



The Woodlands C.P. Anti-bullying Policy

1 Introduction

- 1.1 Our School takes allegations of bullying very seriously. All staff and outside agencies are aware that bullying will not be tolerated.
- 1.2 **Definition:** *Bullying is sustained and ongoing action taken by one or more children with the effect of hurting other children either physically or emotionally.*
- 1.3 Bullying may be verbal, physical or psychological. The school disapproves of bullying in all its forms and considers it a most serious offence.
- 1.4 The school also disapproves of the term Bully being misused or used inappropriately.
- 1.5 Signs that might indicate that bullying might be taking place include:
 - Change of friendship groups
 - Lack of friends
 - Not wanting to attend school
 - Illness following a pattern
 - Change in standard of work
 - Sudden lack or change in confidence levels
 - Severe depression
 - Self harm

2 Aims and objectives

- 2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without undue anxiety.
- 2.3 We aim to educate all children about social behaviour and acceptance of others regardless of their differences. We also aim to educate all children the difference between 'bullying' and 'falling out'
- 2.4 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.5 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. This is taught through regular assemblies, Personal Social Health Education [PSHE] and through school policy and ethos.

3 The role of governors

3.1 The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body **will do all in their power to prevent bullying** in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

3.2 The governing body monitors the incidents of bullying that involve pupils being placed on report for bullying, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies. The headteacher monitors the forms[appendix 1] that staff complete to investigate any patterns.

3.3 The governing body responds within two working days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

4 The role of the headteacher

4.1 It is the responsibility of the headteacher to implement the school 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 headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

4.2 The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

4.3 The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

4.4 The headteacher sets the school climate of mutual support and praise for success, so 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.

5 The role of the teacher-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. 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 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.

5.1 Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep records of significant incidents that happen in their class and that they are aware of in the school. see Appendix 1 A copy of this form is also sent to the Head teacher.

5.2 Staff investigate to determine whether 'bullying' has actually taken place or whether it was merely an act of misbehaviour in the daily life of children.

5.3 If staff witness an act of bullying, they do all they can to support the children involved. If a child is being bullied, then, after consultation with the headteacher, the teacher informs the child's parents of both the perpetrator and the receiver.

5.4 If a member of staff becomes aware of any bullying taking place between members of a class, they deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Staff spend time talking to the child who has bullied: they explain why the action of the child was wrong, and endeavour to help the child change their behaviour in future.

5.5 If a child is repeatedly involved in bullying other children the headteacher is updated. The child's parents are invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as behavioural support or the social services.

5.6 Staff routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

5.7 Staff attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, the school aims to prevent incidents of bullying.

5.8 All incidents are followed up by the class teacher with the receiver to ensure a regrowth of confidence and the bully to ensure an education of correct behaviours is in place.

6 The role of parents

6.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

6.2 Parents who feel that the issue has not been resolved with the class teacher should contact the Head Teacher.

6.3 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7 The role of the pupils

7.1 Pupils should be actively encouraged to report any incidents of suspected bullying to an adult in school. They are also encouraged to:

- Tell a friend
- Tell their class leader
- Tell a play leader
- Tell any adult they trust
- Use the friendship bench
- Write their concern and place it in the 'worry box'
- Tell their parents
- Discuss it in PSHE

7.2 The Junior Leadership Team are involved in suggesting strategies to combat bullying and reviewing procedures in place in school.

7.3 Playground leaders are actively involved to defuse situations which could result in children being bullied.

8 Monitoring and review

8.1 This policy is monitored on a regular basis by the headteacher, who reports to governors about the effectiveness of the policy on request.

8.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Appendix 1

Bully Log	
Perpetrator:	Receiver:
Description:	
Actions taken:	By:
	Date:
Final outcome	Signed:
	Date:

Class Teacher to keep original
Headteacher to keep a photocopy