



# ANTI-BULLING POLICY

## Mission Statement

Through a passion for learning rooted in mutual respect and warm, honest relationships our school community provides a platform for success for all.

Woodlands Park Primary School reviewed this policy: Autumn 2022

Woodlands Park Primary Schools' Local Governing Board formally adopted and agreed this policy on: October 2022

This policy will be formally reviewed annually.

# Woodlands Park Primary School

## Pupil Voice

*"The children at Woodlands Park will not tolerate bullying of any kind. Bullying is a repeated action, either physical or emotional, that you feel uncomfortable with. All children need to be treated with respect and their concerns dealt with fairly so that they feel safe."*

## Rationale

Bullying of any kind is unacceptable and **Woodlands Park Primary School** is committed to providing a safe, caring and friendly environment for all staff and pupils. This Anti-Bullying Policy has the sole aim to protect and embrace everyone who studies and works in the school, both pupils and staff by generating a culture within the school that **bullying is not an acceptable form of behaviour** at any level.

Bullying will not be accepted or condoned. All forms of bullying will be addressed. Bullying is a subjective experience and can take many forms, making it extremely difficult to define. Bullying can be instigated by children, young people and adults.

## Definition

The Anti-Bullying Alliance defines bullying on their website as follows:

***"the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"***

There are four key elements to this definition:

- **Hurtful.**
- **Repetition.**
- **Power imbalance.**
- **Intentional.**

Bullying behaviour can, **when delivered repeatedly and over a sustained period** be:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Racial** – racial taunts, graffiti and gestures.
- **Online/cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion
- **Indirect** - Can include the exploitation of individuals.

This policy is linked directly to the school's behaviour policy, is part of the framework set up within that policy and therefore should not be considered in isolation.

At Woodlands Park we will:

- Respect every individual's needs for, and rights to, an environment where safety, security, praise, recognition, and opportunity for taking responsibility are not only available but expected.

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- Respect every individual's feelings and views.
- Recognise that everyone is important and that our differences make each of us special.
- Show appreciation of others, by acknowledging individual qualities, contributions and progress.
- Ensure safety by having anti-bullying rules and practices, developed with the participation of children and young people, carefully explained and displayed for all to see.

### Objectives

- To create an environment where individuals feel listened to, and where issues can be discussed at a personal or group level to clarify problems and work towards finding a solution.
- To provide a structure within the school where the above can take place.
- To form relationships within the school to encourage dialogue between - child/child, child/teacher, child/teacher/parent, parent/teacher, parent/ teacher/governor, as a basis for mutual understanding, support and the development of sound strategies.
- To generate a sense of fairness and trust between individuals and groups.
- To identify attitudes and situations that allow bullying to take place.

Within the framework of the school behaviour policy, bullying will be focused on at the appropriate time during:

- Circle time.
- The formation of class and school rules.
- The feedback from lunchtime supervisors.
- Class, Key Stage and School assemblies.
- Friendship week – In line with National Anti-Bullying Week.
- Parents' evenings
- Use of PSHE materials.
- Staff meetings including those of classroom assistants and lunchtime assistants.

Attitudes and appropriate strategies will be developed with **all staff** through appropriate INSET and group discussions.

These will include:

- Observed behaviour of 'victims' of bullying.
- Listing possible behaviours/patterns and situations that could be construed as bullying.
- Strategies in use for the prevention of bullying.

### Steps and Procedures

To encourage a consistent approach to bullying and to clarify a common strategy for the school that is understood by children, parents and staff; the following procedures will take place when the possibility of bullying has been highlighted by a member of the school community. It should also be noted that a positive attitude is encouraged always during dialogues with and between parents, teachers and children, in any combination.

1. Any incidents or observations will be recorded in CPOMS. This will be recorded under the 'behaviour' tab for initial concerns.
2. A discussion will take place within the class with positive attitudes being encouraged. Staff members will use their judgement on whether to talk to children individually or in small groups.
3. Circle time will be used to focus on the issue raised if appropriate.

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4. Staff will review the observed behaviour and note any changes or modification.
5. Staff will use their professional judgement to determine whether reported incidents constitute 'bullying'. If the member of staff concludes that incidents are a 'one-off' or 'friendship breakdowns' or anything else which does not constitute bullying by definition, they will not move onto the next step and the behaviour will be supported using the behaviour policy.

### Next Steps

6. If the pattern of behaviour persists and is considered to be bullying, the following will take place as soon as is possible:
  - The incident will be recorded on CPOMS using the bullying tab. Details will be shared with appropriate members of staff.
  - The Head teacher / leadership team will be informed.
  - All individuals involved will be interviewed separately, and a record of the interview will be added to CPOMS.
  - The pupils will then be addressed as a group and the findings discussed, when appropriate.
  - Behaviour discussed with the parents on both sides of the bullying behaviour with the support of a member of the leadership team.
  - Strategies and targets will be worked out and review dates set. This will also be recorded on CPOMS.
  - Where appropriate, school will seek support from appropriate outside agencies e.g. Behaviour Support Team if targets are not being met to eliminate the bullying behaviour.
  - Where appropriate, school will consider the use of a fixed term exclusion if bullying incidents persist.

### Additional Steps

- Detailed observations of child's behaviour by trained staff may be necessary in order to unravel behaviour patterns.
- Governors will be informed of bullying incidents (at an appropriate level) to enable them to monitor.

### REFERENCES

The Anti Bullying Alliance - [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Babcock LDP – Behaviour Support Team

[www.babcock-education.co.uk](http://www.babcock-education.co.uk) – Guidance on Anti Bullying Policy development