



Anti-Bullying Policy

VALUES

- We aim to create a safe and secure environment where every person is equally important and no one has the right to harass, insult or cause offence to any other person for any reason.
- We do not tolerate bullying in any form.
- Bullying should always be taken seriously and dealt with through a common understanding of the problem in a consistent response by all who share in the life of Witton Middle School.

DEFINITION OF BULLYING

At Witton Middle School, we understand bullying to be:

'The willful, conscious desire to hurt, threaten or frighten someone else, either emotionally or physically'

BUT "it is not bullying when two children of approximately the same age and strength have the occasional fight or quarrel."

THE NATURE OF BULLYING

1. There are many aspects of bullying, but we consider bullying to be:
 - Deliberately hurtful (including aggression)
 - Repeated over a period of time
 - Difficult for victims to defend themselves against.
2. Bullying can take many forms, but the four main types are:
 - **Physical:** eg hitting, kicking, taking belongings
 - **Verbal:** eg name-calling, insulting, making offensive remarks
 - **Indirect:** eg spreading nasty stories about someone, exclusion from social
 - groups, being made the subject of malicious rumours
 - **ICT based:** eg text messaging, photography, video, e-mail & social networking.
3. Name-calling is the most common direct form. This may be because of individual characteristics or physical appearance, but children might be called unpleasant names because of their disabilities and/or special education needs, age, race, religion or belief, sex/sexual orientation, gender/gender reassignment.



PREVENTION

All children have the right to be educated in a happy, caring environment, free from fear. At Witton Middle School we aim to fulfil this right by actively preventing bullying - adopting a policy of **zero tolerance and quick response**. We do this by:

- **Ensuring** that all children have access to a broad balanced and differentiated curriculum. Within that curriculum there are specific areas that promote the child's awareness of bullying and offer opportunities for understanding to be developed. Children learn social skills and share in a curriculum that allows for co-operative learning, discussion and respect for different points of view. Our curriculum aims to recognise achievement and strengthen self-esteem.
- **Organising** the timetable so that children spend some of their time with their class teacher, who has a key pastoral responsibility. This promotes understanding of the whole child and fosters relationships in which the children are encouraged to share concerns and develop trust.
- **Supervising** children at all times both in and out of the classroom, including at the end of the school day and establishing rigorous monitoring routines to identify potential 'flash points'. (National Association for Pastoral Care in Education advises that 75% of bullying happens on the playground.)
- **CCTV** is installed in strategic areas of the school, including the playground.
- **Praising** non-aggressive behaviour, rewarding positive behaviour and achievement through certificates and merits as linked to our Behaviour Policy.
- **Sharing** concerns for others in PSHCE lessons, circle time and collective worship, highlighting care, courtesy and consideration towards others, leading to the development of an 'anti-bullying' culture.
- **Communicating** promptly with children, staff and parents/carers so that potential problems are realised and dealt with appropriately.
- Continuing with clear guidelines for managing the **behaviour of children during breaks and lunchtimes**, involving all staff, especially Lunchtime Supervisors, as well as pupils (as linked to the Behaviour Policy).
- Improving the **school grounds environment**, improving their environmental quality and extending their educational use.
- Having a clear, concise **Behaviour Policy** that is known to staff, parents/carers, children and governors, which clearly states: 'Acts of aggression are totally unacceptable'.
- Developing strategies for working with **bullies, victims and their families** when individual issues arise or potential problems are identified.

IDENTIFICATION

Bullying behaviour is identified promptly by:

- **Observing** children's behaviour in and out of the classroom;
- **Listening** to children, parents/carers and colleagues;
- **Knowing** our children, and being aware of the signs of bullying;
- **Understanding** what bullying means to children;
- **Talking** to children, parents/carers and staff;
- **Developing** an awareness of the different types of bullying, reasons and causes; please remember that Witton Middle School is an equal opportunities organisation and any behaviour based on prejudice will not be tolerated;
- **Encouraging** children to 'talk to someone' and not be passive victims.

DEALING WITH A PROBLEM

At Witton Middle School bullying behaviour is dealt with in a variety of ways, depending on the severity of the case:

1. Incident Reported/Witnessed

- Investigated by member of staff dealing with incident/incident report to Class Teacher
- Class Teacher and/or Year Team Leader follow-up and record on SIMS.net
- Letter sent home/note in planner (if serious)
- Counselling for victim by Class Teacher
- Punishment for bullying, depending on the severity of the case, could range from a lunch time 'Time Out' to isolation within school to exclusion.

2. Subsequent Incidents

- Letter sent to parents/carers of victims and bullies requesting meeting with Year Team Leader
- Intervention Strategy developed with consent of all parties
- Punishment for bully (loss of break times/privileges, as appropriate).

3. Further Incidents

- Letter sent to parents/carers of victims and bullies requesting meeting with Inclusion Manager/Headteacher
- Agreed intervention strategy revised and possible exclusion discussed
- Punishment for bully (extended loss of break times/privileges, exclusion from the playground, as appropriate)
- Refer to Governors' Behaviour Committee.

4. Continued Incidents

Exclusion procedures may be instigated by Headteacher.

RESPONSIBILITIES

At Witton Middle School we aim to develop a sense of responsibility by children for themselves and each other. The responsibility for preventing and dealing with bullying is the **collective responsibility of children, staff, governors and parents/carers.**

KEY PRIORITIES

Priorities within the policy will be:

- To advocate that an ethos of respecting people and not accepting bullying is adopted in all settings
- To recognise that a culture of emotional health and wellbeing will promote individual achievement and the positive development of communities
- To listen to children and their families to take seriously what they tell us about bullying
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- To ensure children are aware that bullying concerns will be dealt with sensitively and effectively
- To be aware of the vulnerability of specific individuals and groups

- That training is provided to raise awareness and promote a consistent approach to managing bullying.

ASSOCIATED POLICIES

Behaviour Policy
Race Equality and Diversity Policy Positive Handling Policy

This policy appears on the school website.

Prepared by:	SLT	Responsibility of:	SLT
Agreement Date:	18.5.2017	Review Date:	Spring 2019
This Policy was prepared giving due regard to the disabilities and/or special education needs, age, race, religion or belief, sex/sexual orientation, gender/gender reassignment, marriage and civil partnership, pregnancy and maternity of the children and staff at Witton Middle School and its community.			

VERSION CONTROL

Date	Version	Approved by	Title	Changes
Spring 2016	1	Full Governors	Anti-Bullying Policy	
18.05.2017	2	Full Governors	Anti-Bullying Policy	School responsibilities updated