

Anti-Bullying Policy

Woodfield Infant School and St. George's Junior School



Approved by: LGB

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Intent

The aims of the anti-bullying policy are to:

- ensure that children in St. George's Junior School and Woodfield Infant School learn in a supportive, caring and safe environment without fear of being bullied
- prevent, de-escalate and/or stop any continuation of harmful behaviour in line with the Behaviour & Discipline Policy
- react to bullying incidents in a reasonable, proportionate and consistent way
- safeguard those children who have experienced bullying and those who have been involved in the act of bullying, and to trigger actions to support these children.

1 Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Searching, Screening and Confiscation Policy
- Primary Relationships and Health Education Policy
- Suspension and Exclusion Policy
- Child-on-child Abuse Policy

2 Definitions

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

All allegations of bullying will be taken seriously and investigated against the definition in this policy.

Our pupils devised the following to support them in identifying and stopping acts of bullying:

‘Several times, on purpose, STOP!’

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

3 Bullying can take many forms including

Type of bullying	Definition
Physical	can include kicking, hitting, pushing and taking away belongings
Verbal	bullying which includes name calling, mocking and making offensive comments
Emotional	bullying which includes isolating an individual or spreading rumours about them
Cyber-bullying	where technology is used to hurt an individual –for instance text messaging or posting messages/images on the internet or any form of social media
Prejudicial	occurs when bullying is directed towards protected characteristics or experiences, e.g. religion or mental health or perceived differences.
Radicalisation and Extremism	occurs when someone influences others to support terrorism or demonstrate opposition to fundamental British values.
Socioeconomic	occurs when bullying is directed towards perceived social status of the victim, including but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their belongings or clothing.

Bullying includes:

- name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing or taking belongings
- Inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet (**Mobile phone use is strictly prohibited during the school day. Any pupils that do bring a mobile phone to school for emergency contact use must hand it in to the school office until the end of the school day**)
- producing offensive graffiti
- gossiping, excluding people from groups, and spreading hurtful and untruthful rumours

With the advance in new technologies, both schools are aware there is an increased risk of cyber bullying. Therefore, our schools have an ICT user's agreement which all students sign, along with a separate E-Safety policy. Cyber bullying forms part of our e-safety and PSHE curriculum.

4 Roles and responsibilities

4.1 The role of the Governing Body

Governors have the responsibility to ensure that the anti-bullying policy is in place, that it reflects the school's values and practice, and is reviewed at regular intervals.

The Governors agree with the principles of Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter and this is clearly displayed around both schools.

4.2 The role of the Head teacher

- a) It is the responsibility of the Head teacher to implement the school's anti-bullying strategy and to 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 Head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- b) The Head teacher ensures that all children understand the definition of bullying, know that it is wrong and that it is unacceptable behaviour in this school.
- c) The Head teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- d) The Head teacher sets the school climate of mutual support and praise for success, to 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.

4.3 The role of the teacher

- a) Teachers in our schools take all forms of bullying seriously, and intervene to prevent incidents from taking place. They ensure all incidents are recorded on CPOMS and alert/assign these to a member of SLT and the Cohort Leader.
- b) Teachers are responsible for monitoring any known issues, informing parents where necessary and making arrangements for the necessary support to be put in place to support pupils involved.
- c) Teachers are responsible for attending and completing the necessary training which enables them to become equipped to deal with incidents of bullying and behaviour management.
- d) Teachers will support all children in their class and establishing a positive climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

5 Prevention

Although sometimes occurring between two individuals in isolation, bullying quite often takes place in the presence of others, for example, between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of methods.

Anti-bullying strategies include:

- Development of a positive behaviour ethos in school that expects children to encourage positive behaviour from each other and be exemplary role models in demonstrating 'The St. George's Way' and 'the Woodfield Way'.
- Rewards for positive behaviour.
- Taught lessons as part of our PSHE scheme and other curriculum areas.
- Regular promotion of the St. George's Way and the Woodfield Way and anti-bullying in assemblies.
- Individual or group discussion led by a member of staff.
- Self-esteem and circle time activities.
- Pastoral support sessions.
- Posters developed by pupils.
- A duty rota for staff to monitor behaviour at break and lunch times.
- Annual questionnaires to research student views on how safe they feel in school.
- CEOP training for staff (Child exploitation online protection)
- Regular communication and updates with parents to provide information around supporting safety at home.
- Curriculum lessons on e-safety.

Pupils are encouraged to report bullying in this school by talking to a member of staff. "Several times on purpose, STOP!"

All school staff must be alert to the signs of bullying and act promptly, sensitively and effectively against it in accordance with school policy. There is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

The school will clearly communicate a whole-school commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole school. All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with different types of bullying.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work with a range of peers. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills beyond the classroom will be provided through participation in house events, school visits and during the end of year class mix in year 4.

5.1 Curriculum

Pupils will have opportunities to develop their understanding of the nature of bullying, to explore their own and others attitudes to bullying and to develop the skills to deal with bullying through PSHE, Circle Time, Online Safety, assemblies and through other school activities. The policy will be promoted and implemented throughout the school through distinct PSHE

sessions and cross-curricular activities. All types of bullying are discussed as part of the relationships and health education curriculum. The curriculum will explore and discuss issues at age-appropriate stages such as:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship and coercive control
- Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.

6 Anti-bullying advice to Parents / Carers

Disagreements with peers are a normal part of growing up; however, if your child is experiencing persistent behaviours, such as those listed in this policy, it is important that you contact the school to discuss this further. Below is list of advice and further links that you may find useful.

