



POLICY AND PROCEDURES FOR ANTI BULLYING

DATE RATIFIED	November 2022
NEXT REVIEW DATE	Autumn 2025

POLICY OBJECTIVES

This policy has been designed to help the school to meet its statutory duties relating to safeguarding and welfare of children and is underpinned by the Warrington Children & Young people's plan.

- All governors, teaching and non-teaching staff, pupils, volunteers and parents should have an understanding of what bullying is
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils, volunteers and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated.

The development of this policy has involved due regard to the requirements of the Equality Act 2010.

1. Executive Summary

We are committed to providing a caring, friendly and safe environment for all children so that they can thrive and learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our school and community. Should bullying occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively.

This means that anyone who knows that bullying is happening is expected to tell a person in authority.

This policy should be used in conjunction with the safeguarding policy.

The policy is an updated version from the Anti-Bullying Policy 2018. The rationale for its development is to provide an enhanced approach to Anti-Bullying Procedures based on revised evidence and guidance.

This policy has been developed in accordance with Section 175 of the 2002 Education Act, which places a duty on academies and governing bodies of schools to make arrangements to carry out their function to safeguard and promote the welfare of children. Addressing bullying is expressly mentioned as one of these functions.

The Ofsted School's Inspection Handbook 2022 states that behaviour and safety will be judged separately but in certain circumstances e.g. bullying inspectors may gather evidence which can contribute to both judgements. They should consider types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment. This includes cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability

The policy applies to all children, staff, volunteers and visitors to the school. The policy has specific implications for:

- The Local Governing Board (LGB)
- The Headteacher.
- All staff members
- Parents

Staff should ensure they are familiar with the anti-bullying policy and that they understand and use it.

Compliance with this policy will be monitored by termly analysis of anti-bullying logs. Outcomes of such monitoring will be reported to the Local Governing Body.

This Policy should be read in conjunction with:

- LGB Terms of Reference
- School Prospectus
- Staff Handbook
- Safeguarding Policy

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3. Introduction

3.1 Rationale:

This policy has been designed to help the school to meet its statutory duties relating to safeguarding and welfare of children and is underpinned by the Warrington Children & Young people's plan.

The implementation of this policy will be endorsed by the whole school community, The Beam Trust, Warrington Children's Services and partner agencies to help ensure that ALL children and adults know that bullying of any kind is unacceptable in our school and community

3.2 Scope:

The policy applies to all children, staff, volunteers and visitors to the school.

The policy has specific implications for:

- The Local Governing Body (LGB)
- The Headteacher.
- All staff members
- Parents

3.3 Principles:

We are committed to providing a caring, friendly and safe environment for all children so that they can thrive and learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our school and community. Should bullying occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively.

This means that anyone who knows that bullying is happening is expected to tell a person in authority.

The outcomes of the defined standards of this policy will be:

- All governors, teaching and non-teaching staff, pupils, volunteers and parents should have an understanding of what bullying is
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils, volunteers and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated.

4. Policy Standards:

4.1: Overview of bullying

4.1.1: Why it is important to respond to bullying?

Bullying hurts!

No one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Children who are bullying need to learn different ways of behaving.

Everyone has a responsibility to respond promptly and effectively to issues of bullying.

4.1.2: What is bullying?

Bullying is the use of aggression with the intent of hurting another person, usually repeated over a period of time. Bullying results in pain and distress to the victim and, if not recognised or resolved, can lead to abuse.

There are two types- emotional and physical.

Examples of bullying can include these:

- Emotional- being unfriendly, excluding, tormenting, using threatening gestures
- Physical- pushing, kicking, hitting, punching or any use of violence
- Racist- using racial taunts, graffiti, gestures
- Gender and sexual- making unwanted physical homophobic, biphobic or transphobic contact, sexual harassment or sexually abusive comments because of, or focussing on, the issue of sexuality
- Verbal- name calling, sarcasm, spreading rumours, teasing
- Disability related- name-calling, using gestures, tormenting, threatening, because of, or focussing on, the issue of disability or special need
- Cyber- all areas of internet, such as email and social media misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities

4.1.3: 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 they should investigate if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (Emotionally-based school avoidance)
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens to self-harm or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in schoolwork
- 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 bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- 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 behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Transition can precipitate problems which, without early intervention, can lead to disaffection or vulnerability. For example transition between:

- Year groups in school
- Primary and secondary school
- Home and school after a long absence, for example, due to illness or living abroad
- Returning to school after a period of exclusion
- Those entering school outside the normal year of entry, especially those who have attended a large number of schools or who may not yet be able to speak English, may also experience heightened levels of bullying

4.1.4: Categories of Bullying

Racial Harassment

Under the Race Relations (Amendment) Act 2000, schools must have a published race equality policy and monitor and assess the impact of their policies on pupils of different ethnic groups. Ravenbank monitors all racist incidents using the required definition and passes anonymised information on to the Local Governing Body.

