



Respect and Positive Relationships:

2. Anti- Bullying Procedures: 'At a glance' Information

Wallace Hall Primary School

Introduction to our anti-bullying procedures:

This document, which is situated within the school's suite of anti-bullying resources, provides an overview of responsibilities and actions when responding to a potential bullying concern. These procedures have been informed by national and local policy, alongside consultation with parents and carers, children and staff. A full rationale and overview of our approach to preventing and responding to bullying can be found in the school's anti-bullying rationale and policy document.

Every child at Wallace Hall Primary School has the right to work and learn in an atmosphere that is safe, nurturing, respectful and free from fear, abuse and discrimination. We understand that bullying is never acceptable and that children have the right to learn in a safe, secure environment. As a rights-respecting school, we understand that bullying violates children's rights.

The nationally agreed definition of bullying is:

"Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online. (Respectme, 2015)

There is a distinction between bullying and conflicts in relationships and friendships. As children grow and learn, it is natural for there to be 'fall outs' or 'upsets' in their peer relationships and friendships. Such experiences can of course be upsetting for children and families; however, these are not necessarily bullying incidents in nature. Early intervention when conflict is evident in relationships is helpful in preventing potential bullying behaviours or situations emerging.

As bullying takes place in the context of relationships and every situation is unique, there is not a 'one approach fits all' procedure. Instead, each potential bullying incident or concern needs to be analysed within its wider context and responded to in a way that is proportionate and encourages the agency of the children involved. We seek to ensure that children are empowered to suggest appropriate actions that would help the situation to improve within this tailored process. Nevertheless, we aim to be coherent and consistent in our approach to bullying and further explanation of how this is supported can be found in our rationale and policy document. We also make links with our school's positive relationships and rights-based behaviour overview/ whole school charter as part of our response to any bullying concerns across our school.

Anti-Bullying Procedure

Responsibilities:

All Staff:

- In our consultation, parents told us that one of the most important things for them was that their child feels listened to and that small concerns are not 'brushed off'. There is an expectation that all staff will talk through concerns that children raise with them and make sure they feel listened to.
- Ensure that claims of bullying are investigated, followed up and reported to a member of the School Leadership Team.
- Actively involve children in decision making and ask them what they would like to happen next and what would improve a situation for them.
- Be responsive to the behaviours and needs of children and be alert to potential signs of bullying.
- Respond to and not ignore conflict in relationships as these can potentially escalate into bullying.
- Challenge prejudice-based language and behaviour and role-model appropriate responses in these situations.
- Keep the profile of the anti-bullying culture high and reinforce the message that bullying is never acceptable.

Senior Leadership Team Responsibilities:

- Investigate all reported incidents of bullying or perceived bullying and report back to all parties concerned.
- Assess, investigate and report all bullying or perceived bullying incidents on SEEMIS. Keep appropriate records to enable any patterns of behaviour or concerns to be analysed.
- Demonstrate in their work with children the four main focus 'rights' of our school- to feel safe, to be listened to, to be treated in a way that respects their rights and is kind, and to learn.
- Include bullying and equalities as a standing item in leadership meetings.
- Provide training and CPD opportunities for staff and volunteers related to anti-bullying themes.

- Plan regular anti-bullying campaigns.
- Discuss whole school behaviour expectations with children and consult on this with staff, parents and children.
- Notify parents of bullying behaviour or bullying concerns.
- Oversee the health and wellbeing curriculum and ensure that concepts and strategies related to friendships, relationships, conflict, equalities and bullying are explored regularly within this.
- Monitor and oversee the use of SHANARRI (Safe, Healthy, Active, Nurtured, Responsible, Respected, Included) learning experiences and wellbeing webs and ensure these are used at regular intervals in class. Follow up concerns raised through this process.
- Monitor and oversee the use of bullying surveys used across the school community.

