

Anti-Bullying Policy

Wooden Hill Primary and Nursery School



Approved by: Governing Board

Date: September 2023

Next review due by: September 2026

Signed

A white rectangular box containing a handwritten signature in black ink that reads "I. Garner".

Headteacher:

Signed Chair of Governors:

A white rectangular box containing a handwritten signature in black ink.

Wooden Hill Primary and Nursery School Anti-Bullying Policy

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also takes into account the DfE statutory guidance “Keeping Children Safe in Education” 2021. The school has read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

Policy objectives:

- This policy outlines what Wooden Hill Primary school will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Wooden Hill Primary school is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2Links with other school policies and practices

- This policy links with a number of other school policies, practices and action plans including:
 - Behaviour and relationships policy
 - Complaints procedure
 - Safeguarding and Child Protection policy
 - Confidentiality policy
 - Acceptable use policies
 - Mobile phone and social media policies
 - onlinesafety policy

Links to legislation

- There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
 - The Education and Inspection Act 2006, 2011
 - The Equality Act 2010
 - The Children Act 1989
 - Protection from Harassment Act 1997
 - The Malicious Communications Act 1988
 - Public Order Act 1986

Responsibilities

- It is the responsibility of:
 - The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team is identified to take responsibility when appropriate.
 - School Governors to take a lead role in monitoring and reviewing this policy.
 - All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.

- Parents/carers to support their children and work in partnership with the school with honesty and an open mind.
- Pupils to abide by the policy.

Definition of bullying

- Bullying is “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; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

Forms of bullying covered by this policy

- Bullying can happen to anyone. This policy covers all types of bullying including:

○

| 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, 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 or gaming sites |

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an additional language
- Children who are or are perceived to be gay, lesbian or bisexual

Dealing with bullying, harassment or violence

Bullying is recognised as being a repeated pattern of physical or verbal abuse. It is something that we take seriously and intend to be proactive in preventing its occurrence.

Occurrences of violence, harassment, or bullying behaviour are considered extremely serious and are always recorded on CPOMS. Parents of children involved, as either the perpetrator or the victim, will always be notified of the incident as soon as possible by the child's class teacher. It is usual in these circumstances that a senior member of staff (Key Stage Leader, Deputy Headteacher or Headteacher) will be involved with the class teacher to make decisions about appropriate and relevant consequences for the child as a result of this unacceptable behaviour. These decisions will always be clearly explained to the parents of the child who was responsible for this behaviour.

Child on child sexual violence and harassment

In line with the guidance in Keeping Children Safe in Education 2021, all staff need to maintain a 'it could happen here' attitude. The updated guidance explains that school staff:

- Don't need to wait for a child to make a disclosure, they should act on any concerns immediately
- May overhear a conversation that suggest a child may have been harmed or a child's behaviour may be an indicator
- May confiscate devices for evidence to hand to the police, if the report includes an online element
- Can ask children outright if they've been harmed and what the nature of the harm was
- Should keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation

- Should reflect back, using the child's language, when hearing a report
- Should recognise it may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse

School Ethos

- Wooden Hill Primary School community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying, our schools can help to create safe, disciplined environment, where pupils are able to learn and fulfil their potential.
- *Our Community:*
 - Monitors and reviews our anti-bullying policy and practice on a regular basis.
 - Supports staff to promote positive relationships, to help prevent bullying.
 - Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
 - Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
 - Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the antibullying policy.
 - Requires all members of the community to work with the school to uphold the antibullying policy.
 - Recognises that the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carer regarding all reported bullying concerns and will seek to keep them informed at all stages.
 - Will deal promptly with grievances regarding the school response to bullying in line with our complains policy.
 - Seeks to learn from good anti-bullying practice elsewhere.

Utilises support from the Local Authority and other relevant organisations when appropriate

Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decisionmaking, as appropriate.
- In the first instance a member of staff will interview all parties involved. This information is passed onto the SLT. Any subsequent occasions, a member of the SLT will interview all parties.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/ carers, where appropriate.
- Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.

- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm) or referral to MASH.
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. The school will consider the impact on the school community and respond accordingly.
- A clear and precise account of the incident will be recorded by the school on CPOMS. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

<https://www.childnet.com/ufiles/Cyberbullying-guidance2.pdf>

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - ✦ looking at use of the school systems;
 - ✦ identifying and interviewing possible witnesses;
 - ✦ Contacting the service provider and the police, if necessary. ○ Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.

This may include:

- ✦ Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content. ○ Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need. ○ Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online.

This may include:

- ✦ advising those targeted not to retaliate or reply;
- ✦ providing advice on blocking or removing people from contact lists;
- ✦ helping those involved to think carefully about what private information they may have in the public domain.

See online safety policy for more details

Supporting pupils

- *Pupils who have been bullied will be supported by:*

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate. ○ Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).
- *Pupils who have perpetrated the bullying will be helped by:* ○ Discussing what happened, establishing the concern and the need to change. ○ Informing parents/carers to help change the attitude and behaviour of the child. ○ Providing appropriate education and support regarding their behaviour or actions.

-
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour policy;
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

Supporting adults

- Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.
- *Adults (staff and parents) who have been bullied or affected will be supported by:*
 - Offering an immediate opportunity to discuss the concern with a senior member of staff and/or the headteacher.
 - Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
 - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
 - Reassuring and offering appropriate support.
 - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
 - The school's grievance/complaints procedure will be used which may lead to disciplinary action to a staff member.
- *Adults (staff and parents) who have perpetrated the bullying will be helped by:*
 - Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
 - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
 - If online, requesting that content be removed.
 - Instigating disciplinary, civil or legal action as appropriate or required.

Preventing bullying

Environment

- The whole school community will:
 - Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
 - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
 - Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
 - Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.

-
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

- The whole school community will:

Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns

- Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school’s attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.

- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

- The school community will:
 - Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school’s policy and procedures (including recording and reporting incidents).
 - Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
 - Provide systematic opportunities to develop pupils’ social and emotional skills, including building their resilience and self-esteem.

Involvement of pupils

- *We will:*
 - Involve pupils in policy writing and decision making, to ensure that they understand the school’s approach and are clear about the part they have to play to prevent bullying.
 - When appropriate canvas children views on the extent and nature of bullying.
 - Ensure that all pupils know how to express worries and anxieties about bullying.
 - Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
 - Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
 - Publicise the details of internal support, as well as external helplines and websites.

-
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.
- All classes have a worry box where children can express concerns.

Involvement and liaison with parents and carers

- *We will:*
 - Ensure parents are aware that the school does not tolerate any form of bullying.
 - Make sure that key information about bullying is available to parents/carers in a variety of formats.
 - Ensure all parents/carers know who to contact if they are worried about bullying.
 - Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying. ○ Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
 - Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- The headteacher will be informed of bullying concerns, as appropriate.
- The headteacher will report on a regular basis to the governing body on incidents of bullying, including outcomes.