

*‘Growing together,  
Learning forever’*



# Woodstone Community Primary School

## **Bullying Prevention Policy**

Date: September 2024

Date for review: September 2026

## **Introduction:**

This policy has been based on the following guidance from the Department for Education:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'

'It is a basic entitlement of all children that they receive their education free from humiliation, oppression and abuse. Education is compulsory in our society and therefore it is the responsibility of all adults to ensure that it takes place in an atmosphere which is caring and protective'. (D.P. Tattum)

## **Rationale behind the policy:**

Bullying is present to a greater or lesser extent in all areas of society. Bullying, in any form, will not be tolerated at Woodstone. **All** members of the school community deserve the right to feel valued, equal and respected and be able to come to school without fear. Bullying has a serious effect on a pupil's self-esteem and emotional and mental health, which in turn prevents them from developing their full potential and can seriously affect their life chances.

## **Definition:**

DFE guidance defines bullying as actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct such as physical bullying (hitting, damage to belongings etc.), direct verbal (threats, insults, nasty teasing) indirect (cyber bullying, rumours, social exclusion, being ignored and not spoken to).

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) 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.

It can take the form of:

- Physical - pushing, kicking, hitting, punching or any use of violence or threatening behaviour
- Verbal - name-calling, sarcasm, spreading rumours, persistent teasing, making offensive remarks
- Emotional or relational - being unfriendly, threatening, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation, exclusion from groups or activities, isolating and ostracising someone, 'gaslighting'
- Cyber - all areas of internet and wireless technology, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology i.e. camera and video facilities

The reasons for these types of bullying may be related to the following:

- Racist - racial taunts, graffiti, gestures related to race, religion or culture
- Homophobic or Biphobic - offensive remarks or behaviour because of, or focussing on the issue of sexual orientation

- Sexual- unwanted physical contact or sexually abusive comments
- Sexist - sexist remarks, offensive stereotyping or belittling of a person's sex
- Transphobic - making someone unhappy based on their gender 'variance' or because they may not be perceived as conforming to typical gender norms/dominant gender roles
- Prejudicial - physical, verbal or emotional abuse of a person based on prejudices directed towards specific characteristics e.g. SEND or mental health issues
- Religious - offensive remarks made about an individual's faith or religion
- Bullying related to appearance or health conditions
- Bullying behaviour related to home circumstances

### **Bullying is not ...**

It is important to understand that bullying is not the odd occasion of 'falling out'.

Children are naturally sociable; it is vital for them to select and build friendships. The making and breakdowns of friendships are an important part of growing up. When children 'fall out' they can say and do things because they are upset. It is essential to teach children the skills to repair relationships and enable them to utilise these. If as adults we intervene too readily to help rebuild our children's friendships on their behalf, our children may not develop the necessary social skills.

Occasionally situations go beyond broken friendships or minor differences and on these occasions adult intervention may be necessary. It may not be bullying when people of roughly the same strength (including social strength) have a disagreement or physical altercation. It is not bullying when a member of staff corrects a child in line with school policies, vision aims and values.

**Bullying**, in any form, will not be tolerated at our school. This includes any member of the school community. As a "listening and telling" school we are committed to the creation of positive and safe learning environments for all.

This policy is the outcome of consultation between all members of the school community through questionnaires and meetings.

### **Purpose of this policy:**

- To empower children to challenge what they believe to be unacceptable behaviour.
- To promote the school's aims and values.
- To develop a positive and safe learning environment in which bullying will not be tolerated.
- To promote inclusion, mutual respect, self-esteem and self worth in order to meet the physical, emotional and mental health needs of all members of the school community.
- To raise the standards of behaviour and levels of achievement of all.
- To give children the advice and tools they need to empower them.

### **Guidelines for implementing this policy:**

- The policy will be monitored and evaluated annually by the Governors' Behaviour, Welfare and Safety Committee, and will involve all stakeholders.
- There needs to be recognition that anyone can be a bully or victim and that bullying can take many forms.
- It is recognised that the Headteacher and Governing Body have a statutory responsibility for school behaviour and discipline, but that all members of the school community accept collective responsibility for the successful implementation of this policy

- Children are encouraged to report and challenge all incidents of bullying, whether they are victims or bystanders.
- All staff will respond to children's, staff or parental concerns seriously and support the agreed procedures.

