

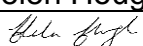

# Woodfall Primary & Nursery School

## ANTI-BULLYING POLICY

November 2023

(To be read in conjunction with the  
Behaviour Policy)



In Consultation with		
All Year 5 Pupils, who create their own version of this policy and with our School Council		
Date Agreed	Name	Position
	Helen Hough	Headteacher
		
	Duncan Haworth	Chair of Governors
		
Date for Review: Nov 2024		

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## 1.0 PRINCIPLES AND VALUES

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to.

Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

## 2.0 OBJECTIVES OF THIS POLICY

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

## 3.0 WHAT IS BULLYING?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In other words, bullying at Woodfall Primary and Nursery School is considered to be, “unacceptable behaviour which occurs **‘lots of times, on purpose’**.”

Bullying can be short term or continuous over long periods of time.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, biting, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focusing on the issue of sexuality

Direct or indirect Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of internet ,such as email and internet chat Twitter, Facebook misuse Mobile threats by text messaging and calls Misuse of associated technology , i.e. camera and video facilities, ipad, games consoles,

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, incl Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place anywhere on the school premises eg. in the classroom, playground, toilets. It can take place on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

#### **4.0 PERPETRATORS AND VICTIMS**

Bullying takes place where there is an imbalance of power of one person or persons over another.

This can be achieved by:

- the size of the individual,
- the strength of the individual
- the numbers or group size involved
- anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

## **5.0 WHY IS IT IMPORTANT TO RESPOND TO BULLYING?**

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

## **6.0 SIGNS AND SYMPTOMS FOR PARENTS AND STAFF**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

## **7.0 OUTCOMES**

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff. Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place, eg a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes (See Behaviour Policy). Wherever possible, the pupils will be reconciled.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others, eg police, counsellor, Quarriers etc. In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, each case will be recorded in the Bullying Log (See Recording Bullying section and Appendix 2) and monitored to ensure repeated bullying does not take place.

The Safeguarding Governors will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliation.

## **8.0 PREVENTION**

At Woodfall Primary and Nursery School we use a variety of methods to support children in preventing and understanding the consequences of bullying through class assemblies, PSHCE lessons, SMSC Curriculum, the school Vision and Assembly Themes, SEAL, P4C, our Buddies, Play Leaders, Peer Counsellors, Special Friends, Anti-Bullying Team, Anti-bullying week and continued focus, Friendship Stop, E-Safety Day, Worry Box. Children are also consulted through in-school pupil questionnaires, Visiting Theatre group, 'Loudmouth', 'My Mate Fancies You' and 'Bully4U' for example.

The ethos and working philosophy of Woodfall Primary and Nursery School means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff will reinforce expectations of behaviour as a regular theme in line with our Vision and our Golden Rules and Class Rules.

Staff will follow the equality policy; supporting every child in our school. Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or class rules
- writing a personal pledge or promise against bullying
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- creating an item for the school website.

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- tell a friend
- tell your School Council Rep or Anti-Bullying Team
- tell a teacher or adult whom you feel you can trust
- go to the Friendship stop
- write your concern and post it in the 'worry box
- tell a parent or adult at home whom you feel you can trust
- discuss it as part of your PSHCE time
- ring Childline and follow the advice given
- visit the school website for ideas of what to do next.

## **9.0 RECORDING OF BULLYING INCIDENTS**

When an incident of bullying has taken place, staff must be prepared to record and report each incident.

In the case of racist bullying and homophobic bullying, this must be reported to the Headteacher.

General incidences of bullying should be recorded in the Behaviour Log. This would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying. Confirmed cases of bullying must be recorded following the CPOMS (Child Protection Online Monitoring) procedure, as with any case of Safeguarding.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future.

Incidents of bullying will be reported to the Governing Body termly.

