



Wimboldsley Primary School

'United in Achieving Excellence'

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 three main types of bullying are:

- physical (e.g. hitting, kicking, theft)
- verbal (e.g. name calling, racist remarks)
- indirect (e.g. spreading rumours, excluding somebody from social groups)

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

Aims and objectives

- Staff are more vigilant and responsive to bullying
- Fewer pupils report being bullied or that they bully others
- More pupils say they would not join in bullying someone else
- More pupils would tell a member of staff if 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. This recorded on the schools CPOMS system that sends incidents straight to the Senior Leaders in the school. Racist and Homophobic incidents are also logged in separate books.

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 Wimboldsley Primary School, including during assemblies and collective worship.

The school has recently implemented a set of 'value assemblies' that highlights a particular value that is shared whole school and then followed up in classrooms for the month. This covers values such as tolerance, empathy and pride

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, Fairtrade fortnight and Martin Luther King Day).

All the children are clearly told who to go to if they have a problem, we have employed Teaching Assistants all who work with a team of Midday Assistants at lunch times when most incidents occur. Playtimes always have at least two teaching staff in attendance. Classes have weekly 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 CPOMS system keeps records of incidents and regularly monitors incidents and evaluates our procedures, keeping all parties involved up to date, particularly parents.

Equal Opportunities

At Wimboldsley Primary School 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, disability and the equality of pupils who are gay. (LBGT)

Policy Reviewed September 2017

Policy to be reviewed and updated annually