



WIMBLEDON PARK PRIMARY SCHOOL

ANTI BULLYING STATEMENT

Approved: Chair of Governors

Headteacher

Date: 27th Mar 2018

Next revision: Mar 2010

Rationale

Everyone at Wimbledon Park Primary School has the right to feel welcome, secure and happy. Bullying of any sort prevents members of the school community from achieving their maximum potential and prevents equality of opportunity. Wimbledon Park Primary School promotes values which reject bullying behaviour and promote co-operative behaviour. Tackling bullying matters and it is everyone's responsibility to eradicate bullying.

Where bullying exists, the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school. We also aim to help children who bully others to understand that this is not acceptable and to seek out and challenge any underlying problems causing the behaviour. This document outlines how we make this possible at WPPS.

This policy links with our policies on School Improvement, Equality and Diversity, Teaching and Learning, Behaviour and Safeguarding

What is bullying?

Many children will experience conflict in their relationships with other children and as a school we are committed to developing the skills in children to manage their relationships in a peaceful way that does not harm others. The school works hard to ensure that all children know the difference between bullying and simply "falling out".

We have a shared definition of bullying to ensure a common understanding and which distinguishes bullying from other relational conflict:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"



Types of bullying behaviour

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, children looked after, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls; and misuse of associated technology e.g. photos and videos.

- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments; derogatory language or other bullying because of perceived sexuality
- Transphobic – because of perceived gender identity

Why is it important to respond to bullying?

Bullying is unacceptable and we will respond promptly and effectively to reported incidents of bullying. In our school community:

- everybody has the right to be treated with respect.
- everybody has the right to feel happy and safe.
- no-one deserves to be a target of bullying.
- pupils who bully need to learn different ways of behaving.

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement and can lead to mental health concerns such as anxiety and depression.

Preventing Bullying

Prevention is better than cure so we will be vigilant for signs of bullying and always take reports of incidents seriously. Within the curriculum, we will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate bullying behaviour. We also take part annually in national anti-bullying week to raise awareness and train pupils and staff.

In our school we do this by:

- Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Encouraging children to use social media and technology responsibly and carefully through PSHE and Computing lessons.
- Building a positive ethos based on respecting all types of difference in our school.
- Creating a safe and happy environment with positive relationships.
- Having a positive behaviour policy, consistently implemented.
- Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, social and emotional learning programmes, circle time, restorative approaches, peer mediation and playground playmakers.
- Training and supervising year 5 and 6 children as peer mediators in the Children that Care (CTC) provision
- Focused work with individual and groups of pupils where required to support understanding and development of social skills e.g. Lego therapy, Zippy's friends, circle of friends and social skills groups.
- Ensuring midday staff are trained and we have a range of activities at lunchtime to promote positive play.

Reporting bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Children are taught to report any incidence of bullying to an adult within school, and that when another child tells them that they are being bullied or if they see bullying taking place it is their

responsibility to report this to a member of staff. We teach children in our school to understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils can report bullying in a number of ways. These include:

- Trusted adult or agreed named adult for our more vulnerable pupils
- Class teacher/TA
- Anonymously through “Worry boxes”
- The year 6 leaders who have a role in the CTC (Children That Care) are trained to report any concerns to their link teacher.
- Reminding children that they should report all incidences of bullying online as they would face to face incidents.

Parents are also encouraged to report concerns and bullying to the class teacher/member of leadership team.

Responding to Bullying

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of bullying incidents on the serious incident form (see Appendix 1) as well as in the behaviour management module of SIMs.

The class teacher completes these and passes them to a member of the senior leadership team (typically the phase leader Assistant Head in the first instance) to investigate further. The investigating adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on establishing facts, finding a solution to the problem and stopping the bullying recurring.

- Think about any safeguarding concern and report concerns to DSL if appropriate.
- Provide assurances to child that concerns have been listened to and action will be taken
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop
- Work with the target of the bullying to find solutions. Identify the most effective way of preventing re-occurrence and any consequences.
- Restorative approaches can be applied if target agrees.
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g PSHE, training etc.



We monitor all serious behaviour and bullying incidents to determine any patterns or trends that may require further action. All bullying incidents are reported to the Local Authority on a termly basis. On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school through pupil questionnaires (annually) and classroom discussions (e.g. during anti bullying week).

The parents of pupils who bully and their victims will be informed of bullying incidents, any actions taken, and will be asked to support any strategies proposed to tackle the problem. The school will remind parents and children that repeated bullying incidents may result in exclusion from school

Where necessary we have and will call on outside resources such as the Merton Virtual Behaviour Service, Jigsaw4U and the Polka Theatre to support our action. This statement is seen as an integral part of our Behaviour Policy.

Approved by the Full Governing Board
at its meeting on 28th March 2017

Chair of Governors

Date of next review: March 2020

APPENDIX 1

WIMBLEDON PARK PRIMARY SCHOOL

Serious Incident Report Form

Section A: Member of staff to complete

Nature of Incident	Bullying/Serious Behaviour (Delete as appropriate)	
Type of Bullying/ Serious behaviour (tick all that apply)	Appearance Class/Socio-economic Home circumstance (e.g. caring role) Ethnicity/Race Religion/Belief Gender Gender identity - transphobic Sexual orientation – homophobic or biphobic Sexualised SEND	Physical Property Verbal Emotional/Psychological Online Other:
Names of Pupil and year group	Person responsible:	Target:
Date		
Details of incident Include details of witnesses and other relevant supporting information (e.g. screen shot) Incidents need to be classified as one of the identified categories. We have a duty to report all bullying incidents to Merton. We need to keep accurate records on all incidents of bullying in school. Serious incidents also include one-off incidents where children behave in a way that causes significant harm or upset to another; or behave in a dangerous or reckless way. Incidents should be factually and objectively recorded.		

Section B: Senior Leader to complete

Incident reported to (Racist and Homophobic incidents to be reported to Merton termly) Report every incident to a member of the Senior Leadership Team who will save the file centrally. The Deputy Head has the responsibility to report relevant incidents to Merton each term.
Action taken Record the agreed outcome including consequences/sanctions, how parents were notified and their responses.