



Rationale:

At the Winchcombe school supporting children to feel safe in school is an important part of being able to **'Improve as One'**.

Persistent bullying can make children and adults feel unsafe which can severely inhibit mental health and emotional wellbeing as well as the ability to teach/learn.

Our school values of respect, kindness, courage and curiosity are embedded into every aspect of school life and we foster an open culture where every child is valued and has a voice. This gives children the confidence to speak up and speak out.

The Winchcombe School has a no tolerance approach to any form of bullying.

The school has policies and procedures in place to deal with difficult and dangerous behaviours, which are clear to parents, pupils and staff in our Behaviour Policy so that, when incidents do occur, they are dealt with quickly to ensure children continue to feel safe.

This policy is a guide to all stakeholders, including staff, governors and parents. It outlines our approach to identifying and addressing bullying behaviour in school. This policy should be read in conjunction with our Behaviour policy, Parent Handbook, Child Protection policy, Inclusion policy and Keeping Children Safe in Education guidance.

Aims:

To develop a school ethos in which bullying is regarded as unacceptable.

To produce a safe and secure environment where all can teach and learn.

To develop the understanding that bullying can happen here and challenge the rules of optimism, in keeping with best safeguarding practice.

To produce a consistent school response to any bullying incidents that may occur.

To make all those connected with the school aware of our opposition to bullying, and make clear each person's responsibilities with regard to the prevention of bullying in our school.

Definition:

There is no legal definition of bullying but it can be categorised as behaviour that is perpetrated by an individual or group; repeated over time; intentionally hurts and targets another individual or group either physically or emotionally and involves an imbalance of power E.g intellectual, physical, psychological, emotional.

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups. Examples of these are: grounds of race, religion, gender, sexual orientation, special educational needs, age, appearance or disabilities, or because a child is adopted, in care or has caring responsibilities. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online (see Appendices for further details).

Children's behaviour can sometimes be disrespectful. These behaviours will not necessarily be categorised as bullying when using the definition above.

For further detail on how these incidents are dealt with, please refer to the Behaviour Policy.



Anti-Bullying Strategy:

Through our wellbeing/PSHE curriculum, we teach about the value of relationships and the importance of speaking out as part of an anti-bullying ethos. This is embedded in daily school life and our inclusive curriculum as well-being reiterated through the consistent language of our school values and protective behaviours. If an incident is reported, we follow these steps:

1. The Class Teacher is informed.
2. It is investigated by a member of staff.
3. It is recorded on CPOMS (our electronic database for recording all incidents)
4. If bullying is identified, SLT is informed.
5. The pupils are actively involved in discussions as appropriate to the situation.
6. Support/consequences put into place as per our behaviour policy. Mediation through the teacher and a programme of social skills may be appropriate for all pupils involved.
7. Parents of both parties will be informed.
8. The pupils are monitored for future incidents.
9. If there is a repeated pattern of bullying behaviour, parents are requested to discuss next steps with the Class Teacher and a member of SLT, where appropriate.
10. External support agencies may be contacted, where appropriate.

We are committed to providing a caring, friendly and safe environment for all of our pupils so that they feel secure and ready to learn. Bullying of any kind is unacceptable and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. As well as a listening school, we also empower children to speak out against bullying. This means that anyone who knows that bullying is happening is expected to tell the staff.

The Role of Governors: The Governing Body supports the Head Teacher in all attempts to prevent bullying in our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly.

The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

If parents are dissatisfied with the school's handling and management of reported bullying then parents are invited to complain through the standard procedures (see complaints procedure for guidance).



The Role of the Head Teacher and the SLT

It is the responsibility of the Head Teacher and the rest of the SLT to implement the school anti-bullying strategy and to ensure that all the team (both teaching and non-teaching) are aware of the school policy and know how to manage incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Head Teacher ensures that all children know what bullying is and is not, that bullying is wrong, and that it is unacceptable behaviour in this school.

The Head Teacher draws the attention of children to this fact at suitable moments. For example, the Head Teacher may decide to use assembly as a forum to discuss aspects of bullying.

The Head Teacher ensures that all staff receive sufficient training to be equipped to manage with all incidents of bullying.

The Head Teacher and senior leaders set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of Other Staff Members:

Teachers and members of staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep records of all incidents that happen in class.

If teachers and members of staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with a member of the SLT, the teacher informs the child's parents.

All incidents are logged following our behaviour management strategy. Incidents of bullying are shared with the SLT. These are monitored for patterns of behaviour. The Head Teacher reports incidents of bullying termly to governors.

Teachers annually attend training, which enables them to be equipped to deal with incidents of bullying and behaviour management with updates throughout the year.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The Role of Parents:

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's Class Teacher.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Parents should actively encourage and support their child to communicate their concerns to a trusted adult in school.

Working with parents and carers at The Winchcombe School, we aim to work with parents/carers to support children who are involved in bullying. Bullying and perceived incidents of bullying can understandably involve emotional conversations for children and parents. Whilst there may be incidences where our perceptions of an event may differ, we will always listen to concerns and



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support families to try to identify what has occurred and how we can work together to decide next steps in line with our procedures.

We will not tolerate any forms of aggression or abuse towards any member of our school community.

Confidentiality: We will always address bullying issues with the individual child and their parents/carers. These discussions will always be kept confidential and we will never discuss your child with any other parent/carer unless we have sought explicit permission. This in turn means that we will not discuss other parents' children with you.