Sexual and Homophobic/Biphobic/Transphobic Bullying & Sexual Harassment

The DfE statement on Relationships education, RSE and PSHE (2017) states that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions, offer support and be able to deal with homophobic/biphobic/transphobic bullying.

Bullying Using Technology

Children are finding new ways of bullying others. There are now opportunities to bully by text message, photos, email, social media and even specially created hate websites.

If children have devices they need to be guided to use their mobile phones and the internet safely and should be taught what to do if things go wrong or if anything makes them feel uncomfortable, through the promotion and development of a culture of confident technology users.

Children who are especially vulnerable

Bullying can seriously disrupt an individual's personal, social and educational progress and achievement. Particularly vulnerable to bullying are those who are physically or learning disabled, young people who experience abuse or neglect, children from minority ethnic communities and Children in Care.

Others perceived to be different may also be picked on for instance, in terms of their size or shape or because they wear glasses. Some children are bullied for no apparent reason and may be bullied by former friends.

Sometimes the pupil who bullies at school may be bullied in another context.

Ref: Disability Discrimination Act 2005

4.1.5: Other Considerations

Reasons why children don't report bullying

- They believe parents, teachers or leaders cannot do anything about it
- They believe parents don't understand about school life
- Peers expect you to stand up for yourself and to be able to cope
- Telling adults only makes it harder
- You feel ashamed of being unpopular
- You feel you must deserve it
- You are too frightened to tell
- You just have to put up with it, it's part of life

Factors which may encourage children to bully

It is useful to consider what factors may predispose children to become bullies. Bullying behaviour amongst children can be a result of individual characteristics, home experiences and school life.

Home- Little social status available-little verbal interaction, high physical/verbal aggression

Individual- Charismatic and/or dominant within the peer group. Limited interpersonal skills. Likely to have been a victim of bullying in the past. May have a high degree of stress in their own lives

School- No effective whole school approach to self-review. No clear rules/boundaries/interventions. No policy re: unacceptability. Models of teachers/other adults bullying-covert support. Opportunities to bully- breaks, lunch, waiting for a teacher or mid-day supervisor. Geography of the building-hidden corners, unsupervised areas. Poor communication with parents

Factors which may make a child more likely to be bullied

The following characteristics have been shown to be of significance in relation to children who are victims of bullying.

Home- Possibly overprotective- not allowing independence- non-assertive models. Lack of awareness about growing up. Lack of 'street cred'- appearance/social life that is 'different'. Too frightened to tell, scared of repercussions/escalation

Individual- Minor disabilities. Clumsiness. Physical features/ colour of skin / colour of hair / dress / speech / height / weight. Unassertiveness. Sensitivity- highly sensitive or apparently insensitive. Few friends, difficulty in forming relationships. Low self-esteem- few attributes esteemed by peer group

School- No acknowledgement of difficulty. Little or no security. No policy- weak pastoral system, nature of school's culture. No communication with parents

Giving children the confidence to tell

It is imperative that children have the confidence to tell adults about bullying behaviours that they witness or experience, if bullying is to decrease. Very early on, even in Nursery, children can learn that telling an adult that they are being teased/bullied may rebound on them and this may lead them to feel vulnerable.

We need to encourage children to report bullying cases and to have effective support mechanisms in place for this to happen. The rates of telling will not increase unless children believe that they will be supported.

Establishing that trust can be made easier by:

- Listening to children
- Consulting with children

- Publicising procedures for dealing with bullying
- Responding to all incidents of bullying in a consistent manner

Research shows that children who feel they could exercise some control over their situation felt more competent and effective.

The behaviour of bystanders

Children may fail to help someone who is being bullied for a variety of reasons. Research suggests that this is not apathy, rather a feeling of not knowing what to do as well as having fears that they, themselves, will be teased or bullied. Children may also be apprehensive that they will not receive the support of peers and teachers. We make explicit the vital role of bystanders in helping to eliminate bullying.

4.2: School's response to reports of alleged bullying

4.2.1: School Procedures

1. Report bullying incidents to a member of staff
2. Classteacher or other appropriate adult to investigate, record bullying incidents. Parents to be informed of the outcome of this investigation (Stage 1)
3. Every effort will be made to help the bully (bullies) change their behaviour. The situation will be monitored
4. Support will be given to the victim of bullying. The situation will be monitored
5. If necessary, a senior teacher will be informed and involve parents (Stage 2)
6. In serious or persistent cases the Headteacher will ask parents and children to attend a meeting to discuss the problem (Stage 3)
7. If appropriate, the police or other external agencies will be consulted (Stage 4)
8. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly

Anyone who bullies should be made aware of the effect of their actions. It should be made clear to them that they are bullying, that their behaviour is unacceptable and that it will not be tolerated. It should also be recognised, however, that often, children who bully, need help and support and that there is a duty to ensure that they receive it. Understanding why they have engaged in bullying behaviour and knowing how to respond differently, in similar situations, will reduce the risk of repeated behaviour.

