# Bullying and Anti-Racism Policy

## The Willows Primary School

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<th>Reviewed By</th>
<th>Date</th>
<th>Governing Body Committee Approval</th>
<th>Date</th>
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<tr>
<td>Sean Tobin</td>
<td>08/03/14</td>
<td>FGB</td>
<td>19/03/15</td>
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The Willows Primary School Bullying and Anti Racism Policy

Willows Primary School will promote a fair and just community based on the school’s core values of: Responsibility, Respect, Courage, Hope, Justice, Compassion, Integrity and Wisdom.

All Children and young people have the right to live in an atmosphere that is free from bullying, harassment and discrimination and there must therefore be a collective responsibility of all institutions and organisations that provide services to, or are accessed by, children and young people across the country.

(G.Tombs Executive Director, Schools, Children and Families 2009)

Overview:

The staff and governors take bullying seriously and through a combination of approaches will endeavour to challenge and eradicate any examples of bullying. The school will work in conjunction with perpetrator, sufferer and parents to ensure that acceptable outcomes are arrived at. We aim to work in conjunction with the local authority

We will support children and young people to take advantage of opportunities to:
• Value themselves, their achievements and develop strong self-esteem.
• Practice and develop emotional resilience and social skills to manage their feelings and work with others to resolve conflicts calmly.
• Learn the skills required to tell someone in a way that ensures that adults take action.
• Be actively involved in anti-bullying initiatives such as peer support and mediation.
• Learn the skills required to stay safe and confident whilst using technology such as mobile phones and the internet.

We will ensure that all members of the school community are aware that:
• we take bullying seriously and want to work in partnership with the local authority to eradicate it
• that there is an up-to-date anti-bullying policy in place which addresses:
  i the expectations for adult behaviour as well as the expectations for children and young people
  ii all forms of bullying and communicates clearly the setting’s commitment to preventing and responding to bullying based on key guidance
  iii preventative approaches as well as clear guidance for dealing with incidents
  iv the recording and monitoring of incidents.

• we work collaboratively with relevant organisations in developing and implementing an effective policy;
• monitor, evaluate and update the policy regularly and review the effectiveness of prevention and responses to bullying;
• promote, encourage, expect and praise good behaviour;
• Understand what bullying is and what it is not.
• Understand its effects and strategies to prevent and respond to it.
• Feel safe in their communities and confident that they will be listened to and incidents will be dealt with.
• Are informed so that they know what to do, where to get help and how to support others who are bullied or bully.
• Celebrate differences and choose not to bully or discriminate against others.
• Recognise other people’s feelings and treat others with respect. We will support and expect all settings working with children and young people to:
• Encourage and reflect inclusion in policies, organisation, ethos, community links, partnerships, curriculum and teaching and learning;
• Be aware of legal duties and responsibilities to reduce and respond to bullying in and outside of our setting;
• Identify named co-ordinators for anti-bullying issues where appropriate;

National research confirms that bullying is a major concern for young people, their parents and carers and we believe everyone shares the responsibility to address it.

Childline define bullying in the following way:

Bullying can mean many different things. These are some ways children and young people have described bullying:

• being called names
• being put down or humiliated
• being teased
• being pushed or pulled about
• having money and other possessions taken or messed about with
• having rumours spread about you
• being ignored and left out
• being hit, kicked or physically hurt
• being threatened or intimidated

Bullying can also be part of other forms of abuse, including neglect, emotional, physical and sexual abuse. Additional support and advice can be found at:


http://www.bullying.co.uk/

http://www.kidscape.org.uk/
Policy and Practice

This policy should be read in conjunction with the following:

- Behaviour Policy
- Physical Contact policy
- Child Protection Policy
- Guidance for Dealing with Challenging Pupils

Tackling Bullying

In order for this policy to be effective the Governors and staff of The Willows Primary School will ensure that the following occurs:

- Staff will model positive behaviour and create an atmosphere of respect at all levels
- Staff will respond in a positive way when a pupil expresses a concern
- Staff will support both perpetrator and victim towards a positive outcome

Expectations

Pupils have a right to expect a positive response when approaching an adult with a bullying issue. If an approach is made:

- Listen carefully
- Do not judge
- Take notes
- Reassure
- Family Support Mentors to devise action to be taken

Some children may find it difficult to fully disclose a bullying issue. We will be patient and reassure them that any incident is taken seriously and can be dealt with. We will tell them that we are taking notes so that a clear picture of events is recorded. We will date and sign any notes so that recurring patterns can be identified and place these in the bullying logbook located in a secure place.

What may seem a trivial incident to an adult may hide a greater underlying problem.

Actions

A bullying logbook, located within the Head of School’s office, should contain any notes taken if a pupil makes a bullying disclosure. Should the incident include racist comments or actions then reference should be made to a separate file – Dealing with and Recording Racist Incidents is also located within the Head of School’s office (See dealing with racist incidents). All notes should be accurate. The bullying logbook should be periodically examined for previous incidents involving identified pupils, and for any actions taken.

