



**Unsworth**  
Primary School

Together we build understanding

# Anti-Bullying Policy

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Part of the

**Oak**   
Learning Partnership

**We do not tolerate bullying of any kind at Unsworth Primary School.  
Any incident of apparent bullying is investigated.**

DfE guidance defines bullying as “actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct or indirect.”

At Unsworth Primary School we are committed to working with staff, pupils, parents and carers to create and maintain a school community where all forms of bullying will not be tolerated, including when bullying is motivated by prejudice or negative attitudes towards a person’s race, religion, nationality, ethnicity, disability, gender, gender identity and sexual orientation (LGBT).

The school’s anti-bullying policy has been developed with due regard for our duties and obligations under existing legislation for the safeguarding and wellbeing of all our pupils and we will take all steps to ensure their safety.

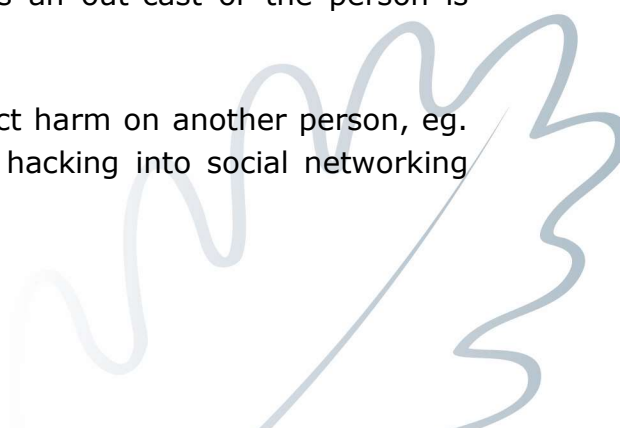
**Definition: What Is Bullying?**

There are many definitions of bullying. Most have three things in common:

1. it consists of deliberately hurtful behaviour;
2. it occurs repeatedly over a period of time,
3. it is difficult for those being bullied to defend themselves due to an imbalance of power between individuals or a group and an individual.

Bullying can occur in many ways:

- physical – where the person being bullied is hit, kicked or when belongings are taken or damaged;
- verbal – which consists of name-calling, insulting, or general taunting, racist or sexist remarks;
- indirect – when malicious rumours or stories are spread
- social alienation – when someone is treated as an out-cast or the person is excluded from the social group.
- cyberbullying – when technology is used to inflict harm on another person, eg. posting photos online, sending text messages, hacking into social networking sites



- intimidation – using threats to frighten someone

### **How can bullying be identified?**

By its nature bullying tends to take place out of sight and earshot of teaching and other school staff.

Perhaps the most important element in identifying bullying is the creation of a positive school culture in which bullying is not tolerated and any reporting of bullying is seen as a positive and valued act by pupils.

However, there are possible signs of bullying that we require all school staff to be aware of and to which they should respond with enquiry. Some key signs may include:

- a reluctance to come to school/ erratic attendance;
- a marked deterioration in a pupil's performance;
- a reluctance to go out to play;
- a reluctance to leave school at the normal time or walk home with other pupils;
- unlikely excuses for possessions damaged or destroyed;
- pupils who 'lose' items;
- pupils who appear isolated in the playground, during games etc.;
- pupils who display withdrawn, unforthcoming behaviour;
- pupils who feign illness or seek attention more than usual.

### **Preventing and responding to bullying incidents**

The school encourages a pro-active stance from all staff and provides a common definition of what bullying is. We have clear strategies in place for staff to use when supporting children who have been bullied, or are bullying others.

The school aims to build a feeling of confidence in children and parents so that they know that all reports or suspicions of bullying will be investigated. The person being bullied might not report incidents so the school needs to create a climate of trust where others feel comfortable to 'tell'. The school aims to equip children with the skills, attitudes and values that will prepare them for adult life. Children who exhibit bullying behaviour may carry it into adult life.

