

# West Cornforth Primary School



## **Anti-bullying** Including **Cyber Bullying** **Policy**

Headteacher: Mrs J Hodgson  
Chair of Governors: Mr D Ramsey

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## Introduction

### There are different kinds of bullying.

- Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property.
- Verbal bullying includes name calling, insults, teasing, intimidation or verbal abuse.
- Covert or hidden bullying - This sort of bullying is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation.
- Physical and verbal bullying relating to sexual orientation, gender/transgender, homophobia or race.

## Racism

The Stephen Lawrence Inquiry report<sup>2</sup> recommended that a racist incident should be defined as: **“any incident which is perceived to be racist by the victim or any other person”**.

Racist incidents can occur in any school, including those with few or no minority ethnic pupils or staff. Any member of the school community can be involved. Racist incidents may include:

- **verbal and non-verbal abuse** such as name-calling and racist jokes, verbal threats, cyberbullying (e.g. through the use of mobile phone, text messaging or email), non-verbal abuse (e.g. mimicking an individual because of racial, language or cultural differences), or refusing to co-operate with others because of racial or cultural differences;
- **physical abuse**, e.g. damage to individual's property, physical intimidation or physical assault, or where the victim, witness, or anyone else thinks there is racist motivation;
- **other racially based behaviour** such as collusion with the racist behaviour of others, inciting others to behave in a racist way, racist graffiti, displaying racist insignia (e.g. wearing racist badges), possessing or distributing racist materials, or attempting to recruit others to racist organisations.

Racist incidents can involve people from any racial or ethnic background, and in schools can involve pupils, teachers, school staff, governors, parents and visitors. Some incidents, e.g. racist graffiti, may not involve an identified victim.

Prejudice related incidents are assessed by adults in school and the information shared with the Headteacher or Deputy Headteacher in her absence. The information is recorded using CPoms. Parents are contacted and the appropriate course of action is discussed and agreed. Again this information is held in CPoms. We take seriously the importance of recording the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. We also investigate potential patterns and trends of incidents.

West Cornforth Primary School does not tolerate any form of bullying or hurtful behaviour from children or parents/carers. This policy outlines the school's views on bullying in line with the school's behaviour policy.

West Cornforth Primary School offers a caring, sharing environment where all children are valued. The development of maturity and self-esteem are paramount to providing the best learning environment.

DFE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).

It is a government requirement that all schools have an anti-bullying policy. In 2003, OfSTED published *Bullying: Effective Action in Secondary Schools*. This was followed by DfE guidance for schools under two headings: *Don't suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance.

### **Aims**

West Cornforth Primary School is a learning community where all children are encouraged to see themselves as learners and participate in their own learning, within and beyond the school.

Our behaviour policy outlines in clear and straight forward terms our whole school approach to encourage all pupils (and parents/carers) to demonstrate positive emotional behaviour, conduct behaviour and learning behaviour whilst in the school building and on the school premises.

Parents and carers who do not behave in a respectful manner towards other children, staff and parents could be asked to leave the premises.

Children are expected and encouraged to demonstrate positive emotional behaviour, conduct behaviour and learning behaviour whilst on trips and visits in the wider community.

Positive action is taken to prevent bullying within PSHE lessons and through cross curricular learning opportunities (for example drama and stories) and assemblies. School has been involved with the Ellie Barnes Project and two members of staff have been awarded L1 of the Rainbow Flag Award. Children also participate in Show Racism the Red Card and Anti-Bullying Week.

Pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

## Definition

Our school believes that bullying is:- upsetting behaviour which is done on purpose to make someone feel uncomfortable, unhappy or powerless over a period of time.

*'Bullying is a subjective experience and can take many forms, making it extremely difficult to define. Children, young people and adults can bully. The nature of bullying is changing and evolving as technology develops.*

*Bullying is harmful to all involved, not just the bullied, and can lead to self-doubt, lack of confidence, low self-esteem, depression, anxiety, self-harm and sometimes even suicide. Bullying generally fits into one of two categories: emotional or physically harmful behaviour. This includes:-*

*Name calling; taunting; mocking; making offensive or abusive comments; kicking; hitting; pushing; taking belongings; cyber (text messaging; emailing; misuse of technology); gossiping; excluding people from groups; spreading hurtful rumours; racist (racial taunts, graffiti, gestures); sexual (unwanted physical contact or abusive comments); homophobic (focusing on sexuality).*

*Definitions are different and individuals have different experiences; however from the accounts heard from children and young people, bullying is considered to be;*

- *Repetitive, willful or persistent*
- *Intentionally harmful, carried out by an individual or group*
- *An imbalance of power leaving the victim feeling defenceless.*

(Durham County Council: Anti-Bullying Policy & Guidelines; Second Edition.)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences 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.

All school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Bullying will **not be tolerated**.

## Scope

This policy applies to all adults and children within school having an understanding of bullying.

This policy document applies to all aspects of school life.

## **West Cornforth Primary School is a rights respecting school.**

### **Entitlement**

Everyone at West Cornforth Primary has the right;

- To work and play in a safe and secure environment, free from aggression and abuse.
- To express their attitudes and feelings constructively and have these respected by others.
- To have an uninterrupted education.
- To have personal property respected.

Everyone at West Cornforth Primary has the responsibility;

- To behave acceptably in all situations.
- To accept the consequences of their actions.
- To understand their responsibilities in the learning process.
- To be polite and co-operative with everyone respecting their rights and feelings.
- To respect public property and other children's personal property.

### **Expectations**

Pupils who have been bullied are supported by;

- The opportunity to discuss the experience with a member of staff of their choice
- Reassurance
- Support to restore self-esteem and confidence

Pupils who are bullying will be helped by;

- Discussing what happened
- Discovering why they became involved
- Establishing the wrong doing
- Informing parents or guardians to help change the attitude of the pupil
- Incidents will follow the responses to the 'Procedures for dealing with allegations of bullying' flow chart and may result in an IBP or risk assessment being completed.

Staff are expected to adhere to the following procedures;

- If bullying is suspected or reported to an adult, the incident will be dealt with immediately or at an agreed time
- A clear account of the incident will be recorded with pupils or parents and shared electronically with the headteacher
- Class teachers and parents will be informed
- Sanctions will be used as appropriate (following the school's behaviour policy) in consultation with all parties

Parents are expected to;

- Help their children behave properly

- Work co-operatively with teacher and child in assisting the child's learning and in building positive attitudes towards learning and school
- Instill in their children a respect for others, and others property and to help develop a positive feeling about themselves
- Talk in confidence to the child's teacher or Headteacher

Bullying will **not be tolerated**.

Procedures for reporting and responding to bullying

See Appendix 1: Procedures for dealing with allegations of bullying for details and stages of responses

### **Strategies for the prevention and reduction of bullying**

The Anti-Bullying Action Group, meet regularly to promote anti-bullying across the school and raise any concerns.

Buddies are appointed by School Council and will be trained to work on both play grounds.

PSHE is taught and assessed across the curriculum to promote positive friendships.

### **Review**

The policy will be reviewed annually by the appropriate committee before being passed onto the full board of governors.

Incidents of bullying and the frequency will also be included in the review.

The annual stake holders surveys will continue to be used to provide data to monitor the effectiveness of this policy.

### **Appendices**

Appendix 1: Procedures for dealing with allegations of bullying

## Appendix 1

# Procedures for dealing with allegations of bullying



