



Woodlea Primary School Policy for Anti-Bullying

Reviewed by	Headteacher & Governing Body
Reviewed in	November 2021
Status & Review Cycle	Every 3 years
Next Review date	November 2024

POLICY FOR ANTI-BULLYING

A statement of intent

At Woodlea we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. We expect responsible and considerate behaviour from every pupil. Children are encouraged to develop self-reliance and to treat others with kindness and tolerance.

Aims

The aims of this policy are:

- To clarify to all members of our learning community that bullying is unacceptable
- To ensure through consistent practice that children feel safe in all areas of the school at all times
- To provide a climate of positive support in school that encourages pupils to challenge bullying and report incidents by breaking down the secrecy
- To ensure that pupils believe they will be listened to and that prompt and sensitive action will be taken in response to their concerns
- To ensure that all members of the school are aware of the procedures and ensure a consistent approach
- To ensure that children are taught and learn strategies for dealing with bullying

Principles that underpin the policy

For pupils who experience bullying that:

- They are heard
- They know how to report bullying and get help
- They are confident in the school's ability to deal with bullying, and feel happy and comfortable with any plans that are put in place
- Steps are taken to help them feel safe again
- They are helped to rebuild confidence and resilience
- They know how they can get support from others.

For pupils who engage in bullying behaviour that:

- Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused.
- They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge.
- They will learn how they can take steps to repair the harm they have caused.
- They will have any safeguarding issues, around their circumstances, addressed.
- Schools are aware of other circumstances and situations that may be influencing the child's behaviour.

For schools:

- The whole school community is clear about the anti-bullying stance the school takes.
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school.
- Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success.
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.
- The school promotes a climate where bullying and violence are not tolerated and cannot flourish.
- Curriculum opportunities are used to address bullying.

- Peer support systems are in place to prevent and respond to bullying.
- The school has addressed site issues and promotes safe play areas.
- All staff are aware, and model positive relationships.
- The school works in partnership with parents, other schools, and with Children’s Service and community partners to promote safe communities.
- That inclusive values are promoted and underpin behaviours and school ethos.

For parents / Carers:

- They are clear that the school does not tolerate bullying.
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaints procedure.
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child.
- They are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

Roles and Responsibilities

The Head Teacher has overall responsibility for the policy and its implementation, liaising with the governing body, parents/carers, Local Authority and outside agencies. Responsibilities include:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies.
- Implementing the policy and monitoring and assessing its effectiveness in practice.
- Ensuring evaluation takes place and that this informs policy review.
- Managing bullying incidents.
- Managing the reporting and recording of bullying incidents.
- Assessing and coordinating training and support for staff and parents/carers where appropriate.
- Coordinating strategies for preventing bullying behaviour.

The nominated Governor with responsibility for Anti-Bullying (behaviour) is Mrs Susie Brain.

Definition of Bullying

D of E definition of bullying from ‘Preventing and Tackling Bullying’ (October 2014) “Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”

The Anti-Bullying Alliance (ABA) defines **bullying** as “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. **Bullying** can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.” (ABA 2014). An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils the descriptions of bullying.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying)

- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different to isolating or excluding children from groups

Why are some children, young people and adults, more vulnerable to becoming bullies?

- Family background
- Social deprivation
- Trauma/loss in the family
- Domestic violence/abuse/bullying in the home
- feeling powerless
- low self-esteem
- trying to get admiration and attention from friends
- fear of being left out if they don't join in
- not understanding how someone else is feeling
- taking out their angry feelings
- a culture of aggression and bullying
- being bullied themselves
- Cultural Causes of Bullying
- Institutional Causes
- Social Issues
- Family Issues
- Gender
- The Bully's Personal History
- Having Power
- The bully has been bullied before
- The bully is lonely
- The bully is jealous
- The bully is part of a pack
- The bully sees You as being different

Specific types of bullying include

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation e.g. homophobic, transphobic and biphobic
- bullying related to gender orientation e.g. transgender/questioning/pan
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

Bullying can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM), social media or gaming.
See separate section on cyber bullying

Cyber Bullying

Cyber bullying can be particularly upsetting because it can happen at any time of day and can enter the home of the victim. The possible large audience of any comments that are made can also make incidences more damaging for the victim. Any incidences of cyber bullying that occur within school will be treated in accordance with the anti bullying policy and devices may be confiscated or internet access removed from the bully. For incidences of cyber bullying that occur involving children from the school, but occurring outside of school, the school will act in any way it can to assist. This may also involve using

the school's power of confiscation and removing in school internet access. Any incident of cyber bullying may require police involvement to assist in tracing bullies as a great deal of cyber bullying incidences are criminal acts.

Although bullying can occur between individuals it can often take place in the presence of others who become the 'bystanders' or 'accessories'.

Reporting and Responding to Bullying

It is important to remember that we should:

- never ignore suspected bullying;
- avoid making premature assumptions;
- listen carefully to all accounts;
- adopt a problem-solving approach which moves pupils on from justifying themselves;
- follow-up repeatedly, checking that bullying has not resumed.

Incidents of bullying will initially dealt with by class teacher, with the Headteacher actively involved. Procedures will include:

- Thorough investigation of all incidents & completion of a incident on CPOMS with the category of Red Behaviours and the appropriate bullying label.
- Parents of both bully and victim contacted
- A discussion between victim and bully, if appropriate, to allow the victim to explain to the bully how they feel
- Imposition of sanctions and loss of privilege for bullies
- Regular feedback with both bully and victim
- Parents regularly up-dated
- Involvement of outside agencies for help if appropriate.

Outcomes

- A change of behaviour - the bully knowing the boundaries of acceptable behaviour
- A change of behaviour - the victim becoming more assertive
- An analysis by staff of how, why, where and when the bullying occurred – and action to avoid a similar incident.
- A realisation by classmates that a bully can only bully if they are allowed to, and that they, as a group, have the strength to stop it.

Recording Bullying and Evaluating the Policy

A record of all bullying incidents will be kept and stored by the Head Teacher using CPOMS. Information will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school.

Information will be presented to the governors as part of an annual report.

Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils we use the following strategies as appropriate to promote positive behaviour and discourage bullying behaviour:

- Clear home school agreement
- Marking Anti-Bullying Week
- SCARF Scheme
- PHSE, Citizenship and British Values education
- Assemblies
- E-safety talks and units of work in computing lessons
- Positive reinforcement for good behaviour

- Staff training and development for all staff
- Buddying Schemes including Playground Angels
- Encouraging the children to 'Use your Wits' (**W**alk away, **I**gnore, **T**ell the child/children concerned that you don't like what they are doing, **S**peak to an adult)
- Restorative focused approach – involving and including all parties
- Ensuring a Pupil voice – pupil friendly literature and information
- Pastoral systems
- CAMHS
- Learning Mentors
- ELSA support
- Social Skills groups

Equal Opportunities

All children have the right to a happy school education. We, the whole staff, will therefore support and educate all children to actively discourage and report any bullying towards any child, including victimisation because of gender, age, race, ethnic origin, religious conviction, disablement or educational ability.

Links with other Policies

- Behaviour Policy
- Child Protection Policy
- Acceptable Use Policy – Internet Safety
- Equalities Policy
- PSHE Policy