



Woodlea Primary School Policy for Anti-Bullying

Reviewed by	Headteacher & Governing Body
Reviewed in	Autumn 2025
Status & Review Cycle	Every 3 years
Next Review date	Autumn 2028

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.

This policy should be read in conjunction with the school's Behaviour Policy and Child Protection Policy
Links with other Policies

- Acceptable Use Policy – Internet Safety
- Equalities Policy
- PSHE Policy

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

Definition of Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for the target to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

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
- 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

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

How the school will prevent bullying

As part of our ongoing commitment to the safety and welfare of our pupils this will be done both explicitly through our curriculum and implicitly through creating a respectful and caring environment. We use the following strategies as appropriate to promote positive behaviour and discourage bullying behaviour:

- PSHE curriculum delivered weekly
- RSE curriculum
- Online Safety sessions
- Clarity around behaviour expectations, safeguarding and how to report concerns for all
- School Council for a robust Pupil Voice
- Termly Pupil Voice audits and evaluations
- Using the Zones of Regulation across the school
- Using Restorative Practice across the school
- Weekly Values assemblies
- Class Charters
- Buddying Schemes including Playground Angels
- Pastoral systems
- CAMHS
- ELSA support
- Social Skills groups
- Staff training and development for all staff
- Positive reinforcement for good conduct

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.

How pupils, parents/carers and staff can report incidents of bullying

Any concerns regarding bullying must be reported as soon as possible to either the class teacher or a member of SLT via the school office email. All concerns raised using the word 'bullying' will be recorded on CPOMS if appropriate and fully investigated.

How the school investigates allegations of bullying

Incidents of bullying will initially dealt with by class teacher, with the Headteacher and or member of SLT actively involved. An investigation into potential bullying will always include:

- Speaking to the children involved and asking what happened and the impact from their point of view
- Speaking to any other children and adults present and asking what happened from their point of view
- A judgement regarding the outcome
- Next Steps

Procedures will include:

- Thorough investigation of all incidents & completion of an incident report 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.

For a range of reasons, it can be challenging to find out with any degree of confidence, exactly what happened during an incident. Children can disagree, deny, falsely accuse and have different interpretations regarding intent. Where this is the case and there are witnesses, weight will be given to what those witnesses report. Where this is the case and there are no witnesses, it may not be possible to come to a judgement. The investigation will be recorded as such. Where there is a body of evidence indicating a high likelihood that bullying has occurred, the Head Teacher may decide to act accordingly.

How the school will react to bullying that occurs off school premises or online

Where there are reported incidents of bullying off school premises, including online it is the parents'/carers' joint responsibility with the school to manage the situation. School staff will support parents in addressing behaviour both of perpetrator and target.

This is will focus on:

- Ensuring all children feel safe to be in school – this may mean children being separated for a period of time; adjustments made to timetables and groupings;
- A restorative approach – this will include an apology; agreed restorative actions; reflection to understand why the incident occurred and how it can be prevented from occurring again
- Support and intervention to address any underlying issues that could lead to repeated incidents – this could be managing emotions such as anger; improving assertiveness and or self-esteem; work to address power imbalance; education for bystanders to understand the importance of speaking up and how to do it; understanding the law regarding the use of software, sites and Malicious Communications;

Where parents do not engage in addressing these issues, the school may make a referral for support from Children's Services. Non-engagement may include allowing children to access age-inappropriate sites; not supervising on-line or out of hours activity effectively; not working with the school to address the concerns.

How the school supports pupils who have been bullied, and those vulnerable to bullying

Next Steps will focus on:

- Ensuring all children feel safe to be in school – this may mean children being separated for a period of time; adjustments made to timetables and groupings;
- a restorative approach – this will include an apology; agreed restorative actions; reflection to understand why the incident occurred and how it can be prevented from occurring again
- support and intervention to address any underlying issues that could lead to repeated incidents – this could be managing emotions such as anger; improving assertiveness and or self-esteem; work to address power imbalance; education for bystanders to understand the importance of speaking up and how to do 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.

How the school trains staff and governors in preventing and handling bullying

- September Safeguarding and Child Protection training with a top up in the spring term
- Clarity around all relevant policies – where they are, what they say and what the processes are

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.

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