Class Teacher Responsibilities:

- Be aware of and respond to conflict in relationships that could escalate into bullying.
- Provide educational experiences that support the school's anti-bullying ethos and keep the anti-bullying profile high.
- Demonstrate in their work with children the four main focus 'rights' of our school- to feel safe, to be listened to, to be treated in a way that respects their rights and is kind, and to learn.
- Discuss appropriate behaviour expectations as part of class and whole-school charters.
- Plan ongoing health and wellbeing curricular experiences that develop the concepts and strategies related to friendships, relationships, conflict, equalities and bullying. These should reflect face-to-face and online bullying aspects. Ensure a range of situations are explored and not only 'stereotypical' bullying incidents.
- Discuss and use SHANARRI wellbeing webs at regular intervals and respond to concerns raised.
- Remain vigilant about bullying behaviour and report incidents of bullying behaviour or ongoing conflict in relationships to Senior Leadership Team.
- Where appropriate, follow requests to log information, e.g. if identified as the main adult that the child will pass concerns to or if asked to particularly monitor individual children.
- Log incidents that they are aware of or concerns as a pastoral note on SEEMIS, making a member of the Senior Leadership team aware of this note.

Support Staff Responsibilities:

- Be aware of and respond to conflict in relationships that could escalate into bullying.
- Demonstrate in their work with children the four main focus 'rights' of our school- to feel safe, to be listened to, to be treated in a way that respects their rights and is kind, and to learn.
- Reinforce appropriate behaviour expectations in discussions, referring to whole-school charters.
- Remain vigilant about bullying behaviour and report incidents of bullying behaviour or ongoing conflict in relationships to Senior Leadership Team.
- Where appropriate, follow requests to pass on information to the Class Teacher or Senior Leadership Team as agreed, e.g. if identified as the main adult that the child will pass concerns to or if asked to particularly monitor individual children.

Pupil Responsibilities:

- Follow and participate in the school's positive relationships and behaviour approaches.
- Treat all pupils with respect and kindness.
- Make a positive effort to ensure that they demonstrate the four main focus 'rights'- to feel safe, to be listened to, to be treated in a way that respects their rights and is kind, and to learn. Ensure that their behaviour does not impinge on the rights of others.
- Demonstrate the behaviours expected within the class and whole-school rights charters.
- Accept responsibility for their own behaviour and the impact of their behaviour on others.
- To only access age-appropriate apps and age-appropriate social media.
- Report all incidents of bullying to a member of staff.
- Give positive advice to peers who are worried about bullying and encourage them to report concerns to a member of staff or report concerns for them.

Parent Responsibilities:

- Look out for unusual behaviour or a difference in your child's mood.
- Look out for physical signs, e.g. bruises, scratches, etc.
- Look out for a change in the way they use their phone or react to messages.
- Explore any concerns if they start to dislike or refuse to go to school.
- Take time to talk to your child about school and their friendships.
- Support the school's positive relationships and behaviour approaches/ focus 'rights' and support your child to demonstrate the behaviours expected within these.
- Reinforce the message to their child that bullying is unacceptable.

- Provide support to your child and if there is a concern about bullying, ask your child what they want to happen next.
- Share concerns about conflict in relationships or bullying concerns with staff as soon as possible, usually the Class Teacher in the first instance. Use the school channels for communication.
- Report incidents of bullying to a member of the Senior Leadership Team.
- Work in partnership with the school as part of a mutually respectful relationship to address concerns where their child has been identified as experiencing bullying behaviour or demonstrating bullying behaviour.
- Reinforce the school's key messages related to bullying, e.g. labelling the behaviour, not the child.
- Reinforce the school's strategies for children in responding to bullying, e.g. asking the person to stop and getting an adult if it doesn't stop.
- Provide positive strategies and advice for children, e.g. encourage reporting and seeking help rather than using physical approaches in response.

How to report a potential bullying concern:

What will happen when a child, parent/carer or member of staff reports a concern?

