



# **Willington Primary School**

## **Anti-Bullying Policy**

<b>Approved</b>	<b>December 2024</b>
<b>Review Date</b>	<b>December 2026</b>

## **1. Introduction**

Willington Primary School offers a happy, caring and inclusive environment where all children are valued. The development of maturity and self-esteem is central to our ethos as we believe that self-confident, valued and happy children learn best. For children to achieve their highest potential, they need to feel safe, secure and nurtured. Our school's anti-bullying motto is "Don't Suffer in Silence". Knowing that pupils have a voice and that it matters, is crucial to all that we do.

This policy outlines our school's views on bullying. It should also be considered alongside the WPS Behaviour Policy, Safeguarding policy, Online Safety policy and PSHE/ RSE curriculum policy.

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among children and bring these to the attention of staff, parents and children.

This document has been informed by:

- Durham County Council Anti-Bullying Policy and Guidelines.
- Keeping Children Safe in Education 2023
- The Disability Discrimination Act (2002)
- The Equality Act (2010)

## **2 Aims**

**2.1** Willington Primary School is a learning community where all children are encouraged to see themselves as learners and participate in their own learning, within and beyond the school.

**2.2** Our Behaviour Policy outlines in clear and straight forward terms our whole school approach to encourage all pupils to demonstrate positive emotional behaviour, conduct behaviour and learning behaviour whilst at school and in the wider community.

**2.3** Positive action is taken to prevent bullying within assemblies, PSHE and RSE lessons and through cross curricular learning opportunities.

**2.4** Pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

**2.5** If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

### **Scope**

This policy applies to all adults and children within school having an understanding of bullying.

This policy applies to all adults and children within school and all aspects of school life. Incidents of bullying online or out in the community during evenings, weekends or holidays will also be considered by school.

### **3 Definition**

**3.1** Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying may or may not be because of a protected characteristic.

Prejudice related incidents are one off incidents relating to a protected characteristic, which may or may not be directed at an individual. They may or may not be carried out with the intention to harm or cause offence.

**3.2** The main types of bullying are:

- Physical (hitting, kicking, theft)
- Emotional (being unfriendly, tormenting, excluding)
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact or abusive comments)
- Homophobic (focussing on sexuality)
- Verbal (name calling, sarcasm, spreading rumours)
- Cyber (e-mails, text messaging or misuse of technology)

Bullying (including prejudice-related bullying) can take many forms including; name-calling, threatening, humiliation, playing tricks and pranks, spitting, hitting, pushing and jostling, and 'accidentally' bumping into someone, damaging or taking belongings, malicious text messages, e-communications and photographs, leaving people out of groups or games or social occasions, and spreading hurtful and untrue rumours. Several of these behaviours plainly involve the use of words. Several, however, may be non-verbal, involving body language, gesture and facial expression. Non-verbal behaviours can be just as hurtful and intimidating as those which involve abusive language and must be recorded.

**3.3** Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

**3.4** All school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

### **4. Entitlement**

**4.1 Everyone at Willington Primary has the right to:**

- Work and play in a safe and secure environment, free from aggression and abuse.
- Express their attitudes and feelings constructively and have these respected by others.

- Have an uninterrupted education.
- Have personal property respected.

#### **4.2 Everyone at Willington Primary has the responsibility:**

- To behave acceptably in all situations.
- To accept the consequences of their actions.
- To understand their responsibilities in the learning process.
- To be polite and co-operative with everyone respecting their rights and feelings.  
To respect public property and other children's personal property.

#### **4.3 SEN/ Disability**

Willington Primary School is fully committed to complying with the 2014 SEN code of practice and the Equality Act (2010) including:

- Promoting equal opportunities
- Eliminating discrimination
- Celebration of difference
- Eliminating harassment related to SEND
- Promoting positive attitudes towards SEND children
- Encouraging SEND children pupils to participate fully in the life of school
- Raising awareness of disability

### **5 Expectations**

#### **5.1 Pupils who have been bullied are supported by:**

- The opportunity to discuss the experience with a member of staff of their choice  
Reassurance
- Support to restore self-esteem and confidence

#### **5.2 Pupils who are bullying will be helped by:**

- Discussing what happened
- Discovering why they became involved
- Establishing the wrong doing
- Informing parents or guardians to help change the attitude of the pupil
- Incidents will follow the responses to the 'Procedures for dealing with allegations of bullying' flow chart.

