

# **Woodnewton- a learning community**

## **Anti- Bullying Policy**



<b>Approved by:</b> Governance
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# Anti-Bullying Policy

## Bullying

### Definition

“Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else”

*‘Bullying: A Positive Response’ by Delwyn Tattum and Graham Herbert*

Bullying usually has three common features:

- **It is a deliberate, hurtful behaviour**
- **It is repeated, introduce the word **STOP** to the children**  
**Several Times On Purpose**  
**Start Telling Other People**
- **It is difficult for those being bullied to defend themselves.**

The main types of bullying:

- Physical; hitting, kicking, taking belongings
- Verbal; name-calling, insulting, racist remarks
- Indirect/emotional; spreading nasty stories, excluding from groups
- Cyberbullying

Bullying (including harassment) can take many forms, it can be:

Emotional/mental	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures). Including exclusion of anyone new to a school or group or exclusion of a child because of the action/behaviour of their parent
Physical	pushing, kicking, hitting, punching or any use of violence
Verbal	name-calling, sarcasm, spreading rumours, teasing
Racist	racial taunts, graffiti, gestures
Sexual and Sexist	unwanted physical (sexual) contact or sexually abusive comments
Homophobic	teasing people for being gay or for being perceived as gay, calling them antigay names, even in jest, spreading rumours about people's sexual orientation for the purpose of making fun of them, hitting, intimidation, and isolating people who are believed to be gay.
Transphobic	bullying of people whose gender or gender identity is seen as being different to typical gender norms. There is an

	additional element of inappropriate or coercive sexual behaviours.
Cyber	making malicious phone calls, sending malicious letters, e-mails, text messages and e-mailing photographs using mobile phones or online
Faith based	bullying because of religious faith

**All forms of bullying, including cyber/online bullying will be taken seriously and investigated thoroughly by the Safeguarding team.**

### **Criminal Law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed, they should seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic

Communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

### **Aims of the Policy**

- In keeping with the ethos of the Academy, we aim to ensure that everyone knows that bullying is unacceptable.
- We aim to ensure that all adults and pupils understand the meaning of the term bullying and are willing to report any incidents. This includes Racist and Homophobic bullying.
- We aim to provide the appropriate support to the victim and consider carefully the consequences for the bully, which may include a consequence and counselling as necessary.
- We aim to ensure that there is adequate parental and peer group support to solve the problems of both the bully and the victim.

### **Curriculum Action to Prevent Bullying**

All pupils in the Academy will need to have their awareness raised in a variety of ways. This can be:

- Formalised within the curriculum, i.e. taught as part of PHSE etc.
- Part of special Year Group training sessions, or as
- Part of a special pro-social skill development programme.

The goal is so that all understand that:

### **STOPPING BULLYING IS EVERYONE'S RESPONSIBILITY**

Within this, themes need to be carefully developed and reinforced:

- What is bullying?
- Why do people bully?
- Links with other abuse activities.
- Bullying can be stopped.
- Sharing the problem; **STOP - Start Telling Other People**, telling friends, parents and teachers is an essential step.
- Everyone needs to share responsibility to help stop bullying behaviour.
- The problem is the bullying behaviour, not the victim.

These messages must be reinforced in Academy wide forums such as assemblies, circle time and through the curriculum. They must have the active and visible support of all the staff. Each year an anti-bullying week is held in November but we ensure that this is not a topic that is discussed only once a year but something that we embed into the fabric of school.

### **Early signs of bullying**

Children should be encouraged to report any incidents as early as possible but not all children will do this. It is, therefore, important to notice any signs of distress.

Examples of these could be:

- Being withdrawn or isolated when not through choice
- Work deteriorating
- Prefers the company of adults
- Frequently ill, generally unhappy or anxious and displaying other symptoms such as bed wetting
- Attends irregularly or arrives late

### **The role of Parents/Carers**

Parents must be made aware of our anti-bullying policy and be encouraged to support our procedures for preventing or dealing with any problems. This could be done in the following ways:

1. Watch out for signs of distress such as a pattern of illness, damaged clothing, bruising etc
2. Take an active interest in your child's social life.
3. If you know that your child is being bullied give him/her the following advice:
  - Tell him/her that there is nothing wrong with him/her.
  - Advise him/her to tell a trusted adult at the Academy.
  - Together identify the areas where bullying takes place and try to plan to avoid these as much as possible.
  - Advise him/her not to buy the bully off with sweets, money etc.
  - Together with the class teacher, work out a plan of action. If the bullying happens again the child must tell parents and teachers that it has happened again. It may be helpful to keep a written record of incidents so that they can be discussed more effectively with the teacher.