Through our consultation, it was clear that parents at our school feel it is very important that their child has someone that they can go to and they feel comfortable to talk with about a bullying concern. Every report of conflict in relationships that is causing concern or reports of a bullying incident or perceived bullying incident are treated seriously by the school and are responded to. This will usually involve investigation of the incident; talking with the children involved on a 1-1 basis and sometimes as a group; recording in logs, pastoral notes or the bullying and equalities module as appropriate on SEEMIS; formulating a response including consequences for unacceptable behaviour and restorative conversations to mend the situation; and sharing information with parties involved including parents. It is important to note that this process can take time and parents/carers are asked to support the school in this process. It may not always be possible to respond to parents regarding a concern on the same working day, but staff will always try to seek to resolve the matter to a mutually agreed level of satisfaction in as short a timeframe as possible.

What the child should do:

- Make sure that you speak out about bullying and let someone you trust know what is happening.
- Use the three steps:
 - Tell them to stop it.
 - Tell them to stop it and that you will get an adult.
 - Tell them to stop it and get an adult.
- Tell someone who it is that there is an issue with.
You may want to speak to:
 - Teacher
 - Learning Assistant
 - Janitor
 - House Captains
 - Class Pupil Council reps
 - A friend
 - DHT
 - Trusted adult
 - Parents or older siblings.
- Tell that person what is happening. Is it physical, name calling, threats etc? Describe what it feels like.
- Ask your parents to call the school.
- Say where the bullying is happening e.g. in class, in the playground, on the way to and from the school.
- Say how long it has been going on for.
- Try to keep a distance from the person displaying bullying behaviour.
- Trust the adult that you are speaking to about this situation that they will help to make things better.
- Do not hit back. It is better to get help and tell an adult.
- If you see your friend being bullied, take action by telling an adult. Don't try to deal with it yourself.
- Don't stand by and watch bullying happen to a peer; please make sure that you tell someone you trust.

What should staff do if a bullying concern is reported to them?

If an instance of bullying has been reported, you should:

- Listen to the child, give support, reassure.
- Speak to some of the friends or children who were nearby for a specific incident on a 1:1 basis or in a group. Ask them to provide support.
- Ask the child involved what he or she would like to happen next.
- Don't tell them to go away and ignore it.
- Once it has been discussed, monitor the child and ask for feedback.
- Report the concern to a member of the Senior Leadership Team.

What the Class Teacher will do:

- The teacher will listen and be supportive.
- The teacher will rearrange seating if appropriate.
- The teacher will speak to all the children involved and reinforce the need for positive relationships (Circle Time).
- The teacher will talk to the child who is demonstrating behaviour, explaining why the behaviour is causing upset and restate expectations.
- If there is a concern that there is a conflict in a relationship that may escalate or if there is a concern that bullying, including equalities incidents, may be taking place, the teacher will inform the DHT or Head Teacher.
- Talk to the child and identify with the child a trusted person that they may speak with about this, e.g. a Learning Assistant, Teacher, DHT or other member of staff or older peer.
- The teacher will monitor the child to ascertain if the problem is persisting.
- The teacher will keep notes of any further incident.
- If the problem persists, the teacher will inform the DHT or Head Teacher.

What the Learning Assistants and Support Staff will do:

- Listen and be supportive to the child.
- If a concern or incident takes place during class, the Learning Assistants/ Support Staff will inform the class teacher.
- If a concern is observed in another location or there is an observation about a change of behaviour, staff will inform a Depute Head Teacher.
- Provide further information or support monitoring of a situation in consultation with Class Teacher/ DHT. Proactively pass on any concerns and monitor any groups of children that have previously been noted.

What the Playground Supervisor and Playground Staff will do:

- Listen and be supportive to the child.
- The playground supervisor and playground staff will inform the DHT of any incidents or concerns that they observe. Staff may be asked to provide further information regarding the incident or concern if appropriate to the DHT.
- Proactively pass on any concerns and monitor any groups of children that have previously been noted.
- Support a responsive approach to playground supervision that ensures appropriate supervision in 'hotspot' areas.

