



ANTI BULLYING POLICY

Date of Last Review: January 2021

Date of Next Review: January 2023

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Statement of Intent

Woodsetton School is committed to providing a caring, friendly and safe environment for all of its pupils so they can learn in a relaxed and secure atmosphere. Pupils have the right to access all aspects of school life without the fear of being bullied and that all pupils and staff recognise the impact bullying can have.

Woodsetton School reflects a belief that bullying is not acceptable under any circumstances (zero tolerance) and that it is best prevented through the development of a school ethos based on mutual respect, fairness and equality. It also acknowledges that bullying behaviour is problematic for the victim and the perpetrator alike and embodies support and management strategies that are pragmatic and non-oppressive.

This policy should be read in conjunction with the Woodsetton Behaviour Policy and Child Protection Policy, Equality Policy and the E-safety Policy. It is based on DfE guidance 'Preventing and Tackling Bullying' July 2017 and 'Keeping Children Safe in Education' 2020. Woodsetton also considers guidance from Childnet's 'Cyberbullying; Understand, Prevent and Respond; Guidance for Schools'. Other legislation, as well as criminal and civil law include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Protection from Harassment Act 1997

School Ethos

Woodsetton are proud of the pupils and staff that have been involved in the Anti-Bullying Ambassador training programme delivered through the Diana Award. The Diana Award recognises the importance of empowering young people to take ownership in being the instigators of positive social change, so all young people have the opportunity to achieve their full potential.

The Diana Award has three fundamental aims:

- To engage young people in social action to make a difference to the lives of other, through Anti-Bullying training and mentor programmes
- To empower young people to achieve their full potential
- To encourage young people to contribute to their communities

Woodsetton Anti-Bullying Ambassadors have recently been reinstated and will be organising regular special events and leading whole assemblies to raise the profile of the importance of friendship, tolerance, anti-bullying and acts of kindness.

Principles

The school accepts the following principles with regard to bullying:

- All children have an absolute right to be educated in a safe and secure environment and to be protected from others who may wish to harm, degrade or abuse them.
- There is no justification whatsoever for bullying behaviour and it should not be tolerated in any form. Differences of race, religion, gender, sexual orientation, ability are absolutely repudiated as reasons for bullying.
- Bullying behaviour is a problem for both the bully and the victim and should be addressed in positive and constructive ways which provide opportunities for growth and development for the bully and victim alike.
- Effective management of bullying is a shared responsibility and strategies should involve school staff, parents/carers and other professionals involved with children who are the victims or perpetrators of bullying behaviour.
- It is important to invest time and resources in the prevention and management of bullying and to provide staff with advice, training and the support necessary to manage it with confidence.
- Information about the school's policy and procedures should be readily available in 'user-friendly' form to children and their parents/carers.

Aims

The aims of the school through the implementation of this policy are:

- To fulfil the school's statutory responsibility to respect the rights of children and to safeguard and promote their welfare.
- To clarify the school's responsibility for responding to incidents of bullying and to emphasise to staff, pupils and their parents and carers, the school's zero tolerance attitude towards bullying behaviour.
- To eliminate intimidating behaviour and promote a school ethos in which each pupil is safe and able to realise their full potential.
- To address the problem of bullying and to bring it under control through the implementation of whole school policy and procedures.
- To reassure parents and carers that the school takes their children's welfare seriously and that they are being educated in a safe and secure environment.

Definition of Bullying

Bullying can be defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally.' (DfE, 'Preventing and Tackling Bullying' July 2017).

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; gossiping; excluding people from groups; spreading hurtful and untruthful rumours, and threatening or dominating behaviour towards another person with the calculated intention to hurt or frighten them physically, emotionally, verbally, prejudicially, sexually or psychologically.

Bullying is not just physical or verbal but can also take place in the 'virtual world' of the Internet and through media such as texts, social media and online chat rooms – in all cases it should be reported. E –Safety is very important to our young people.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as the incident has been reported or identified
- Provide support to the person who has been cyberbullied
- Encourage or offer support to the victim to keep evidence
- Work with online service providers to prevent the incident spreading further and to assist in removing offensive or upsetting material

Signs and effects

- Bullies try to emphasise a difference. It may be skin, gender, gender realignment, accent, disability, clothes, religion, sexual orientation, geographical. This list is not meant to be exhaustive.
- Bullies enjoy power and the drawing together of a group.
- Victims feel powerless.
- Families become frustrated.
- Anger is a natural emotion. Those involved have a right to feel angry.
- There is no fool proof way of knowing that a child is being bullied. Look for unexplained illnesses, school phobia, general unhappiness, reluctance to attend, lateness.
- Lack of/change in patterns in friendship groups.
- It may be others who notice first. Dinner supervisors, cleaners, support workers, neighbours and so on.

We Can Beat Bullying Together

If you think you are being bullied or you see someone else being bullied you need to:

Start Telling Other People!

What can you do if you think you are being bullied?

- Tell a person you trust – Headteacher, anti-bullying ambassador, senior leader, a teacher, a teaching assistant, lunchtime supervisor, a friend, school council representative.
- Believe that it will be sorted out.
- Tell yourself you do not deserve to be bullied and act as confidently as you can
- Keep with your friends. Do your best to ignore the bully!
- Keep in busy places in school, where there are many people about, at least until it is sorted out.
- Don't try and get involved – you might end up getting hurt or in trouble yourself.
- Don't stay silent or the bullying will keep happening.

