also include comments around sexual orientation or gender association

**SEN or disability** – These pupils are often at greater risk of bullying. This can be characterised by:

- name calling
- comments on appearance
- comments with regard to perceived ability and achievement levels.
- Being at the "butt" of jokes / made to do things.

**Child on Child Abuse**

- Child on Child Abuse features physical, emotional, sexual and financial abuse of a child by their peers.
- It can affect any child, sometimes vulnerable children are targeted.
- It is influenced by the nature of the environments in which children spend their time-home, school, peer group and community and is built upon notions of consent. Power imbalances related to gender, social status within a group,

intellectual ability, economic wealth, social marginalisation etc can all be used to exert power over a child.
- While perpetrators of child on child abuse pose a risk to others they are often victims of abuse themselves.

**Vulnerable children**- although no child can be immune from the harmful effects of bullying most children will lead happy childhoods whereby they will not be affected by bullying. There are however children who may be more vulnerable to bullying and these may include children who are Looked After Children, Post adoptive children, have Special Educational Needs or have other unique identifying characteristics or disability.

The need for adult sensitivity should be taken into account in a number of instances, e.g. when grouping children, marking children's work, sharing of results and assessment arrangements as well as an awareness of appropriate language being used when addressing pupils.

3. **SCHOOL STATEMENT OF INTENT** (with regard to its position on bullying)

This school believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- A Relational informed approach is vital in supporting children around issues of bullying.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of the school community will be listened to and taken seriously.
- Everyone has the right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Children should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Children should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.
- The perpetrator of bullying may be experiencing bullying themselves or be at risk of harm. Sometimes a bullies behavior is a window into a child's lived experience and they too need help and support. Whilst a bullies behavior must stop their voice must be heard by staff dealing with them. (Relational Informed school DCC- LA Training)

## 4. AIMS OF THE POLICY

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community. (All adults to support a positive experience and offer appropriate pastoral support – or escalate to next level if required).
- To make it clear that all forms of bullying are unacceptable at school.
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.

- To deal effectively with bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of the school community feel responsible for combating bullying.

## 5. OBJECTIVES

- To maintain and develop effective listening systems for pupils and staff within the school. (Circle time, PSHE and other curriculum / school opportunities to form positive relationships and welcoming / sensitive dealing with children who are experiencing upset- tiered and appropriate response through discussion with SLT).
- To involve all staff in dealing with incidents of bullying effectively and promptly (through appropriate means eg staff meeting, SLT meeting guidance, responsibility for all staff to deal with at appropriate level but also keep SLT informed appropriately and escalate as required).
- To equip all staff with the skills necessary to deal with bullying.
- To involve the wider school community (eg midday supervisors) in dealing effectively with, and if necessary referring, bullying incidents.
- To communicate with parents and the wider school community effectively on the subject of bullying.
- To acknowledge the key role of the class teacher in dealing with incidents of bullying.
- To ensure that incidents of bullying are recorded and appropriate use is made of the information and, where appropriate, shared with relevant organisations.

## 6. CODE OF CONDUCT (WITH REGARD TO SCHOOL BEHAVIOUR AND RELATIONSHIPS WITHIN THE SCHOOL COMMUNITY)

We recognise that all adults in the school are in effect role models for the pupils. The way in which we behave towards each other and to children is particularly important in terms of providing positive role models. Therefore, as adults we must:

- show respect for every child and other colleagues within the school community as individuals
- be aware of vulnerable pupils
- criticise the behaviour rather than the child
- avoid favouritism
- be seen to be fair
- avoid labelling
- have high expectations of all pupils
- never give children ammunition to use against each other
- actively seek to develop a praise culture within the school.

Young people also have a responsibility to model appropriate behaviour for their peers. We therefore believe that all pupils must:

- show respect for their fellow pupils and adults working within the school community
- support and be sensitive to others when they may be feeling vulnerable
- actively seek to develop a praise culture within the school
- actively support the school anti-bullying policy
- take responsibility for their own behaviour

Please refer to the “Relational Behaviour Policy”.

## 7. EQUAL OPPORTUNITIES

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn.

## 8. STRATEGIES TO REDUCE BULLYING

Our school adopts a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and bullies. Including where appropriate:

- Co-operative group work such as Lego therapy
- Circle Time.
- Circle of Friends.
- Staff training on Functions of Behaviour, Trauma and Attachment and relational theory
- Links with Relational Behaviour Policy
- Links to school values of Respectful, Ambitious, Resilent
- Teaching of British Values through scheme of work and incidental and wider opportunities
- Midday supervisor training.
- Buddy systems.
- PSHE programmes – JIGSAW
- Assembly activities,
- Picture News – Teaching of Protected Characterisitics
- Personal Development of children over time through curriculum and other teaching opportunities
- Partnerships and charity work
- Lunchtime club / Nurture club
- Learning Mentor support / Team around the Child support
- Mental Health Awareness activities and SEMH support when identified
- Additional pastoral work
- Prefect or older child paired mentoring/ buddy system

School exercises professional judgement in the best interests of children dealing with incidents of bullying.

## 9. CONFIDENTIALITY

Our school staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made.

**Parents**
When communicating with parents regarding bullying we will not necessarily share sensitive information around the victims and perpetrators of bullying. We will not inform you of any disciplinary action or support given to the perpetrator of bullying unless it is your child. Please respect this and allow school to deal with bullying incidents rather than become involved in dealing with incidents yourself outside of school (as agreed in the Home School Agreement Policy).

**An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.**

## 10. SUPPORT FOR PUPILS WHO EXPERIENCE BULLYING

If you are being bullied- we know this is difficult but it really does help us to make things better.

- Tell an adult or somebody you trust what has happened straight away.
- Remember you should not have to feel upset by other children on a regular basis
- Get away from the situation as quickly as possible.
- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied.

- Tell a teacher or another adult you trust within school.
- Tell your family.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened.

When you are talking to an adult about bullying
tell them

- What has happened to you.
- How it makes you feel
- How often it has happened.
- Who was involved.
- Who saw what was happening.
- Where it happened.
- What you would like to happen

**Perpetrators of Bullying:**

It is important to bear in mind that the perpetrator of bullying may need support as well as a sanction (in accordance to School Behaviour procedures). Where the perpetrator is a child then they will need to be kept safe from further reprisals which put them in a vulnerable position.

**11. Criminal Law**

Although bullying is not a criminal specific offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour could be a criminal offence. As we are a Primary School we would aim to take a measured approach based around education and support for children at a cognitively appropriate level and liaise with additional agencies should we deem it appropriate. Age of Criminal Responsibility is now defined as being 10 years.

**11. This policy was reviewed in September 2014, 2017, February 2019 and April 2021, October 22, October 23, January 2025.**

**This policy will next be reviewed in January 2026.**