What the Office Staff will do:

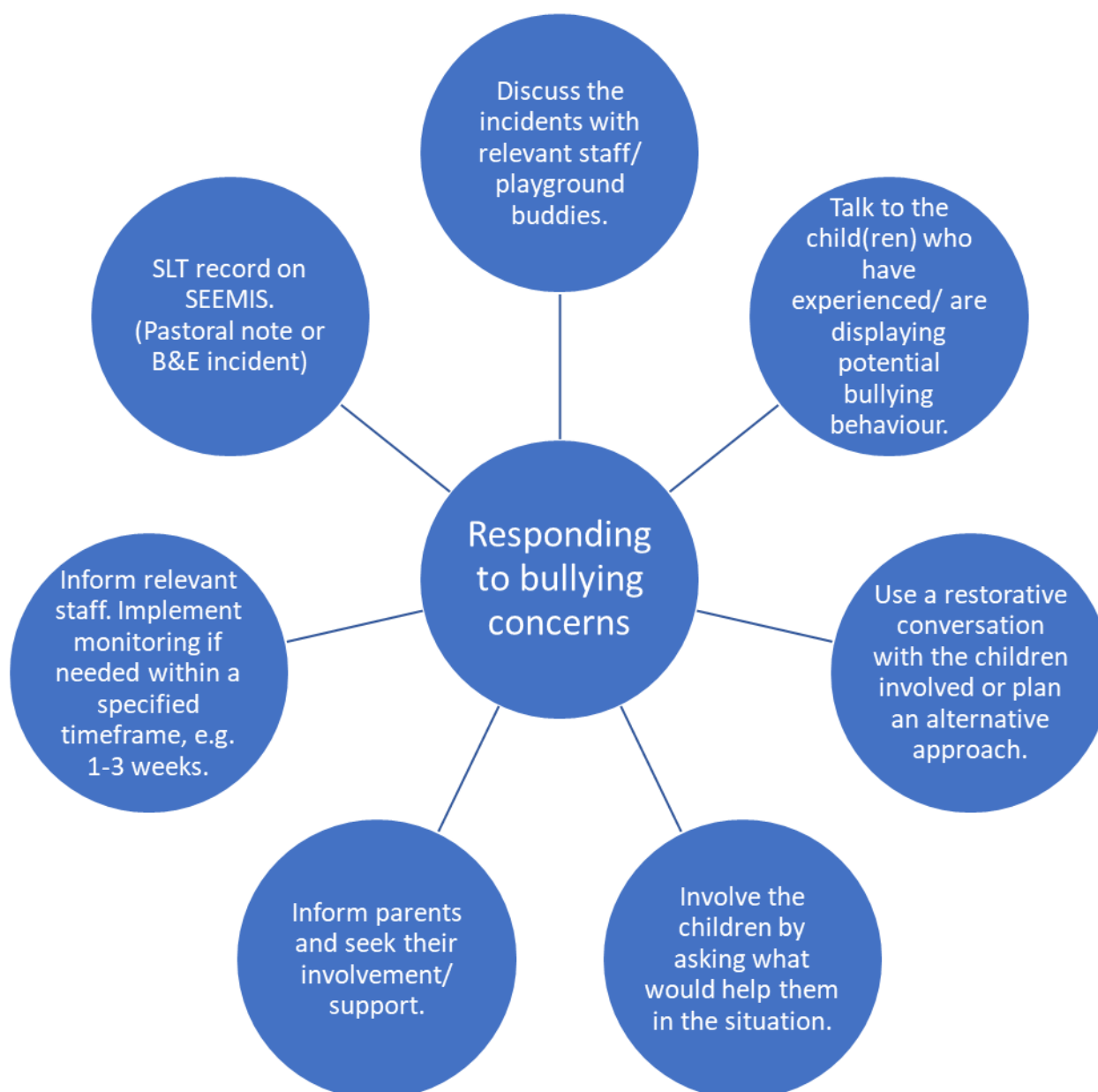
- If a parent phones in with a concern about relationships, they will usually be referred to the Class Teacher first.
- If a parent phones in to specifically report a bullying concern or if a parent requests to speak to a Depute Head Teacher, the call will be referred to a member of the Senior Leadership Team.
- In a small number of cases where there is an ongoing concern, a key contact may be identified by the Senior Leadership Team and the office staff will forward all queries to that member of staff.

