



Willand School

Anti Bullying Policy

Rationale

Bullying is an unacceptable fact of modern day society. From time to time a certain amount of bullying may occur in all schools but in Willand School all staff and children co-operate to try to stop it from happening.

Purpose

Willand School seeks to create an environment where positive behaviour allows both staff and children to work. We recognise that each child is unique, we are privileged to share part of their lives and our role is vital in ensuring that they fulfil their full potential.

This policy outlines the procedures we follow relating to bullying at Willand School. It is an aspect of anti-social behaviour which the school, in partnership with home, discourages. This policy has been developed in partnership with staff and parents.

There are a number of reasons for challenging bullying in school:

- the safety and happiness of children - unhappy, bullied children lose self confidence and self esteem which can impact on both their childhood and adult life. To allow or condone bullying may lead to consideration under child protection procedures;
- achievement - unhappy, bullied children have difficulty concentrating and learning;
- effectively support the caring ethos of the school - every school has some degree of bullying even if only slight. Parents will be reassured by a school which responds positively and effectively to bullying;
- providing a model for helpful behaviour - children observing bullying behaviour going unchallenged may learn that this is a quick and effective way of getting what they want. Bullied children may interpret inaction as condoning unacceptable behaviour and feel badly let down.

What is bullying?

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.

Anti-Bullying Alliance Definition of Bullying

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching, etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films, etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion.
- Indirect - can include the exploitation of individuals.

Guidelines

The school takes measures to try to prevent bullying from occurring. These include:

- the school ethos - one of school rules is to 'be respectful';
- lessons related to friendships and anti-bullying, age appropriate PSHE and statutory Relationships and Health Education. The curriculum has a specific unit on Celebrating Difference, which includes anti-bullying (cyber and homophobic bullying included) and diversity work. It focuses on similarities and differences and teaches about diversity, such as disability, racism, gender, family composition, friendships and conflict. Children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal';
- online safety lessons within the computing curriculum;
- age appropriate teaching on the protected characteristics as set out in the Equality Act 2010 with the explanation that it is important that all children have an understanding of the world they are growing up in, having learned how to live alongside, and show respect for, a diverse range of people;
- work linked to the annual National Anti-Bullying Alliance's focus week and the annual National Safer Internet Day;
- communication with parents;
- courtesy;
- chatter boxes in all classes;
- separate playgrounds/areas for KS1 and KS2 which allows children in Foundation and Key Stage One a place away from older children's games;
- friendship benches on Key Stage One and Key Stage Two playgrounds
- the children are encouraged to report any incidents to a member of staff and each class signs their own 'Anti-Bullying Charter' each year;
- regular discussion in class and key stages regarding bullying to identify any issues;
- high expectations of pupil behaviour;
- effective monitoring and record keeping of pupil behaviour through CPOMS;
- the school policies:
 - Behaviour and Discipline Policy
 - Equality Policy
 - Safeguarding and Child Protection Policy
 - Acceptable Use Policy
 - Online Safety Policy

KiVa

In Key Stage Two, the KiVa Bullying Prevention Programme is used to help prevent all forms of bullying. The programme was developed in Finland and has been used in the UK since 2012. The programme has been shown in large scale studies to be highly effective in reducing bullying in schools.

The KiVa 'curriculum' is taught to all classes in Key Stage Two (Years 3-6). Each lesson lasts for approximately 45 minutes and is delivered once every half term. During lessons, the children typically learn about respecting others, including everyone, how to function in a group and how to help someone who is being bullied.

The goal of the curriculum work is to educate students about their role in stopping bullying. Instead of being 'silent approvers' or 'assistants to the bully', children start to support the victimised child, developing a shared sense of responsibility within the class. At the end of each lesson, each class develop and agree on an antibullying class rule.

In Key Stage One, we follow the KiVa strategies and messages.

Reporting bullying

Reception and Key Stage One

In Key Stage One, staff will be vigilant for signs of bullying. Any child who suffers from bullying is encouraged to speak to their class teacher. If the incident happens in the playground, they should inform the teacher on duty or the mealtime assistant and if the problem continues the child should speak to the class teacher.

Parents are encouraged to report incidents of bullying, both towards their child and also directed by their child, to the class teacher or another appropriate adult. Should a concern be raised a meeting will be arranged with an appropriate member of staff to discuss the issues. Staff will record concerns on CPOMs.

A constructive plan will be uniquely tailored so that it takes into account a number of factors including the type of bullying that has occurred, and the age of the children involved. This will ensure that the actions and sanctions that are implemented are effective.

Key Stage Two

In Key Stage Two, Willand School has a dedicated task force to tackle bullying - the 'KiVa Team'. The team consists of adults in school who have been specially trained to tackle bullying incidents. Together with the child's class teacher, they tackle any cases of bullying that may arise. Posters around school display the members of the KiVa Team.