#### **5.3 Staff are expected to adhere to the following procedures:**

- If bullying is suspected or reported to an adult, the incident will be dealt with immediately or at an agreed time
- A clear account of the incident will be recorded with pupils or parents and a copy should be given to the head teacher

- Class teachers and parents will be informed
- Sanctions will be used as appropriate in consultation with all parties following the flow chart of procedures

#### **5.4 Parents are expected to:**

- Help their children behave properly
- Work co-operatively with teacher and child in assisting the child's learning and inbuilding positive attitudes towards learning and school instil in their children a respect for others, and others property, and to help develop a positive feeling about themselves.
- Talk in confidence to the child's teacher or the Headteacher

#### **5.5 Bullying will not be tolerated.**

### **6 Procedures for reporting and responding to bullying**

**6.1** See Appendix 1: Procedures for dealing with allegations of bullying for details and stages of responses.

### **7 Strategies for the prevention and reduction of bullying**

**7.1** Views from pupils, parents and staff will be sought termly to raise any concerns.

**7.2** Year 6 pupils are appointed as Play Leaders and will be trained to run playground games for younger pupils.

**7.3** School Council monitors playtime behaviour and raises awareness of playground rules, 'No Outsiders' and 'Don't Suffer in Silence'.

**8.4** Playgrounds are zoned with equipment.

**8.5** PSHE and RSE is taught and assessed across the curriculum to promote positive friendships.

### **8 Review**

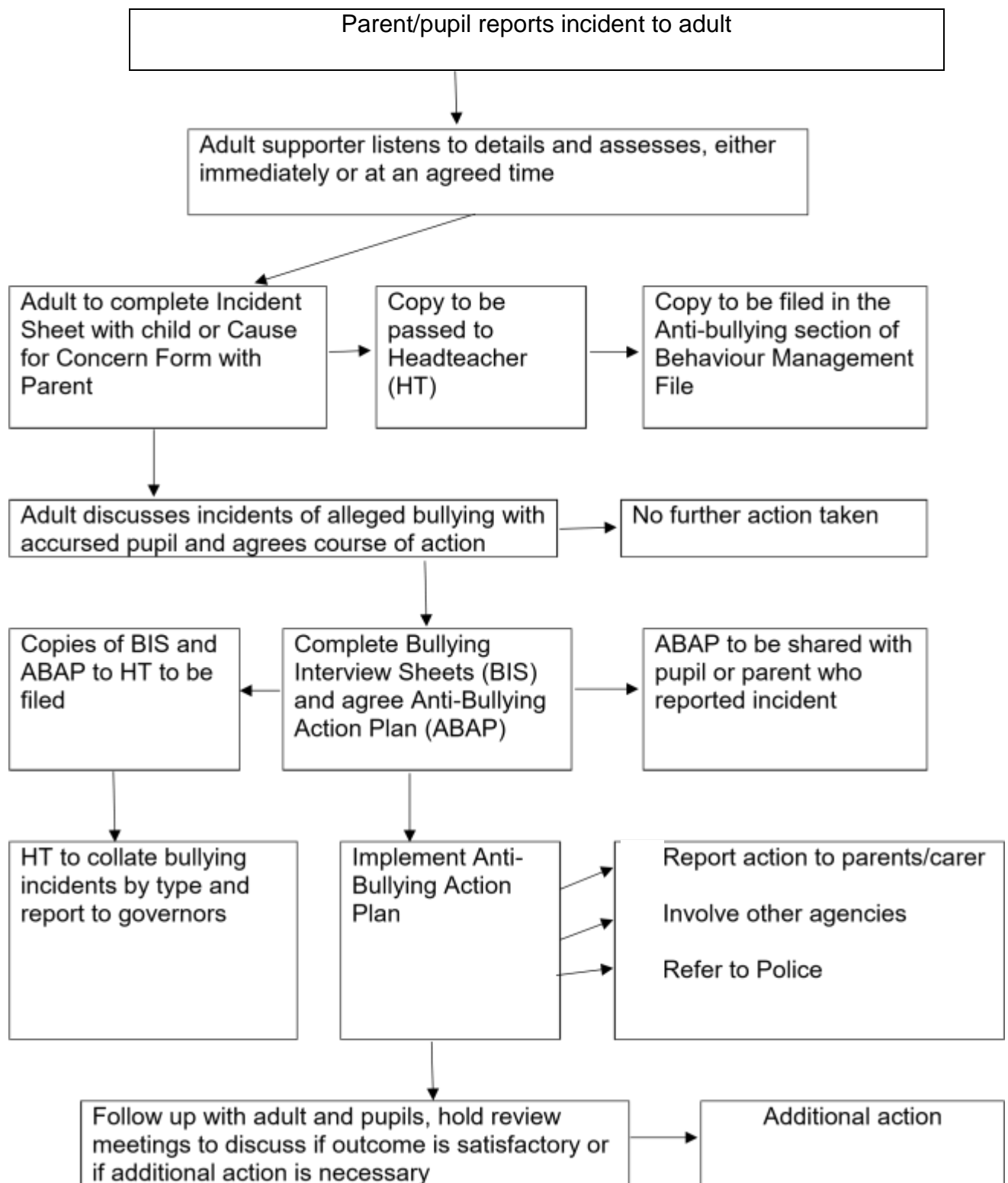
**8.1** The policy will be reviewed annually by the interest group before being passed onto the Governors

**8.2** Incidents of bullying and the frequency will also be included in the review.

**8.3** The annual stake holders surveys will continue to be used to provide data to monitor the effectiveness of this policy.

