



Walton Hall Community Special School ANTI-BULLYING POLICY

Our Approach to Bullying

Bullying both verbal and physical will not be tolerated in this school. It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the school community.

Bullying can take place between pupils, between pupils and staff or between staff. It can involve individuals or groups and be face to face, indirect or use a range of cyber-bullying methods.

There are potential vulnerabilities in particular groups of children, for example; pupils with special needs, looked after children, children from minority ethnic backgrounds, children with disabilities and traveller children.

In our school children have a right to feel welcome, safe and happy. In our school we will not tolerate any unkind actions or remarks even if these were not intended to hurt.

Bullying is deliberately hurtful behaviour that is repeated often over a period of time, making it difficult for the person concerned to defend themselves.

Bullying can take many forms. The 4 main types are:-

Physical – for instance, hitting, kicking, taking belongings

Verbal – for instance, name calling, insulting or racist remarks

Indirect – for instance, spreading unpleasant stories about someone, excluding someone from social groups

Cyber – for instance, using technology to facilitate bullying e.g. text messages, e-mail and social networking websites

Although resolving conflict by resorting to fighting is not acceptable, it is not bullying if two pupils of similar power and strength fight or quarrel.

Aims

- we aim to prevent bullying at Walton Hall School
- we aim to raise pupils' awareness of bullying behaviour and the school's anti-bullying policy and the anti-bullying pledge
- we aim to reduce bullying by including proactive programmes within the curriculum
- we aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school
- we aim to improve the play facilities so that we provide an interesting and stimulating environment for pupils alongside quiet seating areas that can be easily supervised

Individuals can be targeted by bullied for a number of reasons, including:

- race/sex/background
- new child in school
- child with family crisis
- timid children who may be on the edge or outside a group

Bullies make life miserable for many children.

DfEE Definition of Bullying

- it is deliberately hurtful behaviour
- it is repeated often over a period time
- it is difficult for those who are being bullied to defend themselves

Individuals may choose to bully others because:

- they are/have been a victim of violence
- they are bullied at home
- they enjoy power/creating fear
- they have difficulties in expressing their feelings
- they are coping with behaviour they have seen at home, in school, in the community or on TV. They may also be feeling 'peer pressure'
- they are unhappy
- they are insecure
- they have low self esteem

Bullying occurs in children from all backgrounds, cultures, races, sexes and ages.

General Statements

- some victims are also bullies
- some victims are treated as culprits
- those who witness bullying and do not act are condoning bullying and becoming part of bullying

Early Signs of Distress

- withdrawal
- deterioration of work
- spurious illness
- isolation
- desire to remain with adults
- erratic attendance
- general unhappiness/anxiety/fear
- late arrivals
- bed wetting

- crying themselves to sleep
- unexplained cuts, scratches, bruises
- unexplained missing possessions

Framework For Anti-Bullying Campaign

Prevention is better than cure so at Walton Hall School we will:

- be vigilant for signs of bullying
- always take reports of bullying seriously and investigate them thoroughly.

Children are encouraged to report all incidents of bullying to an adult. These will then be referred to the class teacher.

Each Class will use the curriculum to:

1. increase children's awareness of different types of bullying.
2. to help them to develop strategies to combat all types of bullying.
3. to ensure that all pupils know how to report bullying; know how to get help and be confident that the response to bullying is effective.
4. to be encouraged to develop positive values and attitudes such as tolerance, kindness and respect.
5. to use discussion and role play to explore issues related to bullying and to give individual children confidence to deal with bullying.
6. to use proactive systems and procedures which promote an inclusive, supportive ethos and positive relationships whereby differences are acknowledged and celebrated.

If the incident is not too serious, a 'problem solving' approach may help. The adult tries to remain neutral and deliberately avoids direct, closed questions which might be perceived as accusatory or interrogational in style. He or she makes sure each pupil has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring. The teacher can aim to help the pupils find their own solution to the personal disagreement, and also discuss with them how their proposals will be put into action. A follow-up meeting with the pupils can find out whether their solution has been effective or not.

Responding to incidents must be done in a way that is sensitive to the needs of the victim.

A record must be kept of the incident – date – time – place – names of children involved and their accounts of what happened. Older pupils may be able to write these themselves.

Serious incidents must be reported to the headteacher or a member of the senior management team via an incident form. This information will be recorded on SIMS.

Persistent bullies will be referred to pupil support for an anti-bullying course designed to develop their understanding of the consequences of their actions on the victim. They may also have a fixed term exclusion imposed and, in very serious cases, this may lead to a permanent exclusion.

Any disciplinary procedures applied must be used fairly and consistently and take into account the level and type of Special Educational Need (SEN).

SIMS data is used to evaluate the effectiveness of the anti bullying work done across the school. This data is shared with the whole school community. Improvements should be highlighted and celebrated.

Break-time duty staff should always:

- ensure pupils are supervised at playtimes and lunchtimes.
- patrol secluded areas such as toilets, corridors, playsheds and doorways.
- observe pupils' play patterns and relationships – note children who appear isolated or unhappy and inform the class teacher.
- investigate every allegation of bullying.
- encourage children to use the play equipment and quiet areas around the school.
- use playground pals as 'buddies' or peer mentors
- developing the Listening Ear – a Listening Service for children

We encourage proactive school systems and procedures which promote an inclusive, supportive ethos and positive relationships, within which differences are acknowledged and accepted. These are:

- show assemblies
- team building
- creative and performing arts
- choir
- drama workshops 'drop down' days
- sports day
- charity events
- differentiated curriculum
- residential opportunities
- activity weeks

To ensure that the school community is kept aware of and understand the policy and their responsibilities for it, time will be allocated at staff meetings for discussion when required – for example at review times or when the policy is changed.

Parents

Parents of both victim and bully will be informed and staff will undertake to give feedback to parents on the steps taken.

Involvement of parents at an early stage is essential.

If things have not gone well, the problems will be further analysed with the possibility of outside agency involvement. Parents are kept informed at all stages.

Parents should be made aware the complaints procedure.

This policy is part of the School Behaviour Policy.

The policy has been developed by a working party of staff and can be viewed on the school website.

WHS works in partnership with *County services such as police, health service, families first andl organisations e.g. CACH (Chase Against Crimes of Hate)- www.cachpartnership.org.uk to reduce bullying and promote safer communities.*

The student council will have opportunities to review the policy at an appropriate level so that they are able to make their own contribution if required.

Changes can be made as required but will need ratification by the governing body following a consultation period.

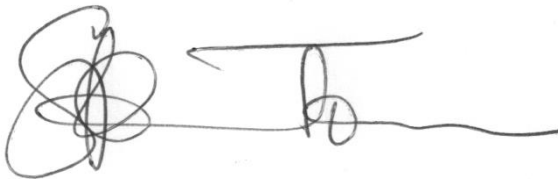
The policy reflects the Children's Act 1989; The Inspection Act 2006 and The Equality Act 2010.

This policy will be reviewed every two years as a minimum.

The whole school community is jointly responsible for ensuring that the policy is implemented on a day to day basis.

Evaluation, review and the development of policy and procedures is the responsibility of SMT and the Behaviour Manager.

UPDATED OCTOBER 2013

A handwritten signature in black ink, consisting of a large, stylized initial 'S' followed by a horizontal line and a smaller, less distinct signature.

RATIFIED BY IEB: DATE 22.10.2013