



# William Stockton Primary School Anti-Bullying Policy

## **A definition of bullying, including racist, sexist and homophobic bullying**

An incident constitutes bullying when *each* of the following criteria are evident: It is **intentional**, there is an **imbalance** of power (physical or psychological), and it is **repeated**.

It is deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The four main types of bullying are:

- physical (e.g. hitting, kicking, theft)
- verbal (e.g. name calling, racist remarks)
- indirect (e.g. spreading rumours)
- cyber (eg social networks such as Facebook and Twitter, text messages)

(We need to be clear the incident is 'bullying', rather than other forms of aggression)

## **Aims and objectives**

- Staff are always vigilant and responsive to bullying
- No pupils should report being bullied or that they bully others
- Pupils say they would not join in bullying someone else
- Pupils would tell a member of staff if they felt they were being bullied

## **Procedures to follow — who to tell, how to record bullying, sanctions**

Keep accurate records of incidents — and the school's response — to help with proceedings and protect the school from legal action.

Pupils spoken to and parents informed by letter of procedures carried out and given the opportunity to discuss this further if they have any concerns.

It is essential to follow up after an incident to check that the bullying has not started again. Do this within two weeks, and again within the following half term. Immediately after intervention, the bullying is likely to stop. However, research shows bullying can be very persistent and may recur. If pupils expect follow-up, they are unlikely to start bullying again.

### **Intervention techniques, curriculum support, training, procedures**

We aim to use many opportunities to promote the message that bullying will not be tolerated at William Stockton, including during assemblies and collective worship. Tutorials, projects, role-plays or stories can indicate what pupils can do to prevent bullying, while literature, historical events or current affairs might be chosen to reinforce the anti-bullying approach. (Anti-bullying week, Friendship Day, Show Racism the Red Card).

All the children are clearly told who to go to if they have a problem, we have employed Teaching Assistants and a Learning Mentor – all work with a team of two Midday Assistants at lunch times when most incidents occur. Playtimes always have more than one member of staff attendance. Children may ask to speak with the Learning Mentor or class teacher if they are concerned. Classes have regular Circle Times when they can talk about problems if children prefer that avenue.

### **Monitoring and Evaluation**

Sometimes all indicators are positive, sometimes results are mixed. Awareness-raising increases pupils' understanding of bullying, and makes them more likely to report incidents. There may even be a temporary increase in reporting. In primary schools, bullying is usually reduced within the first year of implementation. In the long term, change should be positive if we continue to work through the process. Our Learning Mentor keeps records of incidents and regularly monitors incidents and evaluates our procedures.

### **Equal Opportunities**

At William Stockton we are committed to ensuring equality of education and opportunity for disabled pupils, staff, and all those receiving services from the school regardless of gender, race, and disability.

This policy will be reviewed by The Governing Body annually.