What can staff do?

- Provide pupils access to a range of communication aids to help them express their concerns or worries such as Makaton sign language, PECS and visual aids.
- Provide opportunities to discuss bullying and positive through PSHE lessons/circle time and other similar sessions.

- Lead whole school assemblies with Woodsetton Anti-bullying ambassadors to discuss situations, share pupil views on bullying and consider actions that can be taken to prevent bullying taking place.
- Provide additional support to pupils who are believed to be at risk of bullying or have suffered from bullying in the past.
- Ensure that at particular times when children may be more vulnerable to bullying, there is adequate supervision available to reduce risk of bullying incidents.
- Endeavour to deal quickly, firmly and fairly with any complaints of bullying, contacting parents/carer where necessary.
- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards one another.
- Regularly gather pupil views on bullying and the nature of bullying
- Ensure parents/carers know about the complaints procedure and how to use it in an appropriate manner.
- Restorative justice will allow the victim to be heard and the bully to face up to what they have done.

What can parents/carers do to help?

Beating bullying together – “Honesty, Openness, Involvement”

- Support child in reporting incidents to staff. Encourage child to tell a teacher/trusted adult in school. As a parent/carer, speak to a teacher and work together with the school to rectify/eliminate the problem.
- All parties (home, school, pupils) must be involved and state clearly what is happening and then agree what is going to be done and why.
- Pupils, parents and staff need to be aware of the school’s policy.
- Adopt a calm atmosphere and a common desire. Do not drive the problem underground. Remain calm and controlled (not to escalate issues in front of child)
- Support child emotionally and work with the school to role model positive behaviour for pupils, both on and offline.

Action to be taken when Bullying is suspected

REPORT IT - There is always someone you can talk to. We take bullying very seriously and therefore the person with overall responsibility to prevent bullying or deal with concerns is the Headteacher. If she is not in school, report it to the Deputy Headteacher.

For all forms of bullying, the Headteacher or another senior leader will interview all parties involved. The Designated Safeguarding Lead will be informed if there are safeguarding concerns. Other school members of staff will be informed, if appropriate. In most cases the problem is resolved quickly and everyone feels happier, however, other agencies may be consulted or involved in more serious cases (such as the police or Social Care).

Bullying or the threatening of other pupils is extremely serious and may result in exclusion from the school. Some incidents of bullying can lead to criminal prosecution through the courts.

All incidents of proven bullying will be reported to the governors of the school in a termly report written by the Headteacher.

Woodsetton supports the children:

- By offering an immediate opportunity to share or express worries with a trusted person of their choice
- Informing parents/carers
- By offering continuing support when they feel they need it
- Arranging for them to have a “safe place” throughout the school day if needed
- By taking action to prevent further bullying
- In some instances, notifying outside agencies

We use a range of strategies to deal with bullying as punishment alone will not solve the problem. Children showing bullying behaviours may also need help, and we do this in the following ways:

- By talking about what happened, to discover why they became involved
- Providing opportunity to join therapy/social groups during play/lunchtimes
- Informing parents/carers
- By taking action to prevent further bullying
- In some instances, notifying outside agencies

Recording of incidents

Recording of information is extremely important so that:

- We are aware of incidents.
- We are able to track actions taken to prevent bullying.
- We are able to check on support given to all parties.
- We can continue to monitor effectiveness of actions.
- We can monitor effectiveness of work all parties.

All incidents, when disclosed, are recorded on the school’s CPOMs system and forwarded to the Headteacher.

Guidelines for recording

When investigation is warranted, the following information should be recorded:

- Date of allegations
- Dates and times (where possible) of incidents
- Statements from witnesses (signed and dated, if appropriate)
- Statements from all pupils involved (signed and dated, if appropriate)
- Conclusions from investigator
- Actions taken at that point (including support and possible disciplinary actions).
- Details of any parental involvement
- The ensuing records will be kept in a secure file

Responsibilities

It is the responsibility of:

- The Headteacher to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the Senior Leadership Team is adequately trained and identified to take some responsibility

- The Anti-Bullying Ambassadors to communicate this policy to the school community
- All staff, Governors, Senior Leadership Team, teaching and non-teaching staff to support, uphold and implement this policy accordingly
- Parents/carers to support their children and work in partnership with school
- Pupils to follow the policy, with support where needed

The Role of the Governors

The governing body supports the Headteacher in all attempts to eliminate bullying from Woodsetton School. The governing body will not condone bullying at Woodsetton and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The governing body monitors incidents of bullying that occur and reviews the effectiveness of this policy regularly. The governors require the Headteacher and senior lead 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.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can raise their concerns via the school Complaints Policy.

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. The headteacher and governors will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any concerns.

The Anti-Bullying Policy is the governors' responsibility. The effectiveness of this policy is reviewed through discussions with the headteacher. Governors will analyse information for patterns of people, places or groups. They will also review any incidents of racial bullying.

This policy will be reviewed every two years, or earlier if necessary.

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