Where bullying outside school is reported to school staff, it will be investigated and acted on in line with the procedures above. This can relate to any bullying incidents occurring anywhere off the school premises, such as on a school trip, outside the local shops, or in a town or village centre. The headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

4.2.2: Information for children

If you are being bullied:

- Try to stay calm and look as confident as you can
- Be firm and clear- look them in the eye and tell them to stop
- Get away from the situation as quickly as possible

- Tell an adult what has happened straight away

After you have been bullied:

- Tell a teacher or other adult in school
- Tell your family
- If you are scared to tell an adult by yourself, ask a friend to come with you. Keep speaking up until someone listens and does something to stop the bullying
- Don't blame yourself for what has happened

If you find it difficult to talk to anyone at school or at home you can ring childline; www.childline.org.uk Tel: (Freephone) 0800 111

4.2.3: Information for parents

If your child has been bullied:

- Calmly talk to your child about it
- Make a note of what your child says – particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
- Reassure your child that telling you about the bullying was the right thing to do
- Explain that any further incidents should be reported to a teacher immediately
- Make an appointment to see your child's class teacher
- Explain to the teacher the problems your child is experiencing.

When talking to teachers about bullying:

- Try and stay calm – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- Be as specific as possible about what your child says has happened – give dates, places and names of other children involved
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school – let them know if things improve as well as if problems continue.

If you think your concerns are not being addressed:

- Check the school anti-bullying policy to see if agreed procedures are being followed
- Make an appointment to meet a senior teacher or Headteacher, keeping a record of the meeting
- If this does not help, write to the Chair of Governors explaining your concerns and what you would like to see happen
- Contact local or national parent support groups for advice.

4.2.4: Record Keeping

The school will keep a record of all known incidents of bullying. These will be kept on CPOMS, the school's electronic safeguarding database.

The Headteacher provides the governors with anonymised logs of bullying behaviour once per term.

4.3: Confidentiality

All behaviour logs are confidential.

5. Definitions

DfE/DfEE/DCSF/DfES-	Department for Education
LGB-	Local Governing Body
LA-	Local Authority
CPOMS-	School's electronic safeguarding log
WBC-	Warrington Borough Council

6. Duties

6.1 The Local Governing Body (LGB) will:

The governing body supports all staff in attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately and immediately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy every three years. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors at least once per year about the effectiveness of school anti-bullying strategies.

6.2 The Headteacher:

All alleged incidents of bullying that do not improve following the classteacher's intervention must be reported to the Headteacher. It is the responsibility of the Headteacher to ensure that all staff (both teaching and non-teaching) are aware of the school's anti-bullying policy and know how to deal with incidents of bullying.

The Headteacher with support from staff ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher and staff draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and what the consequences might be.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher and staff set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

6.3 Teachers/School Staff:

All staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. All staff keep their own written records (via CPOMS) of all incidents that happen involving pupils within their class or that they are aware of in the school.

All confirmed incidents of bullying which do not improve following classteacher intervention must be reported to the Headteacher.

Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

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 children, we aim to prevent incidents of bullying. Sanctions are implemented appropriately.

7. Development and Consultation process

This policy has been developed in consultation with a wide range of stakeholders including: members of The Local Governing Body; the Headteacher; the School Council and all staff.

8. Process for monitoring compliance and effectiveness of the Policy & Procedures for Anti-bullying

Monitoring of compliance with this policy will be undertaken by:	The Headteacher
Monitoring will be performed:	Every 3 Years.
Monitoring will be undertaken by means of:	Termly analysis of anti-bullying records
Should shortfalls be identified the following actions will be taken:	The Headteacher will consider the outcomes of the review and make recommendations for change to the policy or practice as necessary.
The results of monitoring will be reported to:	The Local Governing Body
Resultant actions plans will be progressed and monitored through:	The Local Governing Body
The auditable standards of the policy are:	<ol style="list-style-type: none">1) That all the necessary documentation to record anti-bullying work are available2) Staff training records3) That parents are contacted when necessary.

9. Reference documents

Education Act 2002

The Children's Act 2005

Preventing and tackling bullying (DfE 2017)

The Child Exploitation and Online Protection Centre (CEOP) maintains a website for children and young people, and parents and carers about staying safe online: [Think U Know](#)

Keeping Children Safe in Education (DfE 2022)

Supporting Children & Young People who are bullied: advice to schools (DfE 2014)

Cyberbullying: advice to Headteachers and School Staff (DfE 2014)

Advice for Parents & Carers on Cyberbullying (DfE 2014)

Ofsted School Inspection Handbook 2022

Warrington's e-safety policy and guidance

Warrington Hate Crime Strategy

Warrington Hate Crime and Incident Partnership Board

www.childline.org.uk