Responding to Bullying Concerns: Approaches

In a small number of situations, it is possible that a concern about bullying or alleged bullying may persist. This can be very upsetting or frustrating for those involved and it is important for all those involved to seek to resolve the issue within the shortest timeframe possible. As stated in the policy document and in the introduction to this procedures document, there is not a staged or 'one fits all' set of actions as every situation is unique and requires a tailored and child-centred approach.

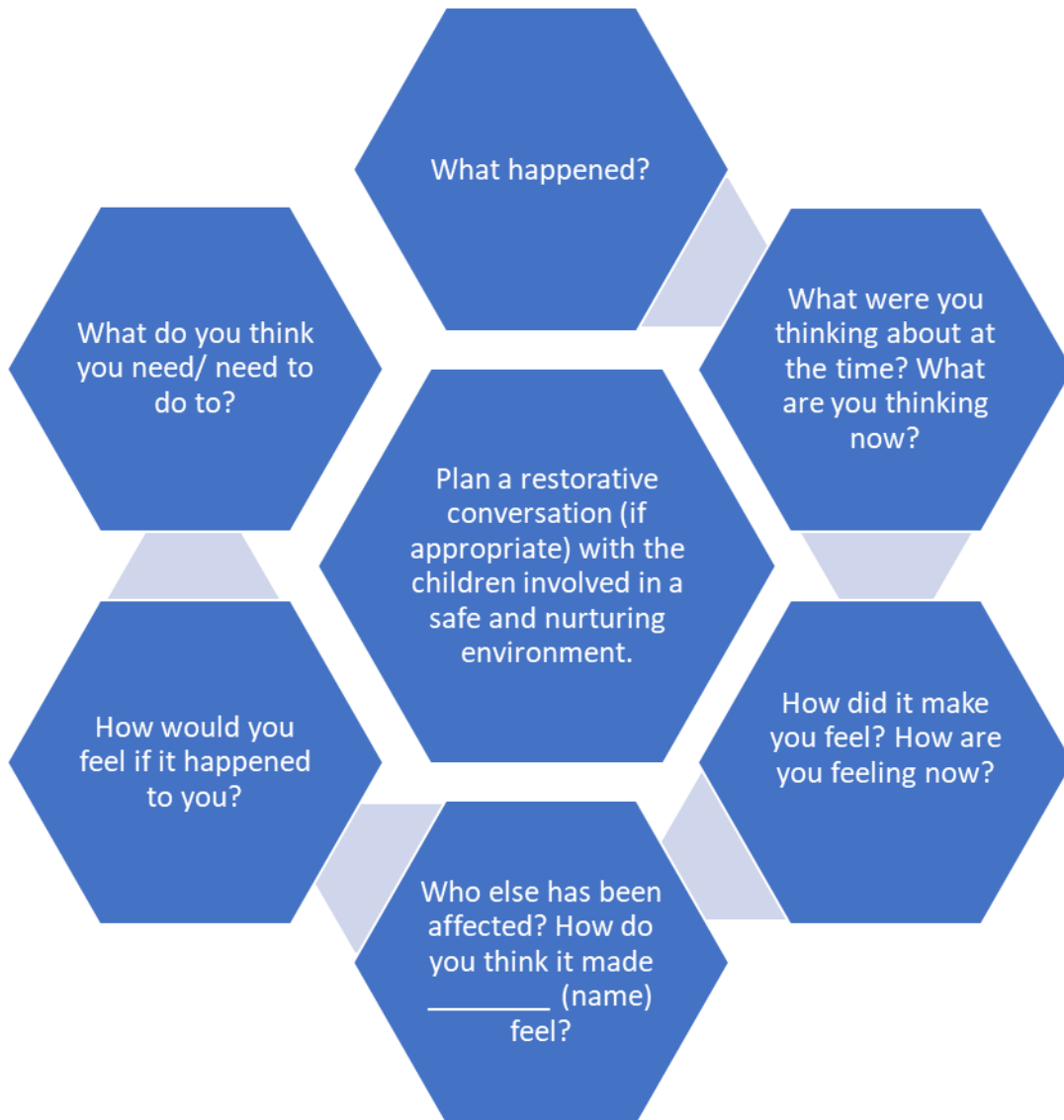
Some of the actions that may be used in resolving this situation may include (not in any order and not all will be appropriate to each situation):