## Appendix 1

### Procedures for dealing with allegations of bullying



## Appendix 2

### Cause for Concern Form

<b>Child's Name:</b>	<b>Teacher's Name:</b>
<b>Date:</b>	<b>Time:</b>
<b>Nature of Concern:</b>	
<b>Suggested Action:</b>	
<b>Signed: .....</b> <b>Teacher</b>	<b>Signed: .....</b> <b>Parent</b>
<b>Review Date:</b>	

# Appendix 3

## Incident Sheet

Date: .....

<b>This is what has happened:</b>	<b>This is how I feel about what happened:</b>
	<b>It happened because:</b>
<b>In the future I will:</b>	

Signed: .....

## Appendix 4

### Bullying Interview Sheet

**Date:**

**Name of person completing the sheet:**

**Name of pupil involved:**

**Names of any witnesses:**

#### Details of incidents

Who else was involved? Were they other bystanders? How long has the situation been going on? How do you feel about the situation? What action do you feel is appropriate? Who else needs to know?

**Signed:** ..... **Date:** .....

## Appendix 5

### Anti-Bullying Action Plan

Date: .....

Name of person completing the plan: .....

Name of pupil(s) involved:

.....

.....

**Action Agreed:**

**Matter referred to:**

**Review date:**

## Appendix 6

### Alleged Bullying and/or Prejudice-Related Incident Investigation Form (BPRI-1)

<i>Name of reporter:</i>									
<i>Type of reporter:</i>		<input type="checkbox"/>	<i>Pupil</i>	<input type="checkbox"/>	<i>Staff</i>	<input type="checkbox"/>	<i>Parent</i>	<input type="checkbox"/>	<i>Visitor</i>
<i>Date, time &amp; location of alleged incident:</i>									
<i>Alleged incident relates to the following protected characteristic(s):</i>									
<input type="checkbox"/>	Age				<input type="checkbox"/>	Pregnancy/Maternity			
<input type="checkbox"/>	Disability or SEN				<input type="checkbox"/>	Race			
<input type="checkbox"/>	Gender				<input type="checkbox"/>	Religion or Belief			
<input type="checkbox"/>	Gender Identity				<input type="checkbox"/>	Sexual Orientation			
<input type="checkbox"/>	Marriage/Civil Partnership				<input type="checkbox"/>	All other reasons .....			
<i>Nature of alleged incident:</i>									
<input type="checkbox"/>	Name calling/verbal abuse				<input type="checkbox"/>	Written/Graffiti			
<input type="checkbox"/>	Physical aggression				<input type="checkbox"/>	Spreading rumours			
<input type="checkbox"/>	Joke or Ridicule				<input type="checkbox"/>	Intimidation/threat			
<input type="checkbox"/>	Damaging/taking possessions				<input type="checkbox"/>	Refusal to cooperate			
<input type="checkbox"/>	Deliberate exclusion				<input type="checkbox"/>	Extortion			
<input type="checkbox"/>	Cyber-bullying				<input type="checkbox"/>	Other.....			
<i>Details of people involved:</i>									
	Full Name	Gender	Year group/ staff/parent/ adult	Ethnic Origin Code	SEN or Disability	Role*	Other Relevant Information (i.e. disclosed sexual orientation, faith group, refugee)		
1									
2									
3									
4									
5									
<ul style="list-style-type: none"> <li>V = Victim P = Perpetrator A = Associate W = Witness D = Defender</li> </ul>									
<i>Brief description of alleged incident:</i>									
<i>Action Checklist: (tick as appropriate)</i>									
<input type="checkbox"/>	Discussions had with all involved?					<input type="checkbox"/>	Repeat victim?		
<input type="checkbox"/>	Parents/carers of alleged victim notified?					<input type="checkbox"/>	Repeat perpetrator?		
<input type="checkbox"/>	Parents/carers of alleged perpetrator notified?					<input type="checkbox"/>	Referral to other agencies?		
<i>Form completed by: (name and role)</i>							<i>Date completed:</i>		
<p>This form is an example produced by Equalities Education Team within Durham County Council. Schools can personalise this form to meet their own needs. After completing this form schools should formulate their own records system in order to look for patterns and trends in incidents. This form does not need to be returned to the local authority. However, the local authority can be contacted for advice and support around incidents on Equalities Education 03000 267 800 or <a href="mailto:EqualitiesEducation@durham.gov.uk">EqualitiesEducation@durham.gov.uk</a>.</p>									