### **Our proactive strategies:**

- We are a listening and telling school. This is the message that will be promoted at all times and with all audiences. There is an agreed collective responsibility to address any incidents of bullying observed.
- The issue of bullying will be raised regularly in order to maintain awareness of the issue through school assemblies and prominent pictorial displays and posters.
- We ensure all children understand what bullying is and the different forms this can take. We use the acronym 'STOP' (Several Times On Purpose) to help the children understand what constitutes bullying
- Opportunities will be taken to promote whole school initiatives such as anti-bullying week, theatre productions and external speakers.
- We have two fully trained ELSAs (Emotional Literacy Support Assistants) in school who work with children on a one-to-one and small group basis to support children who are experiencing friendship issues
- We have a 'worry box' located within the school where children can share their worries – this is monitored regularly by a number of staff who either deal with the issue directly or pass it on to the relevant member of staff

Parents and the community will be encouraged to actively support the policy by working with the school staff and Governors to ensure that we have a safe and happy school.

- Parents will be sent information about what constitutes bullying in order to support their children's understanding.
- The Governing body and SLT will monitor bullying via staff meetings and by auditing questionnaires from pupils and parents.
- Bullying will be addressed within the PSHE Curriculum and through the use of assemblies.
- All staff will receive training on the identification, prevention and management of bullying. The Bullying Prevention policy, alongside the Child Protection and Behaviour policies will be shared with all staff to ensure a consistent approach to tackling bullying.

### **Child on child abuse**

We recognise that children sometimes display harmful behaviour themselves and that even if there are no reports, it may still be happening. Incidents or allegations will be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated at all or passed off as "banter", "just having a laugh" or "part of growing up". This abuse could for example include sexual violence and sexual harassment, "upskirting", initiation/hazing type violence, all forms of bullying, abuse in intimate relationships between peers, consensual and non-consensual sharing of indecent images, causing someone to engage in sexual activity without consent and physical violence (eg hitting, kicking, shaking, biting, hair pulling, etc). This may be experienced by both boys and girls, however, girls are more likely to be the victims and boys perpetrators. Such matters will be dealt with in line with the "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance), DfE guidance "Sexual

violence and sexual harassment between children in schools and colleges” and Part 5 of “Keeping children safe in education”.

### **Equality Statement**

At Woodstone Community Primary School we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

### **Our Response to any Bullying**

- In the event of a bullying incident the same procedures will be followed as for all other incidents of poor behaviour (see School Behaviour policy.) Staff will gather evidence and consult with the Headteacher or the Deputy Headteacher in his absence.
- In all cases details of the incident and action taken will be recorded. Parents of both the victim and bully will be kept fully involved.
- Our prime concern will be the support and protection of the victim. Action will continue until the issue is satisfactorily resolved and the bullying ceases. The actions will be reviewed and modified in the light of circumstances and if the bullying continues.
- Strategies to support victims will involve staff and students. Approaches such as circle of friends, no blame approach, buddying and mentoring will be considered.
- If it is a serious incident, a child’s inclusion on residential visits will be reviewed and temporary or permanent exclusion will be considered after a full review of the facts,
- Bullying incidents will be logged and monitored on a termly basis by the Headteacher. This information will be given to the Governing body each term as part of the Headteacher’s Report to Governors.
- A Governor will be nominated to have responsibility for maintaining an overview of behavioural and bullying issues.

### **Role of the Parents**

Parents have an important role to play in our anti-bullying policy. We ask parents to:

- Look for unusual behaviour in their children e.g. they may suddenly not wish to come to school, feel ill regularly, or not complete work to their usual standard
- Always take an active role in your child’s education. Enquire how their day has gone, who they have spent their time with, etc
- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.

- If a child has bullied your child, please do not approach that child on the playground or involve an older child to deal with the bully. Please inform the school immediately
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your child that it is not their fault that they are being bullied
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help
- If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately.

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

If bullying is suspected we will:

- Investigate bullying behaviour or threats and aim to put a stop to the bullying quickly
- Talk to the suspected victim and any witnesses
- Identify the bully and talk about what has happened to discover why they became involved. Make it clear bullying will not be tolerated
- If the bully owns up then sanctions procedures will be followed
- Parents will be informed and will be asked to come into school for a meeting to discuss the matter
- Incidents of bullying will be recorded in the school Incident Log
- The bully (bullies) may be asked to genuinely apologise. other consequences may take place
- In serious cases suspension, or even exclusion, will be considered
- If possible, the pupils will be reconciled
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

### **Help Organisations:**

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0808 802 0008
KIDSCAPE Parents' helpline	0845 120 5204
Family Lives (formerly Parentline Plus)	0808 800 2222
Youth Access	0208 772 9900