



Anti-Bullying Policy

Introduction

At John Wheeldon Primary Academy we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We expect pupils to feel safe in school, and have an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

Aims

- To give pupils, staff and parents clear guidance as to what steps are taken to reduce bullying at JWPA
- To reduce the number of incidents of bullying of all forms in school

Roles

It is the responsibility of all members of staff to ensure that incidents of bullying are investigated and reported on as soon they become apparent.

The principal has overall responsibility for bullying in school. All incidents of bullying are to be reported to the principal. Any incident of persistent bullying will also involve the year group leaders of the children involved.

Role of the Principal and Vice Principal

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

Definition of Bullying

Bullying is defined as “Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally” Safe to Learn: Preventing and Tackling Bullying (2011)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent



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Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger, then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups



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Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After Children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bisexual, transgender or questioning their gender role.

Reporting and Responding to Bullying

All reported incidents of bullying must be reported.

Children are encouraged to talk to an adult whenever they are made to feel unhappy through the actions of a third party.

In the first instance the headteacher or class teacher will talk to the children involved to make them aware of how their actions have made other people feel. The outcome of this discussion will be fed back to the child/children being bullied. An apology may be requested. The instigators will be warned that further incidents will be reported to parents or carers.

If the bullying continues, then the parents of all children involved will be invited into school to discuss the situation with the principal.

Further incidents will be dealt with in line with the school's behaviour and exclusion policies.

All incidents of bullying will be recorded centrally on the School Information System.

Preventative measures

The following measures are taken during each school year to raise awareness of bullying and to help reduce incidents and stop them escalating.

- Restorative Approaches
- Anti-Bullying week annually in November.
- PSHE/citizenship
- Whole school and Key Stage assemblies
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice
- Parent groups
- Peer mentoring schemes
- Playground Buddying
- Parent information events/information
- Staff training and development for all staff
- Counselling and/or Mediation schemes
- Nurture groups
- Child mentoring system

Support for the victim is paramount through:

- Offering them an immediate opportunity to talk about the experience with a member of staff.
- Reassuring them that the matter will be dealt with quickly and fairly.



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- Offering continued support through the academy pastoral system eg. the Emotional Literacy Support Assistant
- Referral to external agencies if appropriate eg. SUAT Counsellor

Support for bystanders through:

- Offering them support an opportunity to share their feelings and views.
- Provide support through the academy pastoral system if required.
- Continued opportunities through curriculum provision to raise awareness and means of support to address all forms of bullying.

Links with other policies :

- Behaviour Policy
- Safeguarding Policy Acceptable Use Policy – (Cyberbullying and internet safety)
- Equalities Policy – (Race, Sexist, Sexual, Transphobic, Homophobia, SEN and Disability)
- PSHE and Citizenship Policy
- Complaints policy
- Confidentiality Policy
- SUAT bullying Policy

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LAC member signatory _____

SLT member signatory _____