



Anti-Bullying Policy

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a 'TELLING' school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Responsibility: Robin Wilson (Headteacher)

Reviewed: 6 January 2015

Next Review: 1 July 2016



Statement of Intent

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Context

Bullying takes place in schools as it does in other work places. The aim of the anti-bullying policy is to ensure that pupils in this school learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at this school.

Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter 2014

Parents are informed of the school's stance on anti-bullying, its definition of bullying and how parents and the school can work together at the initial admission meeting and then through a range various contact for example: Mentor discussion; Pastoral Manager; SLT calls, letters or meetings; Parent and Consultation Meetings.

Healthy Schools/Safer Schools work, adopting and displaying the Anti-Bullying Charter.

What Is Bullying?

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can be:

- **Emotional** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** pushing, kicking, hitting, punching or any use of violence
- **Racist** racial comments taunts, graffiti, gestures directed at any ethnic minorities
- **Sexual** unwanted physical contact or sexually abusive comments
- **Homophobic** because of, or focussing on the issue of sexuality
- **Verbal** name-calling, sarcasm, spreading rumours, teasing
- **Cyber** All areas of internet, such as email & internet chat room misuse
- **Mobile** threats by text messaging & calls
- **Misuse of associated technology**, i.e. camera & video facilities
- **Radicalisation and Extremeism**



Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect and dignity. Pupils who are bullying need to learn different ways of behaving appropriately and demonstrating pro-social skills.

Woodlands School have a responsibility to respond promptly and effectively to all issues of bullying and associated anti-social behaviour.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will always be acknowledged and never tolerated.
- React to bullying incidents in a reasonable, proportionate and consistent way
- Safeguard those pupils who have experienced bullying and those who have been involved in the act of bullying, and to trigger actions to support these pupils.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of or doesn't want to school
- is unwilling to go to school (school phobic)
- changes their usual routine/s
- begins to truant or abscond
- becomes withdrawn anxious, or lacking in confidence
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill or feigns illness in the morning
- begins to do less well in school
- comes home with clothes dirty or torn
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable



- is bullying other children or siblings
- stops eating
- is frightened or unwilling to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated further.

Procedures

1. All instances of bullying will be taken seriously
2. Report all bullying incidents to staff by any appropriate means
3. In cases of serious or sustained bullying, the incidents will be recorded by staff
4. In serious or repetitive cases parents should be informed and will be asked to come in to a meeting to discuss the problem
5. If necessary and appropriate, police will be consulted
6. The bullying behaviour or threats of bullying must be investigated and the bullying stopped as quickly as possible
7. Victims of bullying will be supported and if necessary protected
8. An attempt will be made to help the bully (bullies) change their behaviour

Outcomes

1. The bully (bullies) may be asked to make a genuine apology. Other consequences may also take place, at the school's discretion.
2. In serious or repeated cases, exclusion will be considered
3. If possible, the pupils will be reconciled
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
5. The victim will be informed of the outcome

Prevention

We will use KIDSCAPE methods for helping children to prevent bullying. As and when appropriate, these may include:

- discussing the need for the school rules
- designing and signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using KIDSCAPE role-plays)
- having discussions about bullying, how it feels and why it matters
- raise self-esteem of all pupils



Additionally as part of our curriculum and other strategies we use:

Circle Time

The idea is that pupils sit in a circle and play games or do something enjoyable for a short time, and then they can discuss matters as a group, including bullying. This is a way for everyone in group/school to take part in a structured way.

This includes listening to the person making the points without making remarks or laughing. Staff are able to model pro-social skills, support the victim and get an insight into the scale of the problem. It enables victims to be empowered and inhibits a culture of bullying developing.

Pikas Method Of Shared Concern

A member of staff first speaks to the ringleader and then with his/her associates one after the other and before speaking to the victim, so it cannot be assumed that the victim is telling tales.

The adult explains that there is no intention of attributing blame and that the victim is being made miserable by bullying. The bullies are each asked how things could be improved for the victim. If they don't have any ideas the adult can suggest some. The idea is that the removal of punishment takes away the likelihood of retaliation and tension and aggression are defused.

After speaking to the bullies, the adult meets the victim. If they are thought to be a provocative victim this will be acknowledged but without the adult offering blame or judgment.

Further individual meetings are held with the pupils involved over time and there is then a group meeting to acknowledge that the situation has been resolved and to get long-term ideas involving the whole group.

Peer Group Mentoring Programmes

The idea is that everyone in school knows that bullying is unacceptable. In brief, older pupils undergo training over a number of months into the effects of bullying, and how to care for younger pupils who are unhappy because of it. Obviously there is strong involvement behind it as other issues such as child abuse may be raised. The intention is to foster a caring supportive ethos in the school and repress bullying.

'Telling' Schools



It means that even if the bullying target is too afraid to tell a teacher, all the bystanders know that it's their duty to do so and that they won't be accused of telling tales. It's a deterrent because the bully knows that he/she won't get away with it and the victims are empowered.

This policy takes into account the following documents:

Preventing and Tackling Bullying Advice for Head Teachers, Staff and Governing Bodies DfE – 00062-2011

Working Together to Safe guard children 2013

Keeping Children Safe 2014

Shropshire Children's Trust (SCT) and Shropshire Safeguarding Children Board (SSCB) Anti-Bullying Charter 2014

SSCB Child Protection Procedures 2014

This policy is linked directly to the following policies:

- Behaviour Policy
- Child Protection Policy
- Confidentiality Policy/statement
- Equal Opportunities Policy
- SEND Policy
- Single Equalities Act
- PSHE Policy.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk