



WESTFIELD PRIMARY SCHOOL AND NURSERY

POSITIVE RELATIONSHIPS (including ANTI-BULLYING) POLICY

Date ratified: 6 March 2017

Ratified by: CURRICULUM, STAFF AND PUPILS COMMITTEE

Date to be reviewed: March 2020

At Westfield Primary School we aim for children to be happy, considerate, kind, helpful and learn to manage their feelings and make right choices with their behaviour.

We take great pride in our friendly atmosphere and our school values which all members of the school (both staff and pupils) show towards each other. This considerate behaviour is encouraged at all times. We celebrate the fact that everyone in our community may be different and have different points of view, not that they are better or worse than anyone else.

The school must be a safe, friendly and secure place to each individual, and this cannot be so for any individual who is in any way bullied.

Of course, children do have problems in their relationships and some pupils may be involved in hurtful behaviour (which is not necessarily bullying) from time to time, so it is important that all members of our school community know how to help, and what is expected of them, in these situations.

Policy Objectives

- To provide a safe, secure and happy environment
- To promote an ethos of respect, compassion and forgiveness
- To develop pupil self-confidence to deal with problems
- To teach about, and challenge, stereotypes and prejudice
- To support pupil mental health and inner wellbeing
- To learn how to access help and support others

Definition of Bullying

We define bullying as “deliberately hurtful behaviour by an individual or group, repeated over a period of time, and directed against an individual who cannot defend himself/herself in the situation.”

Definition of Prejudice Related Incidents

A racist incident is any incident which is perceived to be racist by the victim or any other person. This is not just related to skin colour but also to ethnic or national origins, real or perceived.

A disability related incident is any incident which is perceived to be so by the victim or any other person. Behaviour may be towards someone based on physical, mental or learning disabilities or perceived disability.

A homophobic related incident is any incident which is perceived to be homophobic by the victim or any other person. Furthermore, the victim does not have to be lesbian, gay, bisexual or transgender (LGBT) or be exploring their sexuality to experience homophobic bullying, but may be targeted because they are perceived to be gay, or because a member of their family is gay, for example. It can be directed at young people who are perceived to be different for not conforming to strict gender norms.

A religious related incident is one directed against individuals or groups because of their actual or perceived religious belief or their connection with a particular religion or belief and includes sectarianism. It can be directed at young people because they don't hold a particular faith or because of their philosophical beliefs that shape their view of the world.

Forms of Bullying and Prejudice Related Incidents

Bullying behaviour can involve:

- name-calling, taunting, teasing, mocking and making offensive comments
- offensive, threatening or personalised graffiti or other written material
- excluding people from groups
- gossiping and spreading hurtful or untruthful rumours
- kicking, hitting, pushing
- taking belongings

- cyberbullying – including sending inappropriate, offensive or degrading messages, setting up websites or contributing content to social networking sites that is designed to embarrass or upset individuals, or collective exclusion of individuals from social networking sites.
- other prejudice related incidents – including the wearing of specific badges, t-shirts carrying slogans or bringing discriminatory literature into school; attempting to recruit others to organisations and groups that promote any form of prejudice.

Normal Peer Conflict or Bullying?

Not all hurtful behaviour is bullying, but all reported hurtful behaviour must be taken seriously and resolved at the earliest opportunity.

Normal Peer Conflict	Bullying
Equal power or friends	Imbalance of power – not friends
Happens occasionally	Repeated unwelcome actions
Accidental or not pre-meditated harm	Deliberate harm or the threat of physical or emotional harm
Not seeking power or attention	Seeking power, control of material things
Generally not trying to get something	May attempt to get material things or power
Remorse – will take responsibility	No remorse – may blame the victim

Where pupils cause harm or distress without intent, the impact of their behaviour should be pointed out and any continuance be regarded as intentional.

Preventing Bullying

Westfield Primary School is fortunate to have very low numbers of actual bullying incidents.

Everyone is vigilant for signs of bullying in our school; we always take reports of bullying incidents seriously.