## **10.0 ADVICE TO PARENTS**

As the parent of a child whom you suspect is being bullied:

1. Report bullying incidents to the class teacher.
2. In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

Do Not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

## **HELP ORGANISATIONS:**



Advisory Centre for Education	(ACE) 020 7354 8321
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	020 7730 3300
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice.

For a copy of Kidscape's free booklets "*Stop Bullying*", "*Preventing Bullying*" and "*You Can Beat Bullying*", send a large (A4) self-addressed envelope (marked "Bully Pack") with 6 first class stamps to:

Kidscape  
2 Grosvenor Gardens  
London SW1W 0DH

# APPENDIX 1

Paper Based - Behaviour Log 2022 – 2023  
Alternatively, use CPOMS: <https://woodfall.cpoms.net>

Year Group:

Date:
Child(ren) displaying inappropriate behaviour:

Description of the incident:
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Who was affected?
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Action(s) Taken	By whom	Date
Conclusion – final outcome/reconciliation		

## APPENDIX 2

# YEAR 5 WOODFALL PRIMARY

# ANTI-BULLYING POLICY

This policy has been written by both year 5 classes as a part of anti-bullying week, September 2022.

At Woodfall Primary and Nursery we believe that everyone has a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour. It is made clear that bullying is a form of anti-social behaviour and will not be tolerated. Our pupils are equipped with the knowledge of what bullying is and its consequences, how they can combat bullying and what they can do to ensure they are able to stay protected within their surroundings.

### **What is bullying?**

Bullying is when someone or a group of people continuously upset or hurt you. Bullying can happen through several types of anti-social behaviour. It can be:

### **Physical**

Physical bullying is when someone hurts another by using physical force. It can be by kicking, punching, pushing or harming another person in a physical manner. It can also consist of damaging property or stealing things.

### **Verbal**

Verbal bullying is when a pupil uses words to hurt another by saying something about them. This can consist of: calling them names, commenting on someone's weight, height or ethnicity, by threatening them, using rumours, taunting and any other insult to hurt.

### **Emotional**

Emotional bullying is when you make people upset by spreading rumours, pulling mean faces at them and judging their appearance. Making them feel emotionally vulnerable.

### **Cyber**

Cyber bullying is when you threaten, hurt or upset someone by using the internet. This can consist of sending mean messages, inappropriate emails and putting pictures of someone else online. This also includes spreading rumours and trolling other people. You can do this on various forms of social media, such as Facebook, Snapchat, Instagram and twitter.

### **What forms does bullying take?**

- Name calling
- Punching, kicking, pinching, etc.
- Threatening behaviour
- Stealing or damaging another person's property
- Posting comments online

- Hurting people's feelings
- Starting rumours or lying to get somebody into trouble
- Leaving people out of games, isolating someone
- Abusive and inappropriate language
- Teasing

### **Why is it important?**

No one deserves to be bullied. Everybody has equal rights. If you don't tell somebody it could get worse. Bullies will carry on if you don't respond. There are serious consequences to bullying. Bullies need to change their actions and behaviour. So stand up, stay strong and stand together.

### **What can you do if you are being bullied?**

- Speak up and tell a responsible adult or teacher
- Ignore the bully/bullies
- Don't retaliate, it could make the situation worse
- A problem shared is a problem halved
- Be proud of who you are
- Stay with a group of friends
- Stay loud, stay proud and stay strong
- Don't show the bully that you're upset
- If it goes too far, tell the police
- Tell friends and ring Childline, it will make you feel better

### **What do you do if you know someone is being bullied?**

- Tell a responsible adult, e.g. teacher, parent, guardian, etc.
- Support the victim. Don't stand back or encourage the bully
- Don't leave the person being bullied alone

### **Strategies for dealing with bullying**

Report the bully to a parent or someone you feel you can talk to. Don't encourage the bully's behaviour by befriending him/her or allow him/her to think they are funny or clever. Don't let the bully make you feel small, isolated or to influence you into doing something that you know is wrong.