

Wormit Primary School Anti - Bullying Policy
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Summary for Families

How we aim to be a zero bullying school

Through discussions with pupils at assemblies, we ensure that our children understand what bullying is. Children often identify bullying as being something that happens over a long period of time and it is important that we support them to understand that a single act can be an example of bullying if it leaves someone afraid and feeling vulnerable. It is also important that we support children, through assemblies and the curriculum, to understand the difference between bullying and conflict.

It is important for children to be taught the impact that bullying behaviour can have and the reasons why bullying behaviour may be exhibited so that all involved can be supported.

We have a well established set of school values. These are known and referred to through the life and work of the school and at every assembly. Our children are able to link the values to anti-bullying:

Respect – when we live our value of respect, bullying behaviour is unlikely to happen.

Courage – when we live our value of courage, we can stand up for ourselves and others by using our words and asking for help and this can prevent bullying behaviour.

Determination – when we live our value of determination, we can be determined against bullying behaviour.

Equality – when we live our value of equality, we respect and celebrate diversity and protect against bullying.

Friendship – when we live our value of friendship, we do not show bullying behaviour. We teach our children that it is ok not to like someone, you might not be friends with them, you might not have much in common with them but you should still show them friendship.

Inspiration – when we live our value of inspiration, we can copy the examples of other who treat us well and we can inspire other by our own kind behaviour and by living our school values.

Excellence – when we live our value of excellence, we aim to be the best we can be and we aim for a zero bullying school.

We encourage children to 'THINK' before they speak, or write or type:

Before you speak:

THINK

T = Is it True?

H = Is it Helpful?

I = Is it Inspiring?

N = Is it Necessary?

K = Is it Kind?

We teach 'THINK' at assemblies and refer to it through restorative conversations. The 'I' for inspiring is a concept best discussed with older children though it is very relevant to our school as it links to our value of inspiration. We regularly give examples of inspiration at school e.g. we might be inspired by an artist to do a similar piece of work or we might inspire others by behaviour well or by doing a particularly good or interesting piece of work to encourage others to aim high. In terms of anti-bullying/friendships, an inspiring comment might be do you want to join in this game? or I learnt a new game, shall I show it to you? or Can I join in with what you are doing because I think I have a good idea.



At Assemblies in September 2024, children have reminded us of the Golden Rule. If we keep the golden rule, we don't retaliate when someone is unkind or hurts us. If we don't like it we don't do it back. This doesn't mean that you need to put up with someone being unkind – you can stick up for

yourself by telling someone to stop and by asking for help if they don't; you can stick up for friends by asking someone to stop or by asking for help.

Responsibilities

Parents

- Monitor your child's online world and to speak to them about their friendships. report any concerns to the school quickly so we can work together to resolve them.
- Don't another parent regarding an incident that has happened in school – it is best investigated and resolve by us and we will speak to all parents involved as indicated by our investigation.
- Don't tell your child not to 'tell tales'. Encourage them to stick up for themselves and for friends by using their words and by asking an adult for help.
- Tell us about problems outside of school.
- Model respect.

Staff

- monitor relationships and report any changes to a child's behaviour or other concerns as soon as they are noted.
- attend annual child protection and safe guarding training which helps us all to spot the signs that something is wrong for a child even if they don't report it themselves.
- access to all policies (including this one) on the school website
- model respect at all times, demonstrating to learners the attitudes and behaviours we want them to adopt.
- act upon any child coming to them to ask for help with a friendship issue, conflict or bullying.

The Headteacher

- ensure all allegations and observations of bullying are acted upon and recorded.
- report back to staff, parents and pupils.
- model respect at all times.
- ensure that all plans are followed through on and respond to this in a timely manner and take further action if they are not.

Pupils

- Report any concerns about their peers to a trusted adult (age and stage appropriate). Don't talk about people as 'telling'
- THINK before you speak
- Live our school values with the aim of making us a zero-bullying school.

Support for children involved

As bullying happens within relationships, the most desirable outcome (where possible) is to restore the relationship and move forward positively. This particularly important as our school is part of the wider community and children will play and learn together for years to come.

These supports are used for a child experiencing bullying behaviour:

- A named member of staff is identified to check in with the child regularly
- Helped to develop positive strategies and appropriate assertive skills (Keeping your Cool in School and Asking for Help)
- Monitored by teacher and/or PSA
- Involved in restorative conversations
- Encouraged to share feelings and discuss emotions – e.g. through kitbag sessions
- Offered a 'Circle of Friends'. This involves us speaking to the pupil's friends and telling them (with the pupil's consent) that he/she needs

some support and we encourage these pupils to play and work together and support them to do so.

These supports are used for a child displaying bullying behaviour:

- Made aware of the seriousness of their actions and possible consequences
- Investigation to see if there are any underlying issues which may be triggering bullying behaviour
- Monitored by teacher and/or PSA
- Involved in restorative conversations
- Encouraged to share feelings and discuss emotions – e.g. through kitbag sessions
- Involved in specific work e.g. on personal space or anger management
- Where deemed necessary referred to an external agency for targeted support
- Sometimes a 'Circle of Friends' may be appropriate for the child displaying bullying behaviour
- Supported through a monitoring system appropriate to their age and stage

Where there is clear evidence that a pupil is targeting another unkindly or is unable to regulate their behaviour or emotions in a specific context, it might be the case that the pupil in question will be kept out of that context (depending on where/when the incidents are taking place) for a short period of time to allow things to settle, but this approach is unlikely to be a long term solution. While the child is out of the context, they will work with a member of staff to discuss issues and to make a plan for change. In applying this strategy, we recognise that all children involved have a right to education (article 28 of UNCRC) and to play and leisure (article 31 of UNCRC) and we do not compromise that for any child in our school.

In dealing with bullying, it is our policy to keep parents informed at all times, to allow their views to feed into the process, to believe a child who tells us they are being bullied and to ensure all parties involved are treated fairly, listened to and included.

Where bullying has taken place (or indeed where there has been any conflict between pupils) it is important that all staff working with the pupils are aware of this so that they can monitor it moving forward. The Headteacher has the responsibility to make sure all staff are aware – this includes informing new staff of historic incidents.