We deliver anti-bullying learning through:

- PSHE lessons
- Supporting and promoting our school values of compassion, acceptance of others and forgiveness
- use of class discussion or circle time for role-play and other techniques to help pupils understand and appreciate the feelings of others or deal with specific issues such as equal rights, relationships, justice and acceptable behaviour
- participating in 'Feel Good week' as part of National Anti-Bullying week
- providing children with protective behaviours / social skills support if felt required
- the broader taught curriculum

We make sure that pupils understand that they must report any incidence of bullying to an adult and that, when another pupil tells them that they are being bullied, or if they see bullying taking place, it is their responsibility to report their knowledge to a member of staff. A poster around school reminds pupils of the strength of positive relationships and how to seek help to restore them (See Appendix)

Reporting Bullying

Where any incident is reported we take pupil concerns seriously. Pupils who are bullied, who witness bullying or who have even participated in bullying, should feel confident to report it to any member of the school staff whom they trust enough to tell. Each incident will be dealt with on its merits, but all reported incidents of bullying will be taken seriously, investigated and logged using the Hertfordshire forms (see Appendix).

Single incidents of unkind behaviour must be reported to and dealt with by the class teacher. Follow up and ongoing monitoring will be conducted by the class teacher whilst keeping the SLT informed. If the behaviour dealt with by the class teacher continues it will be referred to the SLT. In

order to ensure effective monitoring of bullying behaviour and to facilitate co-ordinated action to prevent it, all proven incidences of bullying will be reported to the Headteacher.

The school recognises that speed of response is important and wherever possible incidents will be resolved quickly. However significant incidents will involve investigation and this can cause delay to the resolution. The school will need to take the time necessary to respond to and resolve incidents appropriately, whilst ensuring the safety of the child who feels bullied.

Responding to incidents of bullying and prejudice-related incidents

We aim to provide support that helps pupils to learn from their experience and develop skills for life – coping in difficult times, building bridges, learning to forgive and moving on. In all cases we support pupils to take responsibility for their actions and work towards resolution and relationship repair.

Responses to all bullying behaviour will be educative and seek to ensure that this behaviour will not be repeated. A child who has been involved in bullying behaviour will be expected to take responsibility for the impact of their behaviour on others, the reasons for their behaviours will be explored and they will be expected to improve and change. The aim will be to resolve incidents, rebuild relationships and restore a safe environment for all. Incidents will be resolved in age appropriate ways and those who have been bullied have a right to know action has been taken.

Persistent bullying – after support – could result in other sanctions, in line with the school's Behaviour Policy.

Involvement of parents and carers

Parents/carers have an important role in actively encouraging their children to be positive members of our school community. We can be most effective in dealing with incidents if the school and parents work in partnership.

If parents have concerns about bullying or hurtful behaviour they should take up their concerns with the class teacher first, then a member of the Senior Leadership Team if problems persist.

Parents should raise any concerns with the school and not with the parents of the other party involved. While we recognise parents that are friends may wish to resolve incidents informally, they are advised that the school should always be aware of tensions. The best neutral place to resolve these issues is within school.

Parents are expected to exercise reasonable confidentiality, in particular to refrain from talking to others. Partial information can be inaccurate and may impact on the reputation of the individual child/school/atmosphere in the community.

We have produced a Positive Relationships guide for parents (see Appendix C: Positive Relationships – Parents' Leaflet).

Monitoring

Investigations and monitoring of alleged bullying behaviours are recorded on Hertfordshire proformas (see Appendix A and Appendix B), which are kept by the head teacher. This is useful for monitoring behaviours over time.

The head teacher reports the frequency of any incidents to the governing body on a termly basis as a minimum and to the Chair of Governors more frequently, if appropriate.

The impact of this policy will be monitored through regular audit of records of serious incidents and alleged bullying. The outcome of this monitoring will be reported to Governors and will impact on future development of associated policies and practice.

Initial investigation into hurtful incident or allegation of bullying

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date:

Signed:

Factors to help determine if incident constitutes bullying

- Incident was bullying (all 3 amber warnings confirmed)
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
 - Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name-calling, etc.)

- Incident was not bullying on this occasion because it was
 - the first hurtful incident between these children
 - teasing/banter between friends without intention to cause hurt (should not happen again)
 - falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand (should not happen again)
 - activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
 - Other _____

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

APPENDIX B

Bullying Report and Monitoring Form 2

For each incident please complete one form and return to the designated teacher for collation and monitoring.

1. Focus of Bullying
Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

2. Manifestations of Bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please also record where appropriate:
- adults as targets or perpetrators (A)
 - perpetrators from outside the school community (O)
 - children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)
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4. Description of incident(s)
 Please give a precise account including places, date, times and any witnesses.
 Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)
 N.B. Indicate if it is a repeat incident.
 N.B. indicate if a serious incident referral should be made to the LA.

