



# SCOTT WILKIE SCHOOL ANTI-BULLYING POLICY

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## SCOTT WILKIE PRIMARY SCHOOL ANTI-BULLYING POLICY

### Statement of Intent

At Scott Wilkie Primary School every child has the right to feel **safe** and **happy** in order to **enjoy** school and **achieve** their full potential. We will not tolerate bullying of any kind. All bullying incidents must be reported to a member of staff immediately.

This policy has been written for the staff, pupils, governors, parents and children of Scott Wilkie to ensure that every child can learn in a safe and secure learning environment, without fear of being bullied. Everyone must be alert to the signs of bullying and act promptly to address it by following our school's guidelines. To achieve this we must foster a 'telling culture' so that our children, parents and staff members feel comfortable reporting incidents and confident that the incidents will be resolved quickly.

Our Anti - bullying policy links directly to our behaviour and PSHE policies to enable us to resolve any issues that may arise promptly and effectively.

### Objectives of this Policy

To ensure that everyone at Scott Wilkie:

- Understands what bullying is
- Knows how to spot bullying and what to do when a bullying issue is brought to their attention to ensure that the issue is resolved as quickly as possible.
- Knows that bullying will not be tolerated at Scott Wilkie in any form whether it is to children, school staff, parents or governors.

## Definition of Bullying

Bullying is defined by the children at Scott Wilkie as:

*"Repeated behaviour that hurts someone else or their feelings on purpose"*

*(Devised by the pupils of Scott Wilkie during assembly on 25<sup>th</sup> January 2016)*

Adults at Scott Wilkie defined Bullying as:

*"Behaviour, repeated over a period of time that intentionally hurts another individual either physically or emotionally"*

### Bullying can be:

- Emotional related to SEN needs or disabilities, related to home life and circumstances, being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Religious taunts centred around religious beliefs and practices
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Indirect Social exclusion, spreading secrets to a 3<sup>rd</sup> party
- Cyber All areas of internet, such as email, Social networking & internet chat room misuse  
Mobile threats by text messaging & calls  
Misuse of associated technology, i.e. camera & video facilities

## Why is it Important to Respond to Bullying?

### **Bullying Hurts!**

Everybody has the right to be:

- treated with respect.
- happy and safe.

No-one deserves to be a victim of bullying!

Bullies need to learn to change their behaviour.

Scott Wilkie has a responsibility to ensure all children feel safe and secure during their time here. We will respond promptly and effectively to resolve any incidents of bullying.

### Signs and Symptoms of bullying

Behaviour is a key indicator that someone is being bullied. Adults (staff, parents and governors) at Scott Wilkie are aware of these possible signs and will investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)/ begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- 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 unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone / gets nervous & 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.*

### Responding to Bullying at Scott Wilkie - Procedures

1. TELL SOMEONE
2. The incident will be recorded on an incident form (See appendix 1) and passed up the staffing chain until it reaches the necessary person who will investigate (see appendix 2)
3. The child/children involved will be spoken to directly by their class teacher or in more serious cases their SLT phase leader. If possible the children will be reconciled.
4. In serious cases parents of both victim and bully will be called in for a meeting to discuss ways to resolve the issue and consequences. Children will be asked to apologise and sanctions will be issued depending on the severity of the incident. In serious cases children will be excluded internally or externally.
5. If necessary and appropriate, police will be consulted
6. An attempt will be made to help the bully (bullies) change their behaviour using nurture groups, mediation and the learning mentor.
7. The children involved will be monitored by the adults within their phase to ensure no further incidents arise.
8. If the bullying persists a member of SLT will make a referral to CFCS/behaviour support/relevant outside agencies.

### Prevention of Bullying at Scott Wilkie

We will use a range of strategies to prevent bullying. These include:

- Staff Training on knowing how to spot the signs of bullying and implementing the Anti - Bullying policy
- The Anti Bullying policy is linked to the PSHE policy and curriculum; which is used to raise awareness in both lessons and assemblies
- Children spoken to regularly during assemblies/PSHE lessons about 'telling someone'
- Anti Bullying Policy shared with parents via website
- Each class writes a set of school rules / behaviour contract as part of our behaviour policy
- Childrens anti bullying policy on display in each classroom
- Tackling bullying issues through storytime using stories about bullying in class and assembly
- Discussing bullying during circle time
- Peer led nurture groups including circles of friends
- Peer mediators at playtime and lunchtimes
- Making up role-plays having discussions about bullying and why it matters during PSHE lessons
- Anti Bullying week every November
- Regular monitoring of Anti Bullying file by SLT

#### Consultation and Participation:

All staff members are responsible for implementing the Anti - Bullying policy. Senior leaders and the learning mentor will act as Anti Bullying officers to ensure policy implemented effectively.

