



WOODLANDS
PRIMARY AND NURSERY SCHOOL

Anti-Bullying Policy

(For pupils)



Approved by Governors April 2018
Updated March 2023
Review date: March 2024

School Statement

All children have the right to feel safe and protected in school. All adults in the school community have an obligation to support this principle, and all children should be encouraged to share in this responsibility for the safety and well-being of each other.

Aim

The aim of this policy is to ensure that all members of the school community can identify and understand the seriousness of bullying and know ways of responding to it effectively. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and will not be tolerated. If bullying does occur, all pupils should be able to tell an adult and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available in school.

Definition

"Bullying is a form of behaviour which can be defined as a repeated, prolonged attack on an individual or group. It may be physical, psychological, social or verbal in nature. It is the wilful, conscious desire to hurt, threaten or frighten someone. It is an abuse of power. Bullying is a form of peer abuse and often thrives on a bed of secrecy." (DFE)

BULLYING IS NOT WHEN CHILDREN FALL OUT OR DON'T GET ON

Bullying can be carried out by individuals or groups. The characteristics of bullying are that:

- It is deliberately hurtful
- It is repeated over time
- It is difficult for those being bullied to defend themselves
- It is usually hidden from adults or authority figures

Bullying can take several forms including:

- Physical bullying (kicking, punching, hitting, biting etc)
- Sexual Bullying (name calling, uninvited touching, crude comments, insulting comments related to a person's body type/physique)
- Prejudicial bullying (including that related to race, religion, gender, sexual orientation, age, or disability)
- Emotional/Social Bullying (Spreading rumours, breaking confidences, threatening or derogatory looks, manipulating situations, controlling behaviours)
- Cyber bullying (using the Internet, a smartphone, or other technology to harass, threaten, embarrass, or target another person by posting hurtful images, making online threats, and sending hurtful emails or texts)
- Verbal bullying (Constant insults, 'putdowns', demeaning remarks)

Children are taught the 'STOP' acronym to help identify bullying – bullying is Several Times On Purpose.

We recognise that unfortunately bullying can and does take place; in whatever form, we will take action to prevent bullying at Woodlands. Parents are informed of all incidents. In some cases, these incidents can be treated as a Child Protection issue. The designated staff with

responsibility for safeguarding are The Headteacher, The Deputy Headteacher, The Assistant Headteacher, The Inclusion Manager, The SENDCo and the Community Link /EWO

The effects of bullying

Bullying can be profound and have a long lasting effect on pupils and their families.

Potential outcomes of bullying are known to include:

- Loss of confidence and self esteem
- Poor school attendance and achievement
- Feeling let down by adults
- Fear and self-blame
- Poor mental health, including feeling suicidal
- Substance misuse

Possible signs of bullying to look out for include:

- Reluctance to attend school
- Asking to be accompanied to school or to change route
- Becoming withdrawn
- Unexplained illnesses such as constant headaches or stomach aches
- 'Losing' possessions
- Damaged possessions
- Hitting out at others or becoming aggressive
- Nightmares or sleeplessness
- Bed-wetting
- Unexplained bruises
- Refusing to talk about any of these problems
- Giving unlikely reasons for any of these problems

Children who are bullied tend to have very low self-esteem. They can feel guilty and worthless and, because they sometimes lack self-assertion skills, they are targeted by the kind of children who themselves bolster their own low levels of self-esteem by physically hurting, mocking and shaming "weaker" or different peers.

Class teachers and staff are aware of the ways in which school practices may enhance or diminish children's levels of self-esteem.

Sometimes an incident starts out of school, only to be carried over into school time. Equally, a problem which develops in school might escalate into trouble out of school. Incidents like this can take a great deal of time to sort out. Again, experience has shown that where school is involved, it will be easier to sort out a problem by approaching school first.

Bullying is found in all walks of life. It is an issue that is not diminished by being ignored. Ultimately bullying is learned behaviour and can therefore be unlearned too.

We believe that:

- It is possible to counter bullying effectively
- Bullies need help and support to change their behaviour
- The person being bullied needs a balance between protection and empowerment

Preventive Measures

At Woodlands Primary School we:

- establish school rules which demonstrate caring behaviour, and ensure that they are understood by all children through whole school assemblies and explicit teaching within lessons
- specify those types of behaviour which are considered to be "bullying" and therefore unacceptable
- specify clearly what consequences and support will follow bullying behaviour
- tailor our curriculum to ensure the 'anti bullying message' permeates all aspects of school life and is thoroughly integrated into the more general curriculum wherever possible. Every member of staff has the responsibility to support and foster this curriculum (see curriculum statement)
- implement interventions for those children experiencing interpersonal and peer relationship difficulties
- we use differentiated personal and social curriculum materials (eg: social skills curriculum and materials from the Social and Emotional Aspects of Learning)
- teach children to 'STOP' – Start Telling Other People

Principles for the management of incidents

- A secure environment will be provided in which incidents can be reported confidently
- The pupil who has been bullied will be made to feel safe and listened to
- All pupils will be shown that bullying is taken seriously
- Teachers will respond calmly and consistently to incidents of bullying
- The school will protect and support all parties while the issues are resolved
- The person who carried out the bullying, and those who may have colluded, will be encouraged to behave in a more acceptable way
- Interventions will be monitored and followed-up appropriately at the individual, group or whole school level.