5. Action taken:
 Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
Head of Year		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
CAF initiated for <i>target/offending person</i>		
Local Authority: SEA/SIP, Anti-Bullying adviser or MECS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially

Date.....

8. Member of staff:

Name Date

-
9. Outcomes/actions from follow up.



Positive Relationships Parents' Leaflet



At Westfield Primary we aim for our children to be happy, considerate, kind, helpful and learn to manage their feelings and make right choices with their behaviour.

As part of this, our anti-bullying work encompasses:

- Providing a safe, secure and happy environment
- Promoting a value ethos of respect, compassion and forgiveness
- Developing pupil self-confidence to deal with problems
- Teaching about and challenging stereotypes and prejudice
- Supporting pupil mental health and inner wellbeing
- Learning how to access help and support others

Definition of bullying from our policy and anti-bullying work

Our school is fortunate to have very low numbers of actual bullying incidents.

We define bullying as “deliberately hurtful behaviour by an individual or group, repeated over a period of time, and directed against an individual who cannot defend him/herself in the situation.”

Of course, children do have problems in their relationships and some pupils may be involved in hurtful behaviour (which is not necessarily bullying) from time to time, so it is important that all members of our school community know how to help, and what is expected of them, in these situations. Unkind behaviour is not acceptable.

Where any incident is reported we take pupil concerns seriously. We aim to provide support that helps pupils to learn from the experience and develop their skills for life – coping in difficult times, building bridges, learning to forgive and moving on. In all cases we

support pupils to take responsibility for their actions and work towards resolution and relationship repair.

We deliver anti-bullying learning through:

- Personal, Social and Health Education (PSHE) lessons
- Our daily act of collective worship, supporting and promoting Christian values of compassion, acceptance of others and forgiveness
- The broader taught curriculum

The importance of parent partnership with the school in resolving incidents

Parents have an important role in encouraging their children to be positive members of our school community. We can be most effective in dealing with incidents with parents/carers' support.

- If your child shows changes in behaviour, such as anxiety, anger, lack of sleep, weight loss or gain, sit down with them and try to establish the reasons; please don't hesitate to contact us about these issues.
- If you have any concerns or worries about your child's school life share them with a member of staff, usually their class teacher, who knows them best.
- If your child is experiencing relationship difficulties we will expect parents to exercise reasonable confidentiality around incidents involving other children and to refer concerns directly to the class teacher. Please be aware that online (or face-to-face) discussion of school matters can exacerbate the problems, make resolution more difficult to achieve and can have a negative impact on the reputation of children. We are a learning environment and we all learn from our mistakes.

How you can support your child if they feel they are being bullied

- Listen.

- Stress that this is a problem that can be sorted out, rather than focusing on them being a victim; keep the focus on hope rather than despair.
- Remember that this may be only part of the story and the school will need to investigate.
- Reinforce the importance of telling an adult as soon as possible at school.
- Empower the child to tell if they need support to do so.
- Clarify with your child what bullying is, whether the incident meets the definition and assure them it will be treated seriously, whichever type of incident it is.
- Practise any agreed strategies so they can perform them confidently.
- Enable them to forgive mistakes, which will allow them to put resolved incidents behind them and move on.

How you can support your child if they are involved in hurtful behaviour

- Remember that children may become involved in hurtful behaviours at some time. The important thing is to help them to realise why they have been hurtful and to know that their behaviour is not acceptable.
- Help them develop strategies, should similar circumstances occur again.
- Encourage them to forgive mistakes, seek reconciliation and to repair relationships.

What the school will do when pupils or parents raise concerns

- Listen and respond.
- Ensure pupils understand what bullying is and recognise their responsibilities towards others.

- Develop pupils' resilience and self-confidence, through our school values such as respect, responsibility, friendship and forgiveness.
- Use education, rewards and sanctions to ensure expected standards of behaviour are met by all.
- Act to resolve incidents, strive to rebuild relationships and ensure a safe environment for all.
- Make staff aware of concerning behaviour and vulnerable children so they can provide appropriate support.
- Inform parents of any significant incidents involving their children so they can support their child and assist in achieving resolution.
- Record all reported incidents.
- Provide follow up support to vulnerable individuals as appropriate.



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