Where a concern has been observed by or passed onto members of the Senior Management Team (Head Teacher and DHTs), actions may include:



Restorative Conversation:

A restorative conversation will be planned to help the children to 'mend' the situation and to develop awareness of the impact of their behaviours. In a small number of cases, such a conversation may be too intimidating for children or it may not be the most appropriate strategy due to the needs of the child. This will be addressed on a 'case by case' basis.



Other strategies or approaches that may be used:

The following actions may be used as part of a response to bullying. They are not exhaustive and would not necessarily be used in a specific order as it would depend on the nature of the incident(s) and the context of what has been taking place.

- Make contact again with the parents and make them aware that staff are aware and are responding to the issue which is persisting. Usually children will not be named to other parents due to the right to privacy.
- Discuss the incidents further with the teacher/Learning assistants/ relevant support staff/ playground supervisor. Where there are pupil buddies and this is felt appropriate, it may also be discussed with them but this would be on a case by case basis.
- Get an agreement between the children that this problem will not continue.
- Reinforce the importance of positive relationships at Assembly.
- Responsive curriculum input for a class or group focused on themes related to relationships.
- Gather information and investigate, e.g. talk to staff that were previously aware of concern and monitoring. If possible make plans to observe over a short timescale.
- Ask to see any logs kept by staff following previous concern and check any pastoral notes on SEEMIS.
- If appropriate, discuss with parents of the child experiencing bullying and child displaying bullying behaviours to gain more information.
- Involve the child that is experiencing bullying in making decisions about what would improve the situation.
- Try to identify with the child what would help them to feel safe, e.g. specific procedures depending on the nature of the bullying issue, a trusted adult to speak to, a planned check in time with an adult or other steps both in class or outside that may help.
- Explain to the child demonstrating bullying behaviour that further complaints will result in privileges being removed or a specific consequence in line with the positive relationships and behaviour whole school/ class charters.
- Monitor the child experiencing bullying behaviour with regular check ins for a set period of time (e.g. 1 or 2 weeks). This may be from an adult that the child chooses, e.g. a Learning Assistant, Class Teacher or DHT. In some instances, it may be more appropriate to decide on an adult to undertake this role.
- Ensure recording takes place on SEEMIS. Logs may also be appropriate.
- Ensure both the child experiencing bullying and displaying bullying behaviours are supported and consideration given as to any additional support needs or wellbeing needs arising.
- The Senior Leadership Team may choose to write a letter requesting the support of parents in helping to change the behaviour of the child demonstrating bullying behaviours or have separate meetings with the parents of children experiencing and displaying bullying behaviours.
- Undertake a problem-solving task with relevant staff to identify where incidents are occurring and more specific actions that could be put in place, e.g. enhanced supervision, changing the organisation of activities, etc.
- A written support plan may be created for both children experiencing bullying behaviour and children displaying bullying behaviour.
- It may be appropriate to consider where other agencies could assist, e.g. School Nurse, Inclusion Team, with parental permission.
- Involve the Head Teacher in a solution focused meeting with relevant staff about next steps in the process. Review the previous plans and actions put in place.
- The Head Teacher may organise a meeting with parents to discuss actions moving forward.
- If it is felt that the child's behaviour is having a significant impact on the other child at playtime for example, an alternative playtime provision may be made for a period of time.
- As a last resort, implementing exclusion may be appropriate in some instances to enable the Senior Leadership Team to establish a new plan to respond to the bullying concern and to ensure that all necessary supports are in place. However, this is likely to depend on the factors leading to the bullying behaviour, the child's awareness of their own behaviour and any additional support for learning needs.