## Prevention of bullying

In order to avoid bullying the school aims to establish a positive approach to behaviour. Strategies may include:

- Setting rules, goals/targets
- Raising self esteem
- Helping children to recognise triggers and to avoid them
- Helping children to admit and acknowledge responsibility and to apologise
- Teaching social skills e.g. in class, in the playground, in the dinner hall
- Planned activities e.g. team building, circle time, assemblies, SCARF/PATHs lessons
- Concentrating on behaviour rather than the child. (e.g. not labelling children as 'naughty' or 'a bully' or 'scape-goat')
- Encouraging the feeling of 'belonging' to a community and use peer group pressure to actively discourage bullying
- Celebrating all achievements
- Careful consideration of how adults in school talk to children
- Keeping up to date through professional training
- Work with parents, if necessary, to develop their understanding of bullying

The school works hard to ensure that all pupils know the difference between bullying and "falling out". All staff supported by the Parent Support Advisor work with children who may encounter difficulties linked to friendships. This involves talking to children, running friendship groups and supporting peer mediation.

## Recording and reporting bullying

Bullying may be reported by a child, a parent or carer, or a member of staff. In some cases a child may admit to a member of staff that they have bullied another child. All reported incidents of bullying must be investigated and taken seriously by staff members. The following action should result:

- Discussion takes place in a quiet, safe place without distraction, as soon as possible. It is preferable that the teacher who receives the initial report is the one who pursues it in the first instance.
- No pre-judgement should be made. It is important to listen. The teacher should be as objective as possible to ensure fairness.
- Establish the whole story, including, other children who may have been involved. To ensure accuracy, brief notes should be taken at the time using the language/words used by the child verbatim.
- Talk to all pupils who are involved, including any bystanders or colluders who joined in but did not initiate any bullying.
- Avoid allocation of blame but discuss responsibility and actions needed.
- Tell victim what is happening throughout the process.
- Establish the long-term needs of all the children involved in an incident and put in place positive strategies. The Leadership Team may become involved and will support victims of bullying and those who take part in bullying.
- Inform parents of all children involved of actions taken and ask for support. Offer further information for dealing with bullying.
- Seek professional advice (if appropriate).
- Complete an electronic incident form within our CPOMs system (Child Protection Online Monitoring System) and monitor the situation to ensure successful outcome for all those involved. This will be the responsibility of the staff member reporting the incident and all staff should ensure when the incident is recorded the Head teacher and Assistant Head teachers are notified.

The Head teacher and other appropriate members of staff will monitor the situation closely afterwards. Records of bullying are kept during the child's stay at the school on the schools bullying register.

The school will act firmly and promptly where bullying is identified. The range of sanctions may include; discussions with parents and pupils, referral to senior staff, withdrawal of favoured activities, or exclusion.

In extreme cases the Head Teacher may consider exclusion from school as a sanction. The Head teacher may contact external services, for example the SEMH Partnership or Virtual School.

If the bullying includes racist abuse the Head teacher must be informed and the incident will be recorded.

The Governors and Trustees will receive regular updates from the Head teacher through the Head teacher's report to governors/trustees once a term. The Chair of governors and CEO of Oak Learning Partnership will be informed of any serious incidents of bullying.

### **Involving Parents**

Parents need clear information about the school's anti-bullying policy and procedures and how incidents will be dealt with. A copy of this policy, and the Behaviour Management Policy, may be sent to those involved so that no confusion occurs as to the process.

Parents have a crucial role to play by discouraging their children from using bullying type behaviour and also by being vigilant for the signs of bullying.

Parents should inform the school whenever they have concerns about their child's well-being and should contact the Class Teacher, in the first instance, then the Head Teacher if their concerns are ongoing.

Following an incident of bullying parents and staff should agree a timetable so that adequate time is given to the school to investigate and deal with any problems effectively and so that parents know by when they can expect a response. It is so important that the facts are established first, allowing a considered judgement to be made.

Parents of the alleged bully/bullies need to be involved in positive ways to help resolve the problems. Parents, of either the bully, or the victim, will also be reassured that if they continue to have concerns, or if the problems re-occur, then they can return to the school and discuss their concerns with staff.

### **Monitoring and review**

The anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's bullying incident log where incidents are recorded and by discussion with the Head teacher. Governors analyse information for patterns of pupils, places or groups. They look for racist bullying or bullying directed at children with disabilities or special educational needs. The information reviewed by governors does not include children's names.

This policy will be reviewed annually.