- A great deal of bullying is due to cyber-bullying. Please regularly monitor your child's use of the Internet and mobile phone. Access to these is out of the school's control when your child is not in school.
- Talk to your child on a regular basis, so any problem is easier to share.
- Listen to what they say without getting angry or upset.
- Encourage your child to feel good about themselves, realising that we are all different and equally important.
- If you believe your child is being bullied, or is a bully, talk to other adults at home or at school and explore the options. Don't stay silent.
- If your child is a victim assure them that it is not their fault and that you are going to do something to help.
- Be realistic in your expectations, sometimes on-going problems can take time to resolve.
- Contact the school. A good working relationship between parents and the school is key to helping resolve the issues.
- Always remember that children can't solve bullying on their own. They need the support of parents/carers and our school.

<https://www.bullying.co.uk/advice-for-parents/>
<https://www.antibullying.net/parentsfamilies.htm>

7 Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Changes in academic performance
- Appears anxious
- Regularly feeling sick or unwell.
- Reluctance to come to school.
- Clothes/bags torn or damaged.
- Money/possessions going missing.
- Decreased involvement in school work.
- Unexplained cuts and bruises.
- Asking for money with unexplained or unusual reasons
- Unexplained behaviour changes, e.g. moody, bad-tempered, tearful.
- Unhappiness.
- Unwillingness to use the internet or mobile devices they are usually interested in.
- Loss of appetite.
- Not sleeping.
- Loss of weight
- Seen alone a lot
- Being afraid to walk to or from school alone
- Not very talkative

Although signs above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to the following:

- Desire to appear powerful
- Unhappiness
- Feelings of inadequacy
- Difficulties at home
- Learned behaviour (They too have been bullied)
- Experiencing mental health problems, which have led to them becoming more easily aggravated
- Victim of abuse

If staff become aware of any factors that could lead to bullying behaviours, they will notify the cohort leader or KS1 lead, who will investigate the matter and monitor the situation, reporting to SLT as necessary.

8 Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying vision. Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil to another will always be challenged and will never be ignored.

Staff will respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent or there is a safeguarding concern. If a member of staff believes a pupil is in danger, they will inform a DSL immediately.

9 Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone or video calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook, Snapchat, Instagram

NB. The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The schools view cyberbullying with the same severity as any other form of bullying if they become aware of any incidents.

10 Procedures

There is a senior member of staff who leads on anti-bullying:

Name: **Miss Charlotte Worley** Role: **Head of Inclusion** at St. George's Junior School and **Mrs Emma Shelborne, KS1 lead** at Woodfield Infant School

All staff are made aware of this policy and its clear links to other key policies.

The following steps will be taken by staff when dealing with incidents:

- If bullying is suspected or reported, the incident will be taken seriously and appropriate first steps are taken promptly by the member of staff who has been approached.
- Each incident will be investigated thoroughly, sensitively and effectively.

- A clear account of the incident and actions taken will be recorded via CPOMS and the Headteacher/senior staff member and Cohort Leader or KS1 lead will be assigned or alerted to the case for further action and/or monitoring which will be reviewed.
- Relevant staff will be kept informed and will record any further incidents of bullying and inform their Cohort Lead/Headteacher/senior staff member and appropriate further action will be taken.
- Parents/carers will be kept informed appropriately
- Appropriate rewards and sanctions in line with the school's Behaviour Policy will be used to support the improvement of pupils' behaviour.
- The school will inform the Local Authority of any hate or prejudice related incident as part of the school's Public Sector Equality Duty under the Equality Act 2010 and in support of the Shropshire Tackling Hate Crime initiative. (See Appendix 1 for report form)

11 Support

Pupils who have been bullied will be supported as appropriate by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- being reassured that it was right to report the incident and that appropriate action will be taken
- being offered emotional support and reassurance
- raising their self-esteem and confidence
- being encouraged to report further issues
- arranging a review date/time to discuss outcomes and appropriate follow-up
- liaising with their parents to ensure a continued dialogue of support
- advice not to retaliate or reply, but to keep evidence (if online) and to show or give it to their parent or staff member
- advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- encouragement and support to broaden friendship groups

Pupils who have bullied will be supported by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- establishing what behaviour was inappropriate and why the pupil became involved
- establishing clearly what behaviour needs to change, and how the school can support this change (linked to Behaviour Policy)
- arranging a review date/time to discuss outcomes and appropriate follow-up
- timetabled pastoral support to identify and support any underlying reasons or emotions
- informing parents/carers of agreed actions, and establishing how they can support in changing the behaviours

12 Follow-up support

The progress of both the perpetrator and the victim will be monitored by their class teacher and cohort leader. If appropriate, follow-up correspondence will be arranged with parents. Pupils who have been bullied will be offered continuous support through one-to-one conversations with a trusted adult. If necessary, further, more specific emotional support can be put in place, following discussion with the Head of Inclusion. The victim will be encouraged to tell an adult in school if the bullying is repeated.

If the victim and perpetrator are ready and in agreement, restorative work can be done through adult-led conversations and interactions.

13 Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with Child Protection and Safeguarding Policy.

The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises.

Where bullying outside of school is reported to school staff, it will be investigated and acted upon in line with this policy and the behaviour policy.

14 Record Keeping

The cohort leader or KS1 lead and Head of Inclusion will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made e.g. sanctions, support, escalation and resolutions.

The headteacher and Head of Inclusion or KS1 lead will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour
- Considering whether there are wider cultural issues at play within the school or community
- Considering whether prevention strategies need to be strengthened based on any patterns

15 Monitoring, evaluation and review

The schools will review this policy and assess its implementation and effectiveness every two years. Any changes to this policy will be communicated to all relevant stakeholders.