After a disclosure, an initial meeting should be called between all parties and a Family Support Mentor to see if a mutually acceptable solution can be arrived at. We aim to use a no blame approach; however we will tackle aggressive and bullying behaviour. Both parties should be aware of the feelings expressed by the victim. All parents or carers should be contacted if the incident appears to be more than a ‘one off’ occurrence which can be accommodated under the school behaviour policy, or when a
solution cannot be identified. A family support worker will then work with all parties involved in the bullying incident to resolve any issues and foster an understanding of bullying from the perspective of the perpetrator and the victim. Parents will be updated with the process and a final evaluation will be made by pupils concerned. These will be maintained in the bullying logbook. The learning mentors will then monitor the situation to see if there are any reoccurrences. By storing details in a central log the school will have an audit trail of incidents.

**Dealing with racist incidents**

In accordance with Local Authority guidance all schools are committed to eradicating racial discrimination. We agree that:

*(Clear procedures are in place to ensure that racist incident, racial discrimination and racial harassment are dealt with promptly, firmly and consistently...)*

Dealing and Reporting racist incidents in school – Essex LA

All incidents involving racism should be taken seriously and acted upon. The Head of School should be informed of any incident and follow procedures laid out by the local authority. Termly returns indicating racist incidents are submitted to the local authority so that an overall picture throughout the county can be produced. Reporting Racist Incident forms are available in the staff room. All completed forms should be handed to the Head of School. At this point a decision will be made as to what action should be taken. All forms are stored in the Head of School’s office.

**Other forms of bullying**

There are many forms of bullying and it is the school policy to ensure that everyone understands what bullying is and what it is not.

The four main types of bullying are:

- Non-verbal: kicking, hitting, damaging or taking belongings
- Verbal: name calling, taunting
- Indirect: spreading rumours, excluding
- Cyber: sending nasty or threatening texts, emails by phone, picture/video clip, internet chat rooms or websites Cyberbullying can be defined as the use of ‘Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

The school will tackle sensitive issues and promote safe use of the internet and associated technology. Parents and Carers will be regularly informed of safe practice and updated accordingly.

**Positive Reinforcement**

The school behaviour policy reinforces good behaviour. Merit assemblies, team point charts, class rewards systems, Attendance awards integrate to produce a whole school ethos based on success. PSHE, philosophy and circle time enables pupils to voice concerns in an open yet unthreatening environment.

Regular assemblies using the school’s core values enable all members of the school community to consider the emotional well being of pupils.

The school’s behaviour policy also challenges poor behaviour and implements sanctions which are designed to promote positive behaviour, *(see behaviour policy).*
**Monitoring**

The Governors will be informed of any significant bullying issues on an annual basis and of more serious issues as they arise. The Local Authority will provide data which can be interpreted to show key areas of development and a possible focus for SEAL: activities. Vulnerable groups can also be identified prior to transition between key stages. The school will work proactively with all agencies to ensure that transition is smooth. Attendance is monitored closely and reasons for absence investigated to see if bullying issues are present. In devising this policy pupils have been asked for their views through pupil voice surveys. This will be reviewed annually.

Date Staff Consulted:........................................

Date adopted by Governing Body:.................................

Reviewed..........................................................
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(Person completing form)

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<tr>
<th>Pupils Names</th>
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Date of incident

Incident:

Action taken:

Review date:

Follow up:

Parents/carers informed | Yes/No | Parents/Carers Names
------------------------|--------|----------------------

Parents/Carers invited to meeting | Yes/No

Signed | Date

THE WILLOWS PRIMARY SCHOOL
CONFIDENTIAL PINK FORM FOR RACIST INCIDENT ISSUES ONLY:
This form is to be used by all staff irrespective of their role. This form should be completed with sufficient, concise information so that the investigating officer is fully aware of the nature / context to the issue being raised. This form is for in house monitoring and recording, and proceeds the County form that may need to be completed following investigation by the designated officer should a report need to be made to County.

Alert form should be given, at the time the concern is raised (same day, as soon as completed), to:

- The Designated CP Officer (Sean Tobin – Executive Headteacher) or in his absence
- The Deputy Designated CP Officer (Tom Robinson – Deputy Headteacher Inclusion) or in his absence
- Deputy Headteacher Teaching and Learning (Courtney Freese)

Name of child: Class:

Name / role of adult completing Alert: Date / time:

Concise details of concern / issue– PLEASE FILL IN FACTS & AS MUCH DETAIL AS YOU CAN INCL ANY ACTIONS THAT YOU DID, e.g. write the actual words said

Signature of DCPO / Deputy DCPO Alert handed to / Date / Time:

Decisions / Actions taken by DCPO / Deputy DCPO(s) (continue overleaf as appropriate) - file copy in secure cupboard in HT office in Racist incident file