### **The Role of Pupils**

Children are encouraged to 'tell' if they are, being bullied (not a one-off situation).

**STOP - Several Times On Purpose STOP - Start Telling Other People**

Children who have more long term issues in the playground, such as bullying, being bullied, feeling isolated, etc may require intervention where they can develop friendships in a safe supervised environment and learn how to interact successfully with other children.

### **The Role of Staff /School**

We will:

- have a variety of activities outside in the playground with clear rules to avoid the minority dominating;

- ensure that pupils who feel vulnerable, or who are currently in a bully/victim relationship, have a safe place to go;
- survey pupils as to the places and times they may feel vulnerable or not safe;
- provide adequate supervision in places and times that pupils identify;
- target areas and activities where bullies dominate. Introduce activities that will involve the bullies and encourage them to participate positively;
- have discipline procedures in place that isolate the poor behaviour by removing the persistent offenders from the environment;
- monitor the movement of pupils around the School and their arrival and departure and at lunchtimes.
- The issue of bullying is included in the curriculum and classwork e.g. Topic, English.
- Bullying is addressed through the PSHE programme
- Assembly programmes reinforce British Values and the ethos of the school.
- Anti-bullying week is dedicated to raising awareness of bullying and reminding staff and students of their responsibilities to report it.
- Students are not permitted to use their mobile phones around the school. This is partly to prevent cyber-bullying.
- Duty staff have been trained to be vigilant and to watch and listen for any bullying type behaviours, no matter how small.
- Duty points have been carefully considered to ensure there are no 'dead spaces' where bullying can take place undisturbed.
- Seating plans in lessons are carefully considered using any relevant information about the relationships between specific pupils.
- External speakers raise awareness of issues such as racism and homophobia.
- Posters around the school emphasise the importance of diversity in the school community.
- Working with the wider community such as the police/children's services where bullying is particularly serious or persistent to send a strong message that bullying is unacceptable within our school.

All staff must be committed to a common response to bullying when it does happen.

The midday supervisors are given appropriate information and a copy of individual positive intervention plans detailing management of difficult children on the playground. They also receive training as required from the SLT. Midday supervisors record any difficult behaviours in a book which is given to the class teacher daily which will be audited by the Leadership Team.

As an Academy we will provide necessary support for the individual member of staff so that they are able to maintain a safe classroom environment. The behaviour policy and structures are mechanisms to support and maintain safe supportive classrooms.

Everyone needs to accept that his or her classroom must be a safe, supportive environment where poor behaviour is not tolerated and bullying is recognised, publicly condemned and dealt with.

All staff should:

- Notice when a pupil is isolated and sad.
- Look for the reasons for this.
- Not see it as just play-fighting, name-calling, a bit of fun or just part of growing up.
- Work with the victim to stop the offending behaviour.
- Not tell the victim to ignore it, to sort it out themselves or to hit back.

#### **Guidelines for dealing with bullying behaviour within the school**

##### **Prevention**

***“A school’s response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place.***

**(Department for Education - Preventing and tackling bullying, July 2017)**

- Remain calm.
- Take the incident or report seriously.
- Take action immediately. The class teacher should be informed.
- Provide support for the victim.
- Ensure the victim has access to a bully free environment.
- Use reliable peers, teaching assistants, senior volunteers and others as supporters.
- Spend time with the isolated pupil. This can only be a short-term measure, as most victims of bullying want to be with their peer group.

- Change the behaviour of the bully:
  - Use small groups (ABC) or individual intervention programmes.
  - Use the 'No Blame' approach to gain support of the peer group.
  - Use the method of shared concern to target the bully as an individual in the group to accept responsibility.
  - Isolate the bully from the environment to reflect on the reasons for isolation.
  - Involve the SENCO.
- If the children are in FS1, FS2, Year 1 or 2, the class teacher will generally deal with the situation. If it is serious, the incident may be referred to the Year Leader, Vice Principal or Principal and parents will be informed.