Staff should:

- **be available** - break the code of secrecy. Make it known that you are ready to listen. Provide immediate support
- **listen to the child** - ask the bullied child who was involved and how she or he is feeling
- **record** - ensure the incident is recorded on CPOMS and forwarded to Senior leaders
- **respond** - ensure that responses are non-aggressive and provide models of positive behaviour.
- **identify vulnerable pupils** with long-term needs requiring a development programme.
- **follow up** - review progress and adhere policies and intervention.

Working with parents

It is essential to involve parents where bullying has taken place. The most effective emphasis in meetings with parents is on joint problem solving. The aim of such a meeting is to minimise the likelihood of further bullying regardless of whether one is talking about the child who has bullied or the one who has been bullied.

The following advice is offered to parents

- encourage your child to talk about what is worrying them, but be patient as she or he may be distressed
- stay calm but show that you are supportive
- avoid dwelling on sensitive issues
- reassure your child that you are sympathetic and will do something about it
- explain that it can happen to most people at some time or another
- try to help him or her to see the difficulty as a problem that can be solved
- ask your child if they can see ways of changing things
- talk to staff at school about bullying and work with them to improve the situation
- help him or her to develop coping strategies
- help everyone to keep a sense of proportion in the situation

School Procedures

- All incidents of suspected bullying are logged onto CPOMS and copied to the DSLS/SLT
- Where judged necessary, parents of all the children involved are informed and will be invited to attend a meeting to discuss the problem.
- The incident will be investigated by school staff and support will be given to help the child displaying bullying behaviour and to the victim.
- The Restorative Approach (outlined in the Behaviour and Discipline Policy) will be followed. Children will take part in a restorative conversation or conference and an agreed action plan will be formulated.**

Work with children

Work with an individual or a group of children is carried out for two reasons:

- to reduce the likelihood of instances of bullying occurring
- to respond to the needs of children who have been bullied and of those children responsible for the bullying
- This work may happen within class, through support from the Inclusion Manager, the Learning Mentor, the ELSAs or from members of the SLT

The child who is bullied

It is recognised that work with children that follows any discovery or report of bullying must avoid aggravating the bullied child's physical or emotional distress. Teachers will take particular care that in following up a complaint of bullying they do not expose the bullied child to the risk of even more bullying. They will take all reasonable measures to ensure that the bullied child is supported and protected. Interventions which appear to be particularly sensitive to the needs of all children are those in which more general problem-solving strategies are modelled. Where a bullied child is suffering prolonged or intense anxiety or distress, referral to outside agencies should be considered.

We will:

- provide an opportunity for discussions with the child who has been bullied
- avoid embarrassing and shaming the bullied child by focusing on a particular incident when the child is present
- consider the appropriateness of referring the bullied child to specialist help, having consulted and secured the agreement of parents. Outside agencies may include the

School Counsellor, Strengthening Families, Mental Health Support Team, Pastoral Work, vis the Inclusion Team.

The child who bullies

We work hard with children who bully others to ensure that they receive the help that will prevent further bullying. Bullies are:

- frequently victims of bullying themselves and may need help to see that bullying is not acceptable behaviour.
- children who have not learned appropriate ways of interacting with their peers.

Procedures for dealing with a reported incident of bullying

Each case must be treated as the unique incident that it is. Inevitably, there will be some occasions when it will be very unclear as to what has actually happened. In these circumstances the priority will be given to ensuring that no further incidents take place. Relevant staff including teaching staff, pastoral support staff, and lunchtime supervisors will be informed and the situation will be monitored closely.

The school has a number of strategies to deal with incidents and an appropriate method will be selected depending on factors including:

- The age of the children involved
- The severity of the incident
- Any previous history

***** Our restorative approach:***

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. Becoming a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.

As adults, we endeavour to support pupils by using a range of restorative approaches, including emotion coaching to help pupils identify their feelings and develop a language to communicate their feelings in positive ways. We will adopt, and as adults, model for pupils, restorative approaches to provide a means to address and 'put right' issues that have occurred and 'restore relationships.'

Strategies adopted include:

- The use of Affective Statements
- Restorative Conversations
- Restorative Circle Times
- Restorative Conferences