

# Woodston Primary School

## Anti-Bullying Policy

This policy has been developed and implemented in consultation with the whole school community including pupils, parents/carers, staff and governors.

### Introduction

What is bullying?

At Woodston it has been agreed with both children and staff that we regard bullying as repeated action, taken by one or more children, with the deliberate intention of hurting another child, either physically or emotionally.

This view is supported by the ABA (Anti-Bullying Alliance) who define 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.”***

Relational Conflict	vs	Bullying
Equal Power Happens Occasionally Accidental		Imbalance of power Repeated negative action Deliberate
Additional Characteristics		
Remorseful Effort to solve problem		No remorse No effort to solve problem

From East Sussex ‘Working Together’ Toolkit 2010

Bullying can occur through several types of anti-social behaviour and may be directed at any group or individual; especially those who are more vulnerable. It can be:

**physical** – a person can be physically punched, kicked, bitten, etc;

**verbal (direct or indirect)** – verbal abuse can take the form of name calling, spreading rumours, it may be directed towards gender, ethnic origin, physical/social disability, sexuality or personality;

**exclusive** – a person can be bullied simply by being excluded from discussion/activities with those they believe to be their friends;

**damage to property or theft** – a person may have property damaged or stolen; physical threats may be used to coerce the person being bullied to hand over property;

**technological/cyber (e.g. using technology to hurt someone)** – this applies to inside and outside of school through the use of instant messaging, email, text messaging and other internet sites.

### Cyber Bullying and E-safety

We are aware that internet bullying has become much more common, particularly as children are now frequently accessing social networking sites outside of school.

On occasions, there may be instances of internet bullying which are linked to school bullying issues involving the same pupils. We will do our utmost to solve the problem at school, but cannot control what happens on the internet outside of school. Parents of pupils who are the victims of such bullying will be advised to contact the security links on the sites concerned, all of which have a duty to ensure that bullying does not take place on their websites. Where we have information about pupils who are using the internet to bully other pupils, we will also keep their parents informed so that they can take action to prevent its reoccurrence.

In school, through our PSHE curriculum and additional e-safety lessons, we promote an awareness of digital literacy which includes: internet etiquette and personal security. Through our Relationships and Sex Education teaching, particularly in upper KS2 we reinforce the importance of respectful relationships and the appropriate use of technology to ensure our pupils do not become victims of sexting or any other form of bullying.

**Racist bullying** is any incident which is perceived to be racist by the victim or another person. It may be perpetrated against individuals on the basis of their race, skin colour, nationality, culture, language or religion.

**Homophobic bullying** involves the targeting of individuals on the basis of their perceived or actual sexuality or sexual orientation, including if they do not conform to a perceived dominant masculine or feminine gender image.

Pupils who have **specific abilities, disabilities or special education needs** (including behaviour) are often at a greater risk of being bullied, both directly and indirectly.

## Development of this Policy

This Policy has been developed in conjunction with pupils, staff, parents and governors. The views of parents are sought to review the policy. The views of pupils are sought through questionnaires and focus group discussions; again, this information is used to shape policies and practice. Staff views are sought at regular intervals and Governors monitor the effectiveness of this policy on an annual basis.

## Aims and Objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to provide a safe and secure environment where all can learn without anxiety.

This policy aims to support a consistent school response to any bullying incidents that may occur. All incidents are treated seriously and are dealt with quickly and efficiently following the 'Procedures for Dealing with Bullying'. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

## Anti-Bullying Campaign

At Woodston we strive to create an ethos where all children feel valued, safe and supported to achieve their full potential. This is endorsed through our Care Values of Compassion, Ambition, Respect and Equity which permeate all that we do.

We work towards the prevention of bullying through:

- An ethos of good behaviour where pupils are encouraged to treat one another and school staff with respect because they know that is the right way to behave
- Raising the children's awareness of bullying throughout the curriculum: particularly during PSHE, Circle Time and assemblies

- Promoting team work and co-operation and discussing managing positive relationships with others
- Creating a culture where pupils are 'prepared to tell', with all classes promoting a 'Listen to me' communication box and all staff prepared to provide a listening ear
- Conducting regular questionnaires and group discussions to ascertain the pupils' view of their wellbeing and happiness in school
- Providing adequate supervision of the playground during playtimes and lunchtimes
- Providing update training for staff to ensure all staff members understand how to implement the policy; recognise the signs of bullying and know how best to respond in each situation

We will support pupils who feel vulnerable or who have been identified as potentially vulnerable through:

- Regular work with all pupils through PSHE, Circle Time and assemblies to create an ethos of respect and tolerance
- Responding to all reported incidents of bullying
- Regular monitoring
- Contact with parents

## **Signs and Symptoms**

Signs of bullying can be extremely variable and will very much depend on the individual. It is important, however, that parents/carers and school staff are aware of the signs and symptoms associated with bullying so that they can identify possible problems. The more common signs include:

- Physical signs (injuries, damaged clothing, general ill-health due to stress)
- Emotional signs (mood swings, changes in personality, constant anxiety/nervousness, depression or tearful for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness)
- Behavioural signs (withdrawn, frequent unexplained absences, poor concentration, eating disorder, evidence of self-harm, disruptive/challenging/bullying behaviour)
- General (frequently 'lose' money/possessions, appears tired/lethargic, avoids entering/leaving school with others, desire to remain in the company of adults)

These signs could indicate other problems, but bullying should be considered as a possibility and investigated. •

## **Procedures for Dealing with Bullying •**

If bullying is suspected we will:

- Talk to the suspected victim and any witnesses individually
- Talk to the child/children suspected of bullying about what has happened (to discover why they became involved) and make it clear that this behaviour is not tolerated
- If the child/children suspected of bullying are found to have behaved in this way, appropriate sanction procedures will be followed
- Record the behaviour in the school's Anti-Bullying Log
- Involve all parties together to discuss the issues
- Provide individual counselling and support for all children involved as necessary
- Inform parents
- Allow children time to sort things out but, when necessary, support children individually or together
- Follow up with further discussions with individuals as and when appropriate

## **Roles and Responsibilities**

### **The Role of Governors**

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The Governing Body responds to any request from a parent to investigate incidents of bullying via the school's complaints procedure. In all cases, the Governing Body notifies the Senior Leadership Team and asks an appropriate member to conduct an investigation into the case and to report back to a representative of the Governing Body.

A named governor supports the school in implementing the Anti-bullying Policy, through the action plan. They will provide feedback to the Governing Body following visits to school and through monitoring the schools' work. The Anti-bullying Policy will be reviewed annually by the Governing Body.

### **The Role of Senior Leaders**

It is the responsibility of all staff to implement the school anti-bullying strategy. Senior Leaders ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the Anti-Bullying policy on request.

Staff ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Senior Leaders draw the attention of children to this fact at suitable moments. For example, if an incident occurs, they may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being sanctioned.

Senior Leaders ensure that all staff receive sufficient training to be equipped to deal with all incidents of bullying. They set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Each term the Anti-Bullying Leader or Senior Leader for Behaviour will assess any incidents of bullying, checking that all bullying records on 'My Concern' are up to date and report to the Senior Leadership Team. This information is shared with the Governing Body.

### **The Role of Staff Members**

Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. Staff keep records of all incidents that fulfil the definition and criteria for bullying online on 'My Concern' - all incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school are logged here.

If staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with Senior Leaders, the class teacher informs the child's parents.

If we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanction for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform a Senior Leader and other relevant staff (e.g. Anti-Bullying Leader or Inclusion Leader). We then invite the child's parents into the school to discuss the situation. In more extreme cases,

for example where these initial discussions have proven ineffective, Senior Leaders may contact external support agencies such as Children's Social Care.

All staff receive training on the implementation of the Anti-Bullying Policy annually. The policy is available in the Policies Folder on the school server (SharePoint) and on the school's website. Staff induction materials include the Anti-Bullying Policy. Any further relevant opportunities to attend training will be taken up by members of staff. Evaluation of training and next steps will be recorded and passed to the school's Continuing Professional Development Co-ordinator for discussion with the Anti-Bullying Leader.

Staff attempt to support all children and to establish a climate of trust and respect for all. Through the PSHE/E-safety curriculum the children are taught how to develop positive relationships and how to manage difficulties and conflicts. These curriculum areas explore the different types of bullying and equip the pupils with understanding how they can get help. Whole school assemblies also address these issues with the children.

Staff (teachers/TAs) are made aware of any vulnerable pupils during transfer meetings and on a day-to-day basis via the 'Look out List' which is located within the staff room.

### **The Role of Parents**

- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Phase Leader or another Senior Leader. If they remain dissatisfied, they should follow the school's complaints procedure, which is available from the school office and on the Trust website.

Parents have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school through fostering in their children, acceptable standards of behaviour, good personal relationships and respect for others. It is also important for parents to recognise the definition of bullying defined in this policy as being different from other incidents of misbehaviour or social conflict.

### **The Role of Children**

It is the responsibility of pupils to develop positive relationships in school and to demonstrate acceptable standards of behaviour, good personal relationships and a respect for others. Pupils should speak to an adult if they are upset by how they have been treated or if they are concerned about one of their peers. If they receive emails, texts or messages that make them feel uncomfortable, pupils should save them and show them to an adult - these messages should not be responded to.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

### **Monitoring and Review**

- This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.

This Anti-Bullying Policy is the governors' responsibility and they review its effectiveness annually

with input from pupils, parents/carers, governors and staff. All stakeholders are given opportunities to contribute to the development of the policy. Governors may have cause to analyse information with regard to gender, age, ethnic background or any other protected characteristic of all children involved in bullying incidents.

This policy is available to all stakeholders in the school via the school website and is actively signposted during all induction processes.

**Other relevant policies/procedures**

Stars Behaviour Policy

Safeguarding Policy

Prejudice Related Incidents

Acceptable Users

Mobile phone use

DATE: Summer 2025.

REVIEW DATE: Summer 2026