This policy has been shared with all staff via phase meetings, briefing and TA meetings. Midday supervisors have been trained by RB. It has been shared with governors at a Governors meeting. The children have helped devise their own child friendly version on display in all classrooms. They also took a copy home. (See appendix 3) Both copies of the policy are available for parents, carers and children to access online on the schools website.

#### Policy Review:

A review of this policy will take place every two years. Children will be involved with review during PSHE lessons and assemblies.

Parents will be consulted and invited to offer their feedback as part of policy development via the schools website.

### Scott Wilkie Primary Bullying Incident Report Form (Appendix 1)

Reported to:		Reported by:
Date and location of incident:		
Details of people involved: (names, classes and roles eg victim, ringleader, follower)		
Bullying relating to: tick all that apply	<input type="checkbox"/> Race <input type="checkbox"/> Appearance or health condition <input type="checkbox"/> SEN or disabilities <input type="checkbox"/> Home or family situation <input type="checkbox"/> Gender <input type="checkbox"/> Religion or culture <input type="checkbox"/> Other (define)	
Forms of bullying used: tick all that apply	<input type="checkbox"/> Physical aggression <input type="checkbox"/> Damaging or taking personal possessions <input type="checkbox"/> Deliberately excluding <input type="checkbox"/> Verbal threats <input type="checkbox"/> Name calling and teasing <input type="checkbox"/> Ganging up <input type="checkbox"/> Spreading rumours <input type="checkbox"/> Cyber bullying <input type="checkbox"/> Other (define)	
Frequency of bullying behaviour:	<input type="checkbox"/> Once or twice <input type="checkbox"/> a week	<input type="checkbox"/> several weeks <input type="checkbox"/> longer than a month
Additional information about incident:		
<b>Checklist</b> If, yes, attach any relevant notes to this report.	Does this incident need to be referred to your phase leader? Yes / No Any of the bullies involvement in previous bullying incidents? Yes / No Have individual discussions been had with all involved? Have parents/carers of victim been notified? Yes / No Have parents/carers of bully/ies been notified? Yes / No Have all involved been reconciled Yes / No	
Agreed actions including sanctions issued:		
Follow up required to prevent further incidents.		

See Overleaf

<b>Other actions required? E.g. referral/police involvement</b>	
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**Outcome of follow up and further actions taken:**

**Has the bullying stopped? Yes / No**

**Are further Actions required?**

**Completed By:**

**Date:**

**Phase Leader checked:**

**Date:**

**Learning Mentor checked:**

**Date:**



Appendix 2 - Responding to bullying at Scott Wilkie - Procedures for Reporting incidents to members of Staff

Parents, Mid day Supervisors, Volunteers and Teaching Assistants must record all incidents reported to them on a report sheet and pass it on to a class teacher.



Class teachers should investigate, resolve and file any reported incidents into the Anti - Bullying section of the Serious Incident File situated in the headteachers office .  
Class teachers should inform the learning mentor.

*If the class teacher feels the incident is serious, they will:*



Inform their phase leader who will investigate, resolve and issue stepped sanctions. The phase leader will also inform the learning mentor.



If necessary, Phase leaders will take serious incidents to the Head teacher or Deputy to investigate, resolve, issue necessary sanctions and make required referrals.



*All persons involved must monitor the children involved after the incident has been investigated and record any follow ups on the initial bullying record sheet.*

**Scott Wilkie Primary School – Our Anti Bullying Policy**

**By the children at Scott Wilkie**

*Scribed by Matthew and Aerefa in Year 5*

Bullying is defined by us at Scott Wilkie as:

***"Repeated behaviour that hurts someone else or their feelings on purpose"***

*(Devised by the pupils of Scott Wilkie during assembly on 25<sup>th</sup> January 2016)*

**What types of bullying are there?**

Physical – hitting, hurting, pinching pulling hair

Verbal – calling names, saying nasty things

Cyber – on the internet, sending nasty texts

Saying things about peoples race, religion, homelife, family, disabilities

Ganging up on people

Threatening people

**How do bullies make us feel?**

Depressed, Angry, Upset, Sad, Lonely

**What should we do if we are being bullied or if we think someone else at our school is being bullied?**

**TELL SOMEONE!**