**All incidents should be logged on CPOMS and will be monitored by The Safeguarding Team**

- Parents should be informed of the action to be taken. This could take the form of a home/Academy contract for the bully and a strategy for helping the victim to cope with the situation.
- The child who is bullying is acting in this way for a particular reason, and may need help and support. Bullies can be helped to become caring children too.

**Statement on the Prevention of Homophobic Bullying**

Section 28 of the Local Government Act states that:

'A local authority shall not... promote the teaching of any maintained school of the acceptability of homosexuality as a pretended family relationship.'

The government guidelines that accompanied this Section of the Act (Department of the Environment, Circular 12/88) stated that:

'Section 28 does not affect the activities of school governors nor of teachers. It will not prevent the objective discussion of homosexuality in the classroom, not the counselling of children concerned about their sexuality.' The Local Government Act 2000, Section 104

This amended Section 28 by adding:

'nothing... shall be taken to prevent the Headteacher or governing body of a maintained school, or a teacher employed by a maintained school, from taking steps to prevent any form of bullying.'

The Sex and Relationship guidance (DfEE, July 2000), states that:

‘Schools need to be able to deal with homophobic bullying. Guidance issued by the department (Social Inclusion: Children Support Circular 10/99), dealt with the unacceptability of and emotional distress and harm caused by bullying in whatever form – be it racial, as a result of a children’s appearance, related to sexual orientation or for any other reason.’ (Section 1, Paragraph 32)

‘Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.’ (Introduction, Paragraph 4)

‘Enable them to understand the difference and respect themselves and others and for the purpose also of preventing and removing prejudice.’ (Section 1, Paragraph 5)

‘The Secretary of State is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.’ (Section 1, Paragraph 30)

In line with our policies on encouraging mutual respect for each other regardless of differences, any instances of homophobic bullying will be logged in the racism/homophobic log book and will be dealt with in a sensitive manner in accordance with the guidelines on racism.

At Woodnewton we recognise that specific groups of students are particularly vulnerable to bullying. These include children and young people with Special Educational Needs and Disabilities (SEND), young carers, Black and Minority Ethnic (BME), those who are, or thought to be lesbian, gay, bisexual, transgender, queer, questioning, intersexual, asexual or pansexual (LGBTQ+). As such, prevention of bullying considers the specific patterns of discrimination these groups face.

The websites listed below offer direct links to other sources of information for parents and young people.

Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

Useful information and links on LGBTQ issues.

Advisory Centre for Education: [www.ace-ed.org.uk](http://www.ace-ed.org.uk)

Registered charity independent of central or local government giving free advice and support to parents of children in state schools.

Anti-Bullying Network: [www.antibullying.net](http://www.antibullying.net)

Established by the Scottish Executive. Useful links and reviews for teachers, parents and students on bullying and related issues.

BBC Schools: [www.bbc.co.uk/schools](http://www.bbc.co.uk/schools) Includes information about bullying.

Bully OnLine: [www.bullyonline.org](http://www.bullyonline.org)

Information on bullying for teachers, children and schools which details the legal procedures available. This site also lists support groups for teachers.

Bullying Online: [www.bullying.co.uk](http://www.bullying.co.uk)

Useful information and links on bullying and related issues for parents, children and teachers.

ChildLine: [www.childline.org.uk](http://www.childline.org.uk)

Primarily a helpline for children but has useful information and links on bullying. Chips (Childline in Partnership with Schools) encourages schools to support students in setting up anti-bullying projects.

The Children's Society: [www-the-childrens-society.org.uk](http://www-the-childrens-society.org.uk)

'Bullying! Information for parents on how to help your child' – leaflet giving information and practical guidance.

Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

Advice for children, parents and teachers as well as training and sample policies.

Schools Out!: [www.schools-out.org.uk](http://www.schools-out.org.uk)

Campaigns for better support networks for gay and lesbian students and clearer guidance for teachers on issues of sexuality.

Topmarks: [www.topmarks.co.uk](http://www.topmarks.co.uk)

Aims to provide easy access to the best educational websites including information on bullying for teachers, parents and young people.