When a parent or pupil reports a case of bullying in Key Stage Two, the class teacher, together with the KiVa Team, will decide if it is bullying or a conflict or fight between children. All cases that fulfil the criteria for bullying are dealt with in a systematic way by the KiVa Team and all children involved will be spoken to individually. After this, all those children who were involved in the bullying (not the victim) meet together as a group where they agree on how they will change their behaviour. Support for the victim is also identified during their meeting with the KiVa Team. Follow up discussions with all pupils take place after an agreed amount of time to make sure that things are improving for the victim. All adults at the school have received basic awareness training about bullying and will report any concerns to the KiVa Team.

Parents of those involved in a bullying situation are notified by the KiVa Team. However, discussions are primarily held between adults at the school and the pupils.

In both key stages, the Designated Safeguarding Lead (DSL) will be informed of all bullying concerns, especially where there may be safeguarding issues.

Any bullying problems persisting should be referred to:

1. the team leader
2. the Deputy Headteacher
3. the Headteacher

If a child bullies persistently and the above measures bring no change in behaviour, the child's parents will be invited to a meeting with the Headteacher and possible sanctions will be discussed.

Direct action against bullying should occur within a context which reminds children that bullying behaviour is unacceptable to the school and will not be tolerated.

Guidelines for parents if your child tells you about bullying.

If a parent/carer suspects their child is being bullied or has a reason to believe that s/ he is bullying others, please contact the school so that the matter can be dealt with as efficiently and as soon as possible.

Discuss bullying together with your child even if s/he is not bullied or does not bully others. It is important that you and your child together think about what to do if someone is being bullied at school.

In the first instance, parents are encouraged to:

- **Listen** - Try to listen to the whole story without interrupting. Be understanding, calm and validate what is being said. Praise your child for telling you. Ask what your child would like to happen, before you make suggestions.
- **Find out what is happening** - Note what, when and where the bullying occurred, who was involved, how often and if anybody else witnessed it. Don't offer to confront the child or children doing the bullying or their parents yourself. You can make things worse for your child.
- **Talk** - Have a conversation about what happened. Try not to make the conversation intense or you might deter your child from talking to you. Remind your child it's normal to feel hurt, it's never OK to be bullied, and it's NOT their fault.
- **Give sensible advice** - Encourage your child not to fight back, but coach them to use neutral or appropriate language in response. Help them explore other possible responses. Tell them that the behaviour was intentional and it won't just go away. Explain it's safer to avoid people, places or situations that could expose them to further bullying. If your child asks to stay home from school, explain that it won't help - and may make things worse. If possible, help to make opportunities for them to join other groups of young people - e.g. clubs at school or other groups outside of school time. **Most importantly encourage your child to report it to an adult at school.**

Cyber-bullying

Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone. A person can be bullied online and offline at the same time.

At Willand School, we recognise that staff, parents and young people need to work together to prevent cyber-bullying and to tackle it whenever it occurs. Children should be made aware of cyber bullying and what to do in the event that it occurs.

Cyberbullying can include:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

At Willand School we strive to ensure that:

- **Curriculum Integration:** Our curriculum educates pupils on the risks associated with new communication technologies, the potential consequences of misuse, and the importance of safe usage, including understanding personal rights.
- **Mobile Phones:** We have established clear policies regarding the use of mobile phones both at school and during any activities where pupils are under the school's supervision.
- **Internet Safety Measures:** We ensure that our internet filtering technologies are regularly updated to block harmful sites effectively.
- **Collaborative Efforts:** We actively collaborate with pupils and parents to promote the safe use of new communication technologies, aligning our practices with local and national guidelines and best practices.
- **Security Protocols:** Robust security systems are in place to safeguard images and information about pupils and staff from unauthorized external access.

- **Cyberbullying Management:** When necessary, we engage with other agencies to address and manage incidents of cyberbullying effectively.

Children are encouraged to:

- not reply to a message or retaliate
- keep evidence (images / emails / text messages)
- report it to their parents, online agencies and/or their teacher in school.

Reports of cyber-bullying should be recorded on CPOMs and reported to the Online Safety Lead.

POLICY HISTORY

Policy Date	Summary of change	Contact	Version/ Implementation Date	Review Date
26/1/14	Complete rewrite of document	JBI	6/2/14	Feb 17
31/01/17	Minor amendments	TH	2/2/17	Feb 20
06/03/17	Minor amendments	TH	16/3/17	Mar 18
02/02/18	Minor amendments	LS	02/02/17	Feb 19
04/02/19	No changes	LS	07/02/19	Feb 20
12/02/20	No changes	AH	13/02/20	Feb 21
08/02/21	Minor amendments and some changes for Jigsaw	TH	11/02/21	Feb 22
03/09/21	Introduction of KiVa for prevention and to tackle bullying incidents	AL	03/09/21	Sept 22
10/10/22	Minor amendments	AL	10/10/22	Oct 23
03/07/23	Definition of bullying updated. Reporting bullying section updated.	AL	06/07/23	Jul 24
07/01/24	Minor amendments Updated cyber-bullying definition and examples (NSPCC)	AL	07/01/25	Jan 26