



GREENWOOD ACADEMIES TRUST



WOODVALE  
PRIMARY ACADEMY

# Anti Bullying Policy

<b>Approved by:</b>	Matthew Reetz	<b>Date:</b> February 2023
---------------------	---------------	----------------------------

<b>Last reviewed:</b>	February 2023
-----------------------	---------------

<b>Next review due by:</b>	February 2025
----------------------------	---------------

## Introduction

Woodvale Primary Academy is committed to providing an education of the highest quality for all pupils. In line with our vision of 'Everyone Thriving', we believe it is extremely important that all members of the school community understand that bullying is taken seriously and that all members of the community should feel comfortable in the knowledge that any reported incidents will be taken seriously and will be dealt with promptly and sensitively.

At Woodvale Primary Academy, we encourage open discussions around differences between people, we actively challenge prejudice and we celebrate diversity.

We recognise that as children grow and learn together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these 'relational conflicts' and stop them progressing to bullying behaviours. Bullying will never be tolerated at our school.

## Objectives Of This Policy

- To set out what Woodvale Primary Academy will do to prevent and tackle all forms of bullying.
- To ensure that staff, pupils and parents are aware of the issues connected with bullying and are fully aware of the procedures for dealing with it
- To enable staff, pupils and parents to deal with bullying confidently and effectively
- To create a whole school ethos in which pupils feel confident to raise their concerns about bullying both in and out of school

## Roles and Responsibilities

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school's Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

- The lead teacher and member of the leadership team who has oversight of bullying issues within the school is the Deputy Principal
- It is the responsibility of the Key Stage Leaders, class teachers and other staff members to have oversight of all issues relating to bullying in his/her year group.
- It is the responsibility of each member of staff to familiarise themselves with the relevant procedures (reviewed every 2 years) on bullying and ensure that they follow the guidelines when dealing with bullying issues
- It is the responsibility of class teachers to maintain staff awareness and capacity to respond effectively to situations involving bullying

- It is the responsibility of the Principal, Deputy Principal and SENDCo to ensure appropriate training is provided to staff if appropriate.
- It is the responsibility of the Principal to make sure that all stakeholders are aware of the procedures.
- It is the responsibility of anyone and everyone dealing with an incident of bullying to record it on CPOMS themselves and to inform the relevant class teacher and Key Stage Leader.

### What is bullying and how does it differ from relational conflict?

At Woodvale Primary Academy, we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

“Bullying is the **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. It can happen face to face or online.”

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils, which may not be deemed as ‘bullying’ but still require support or intervention from trusted adults. These incidents may be referred to as ‘relational conflicts’ or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as ‘bystanders’.

Regardless of whether an incident or situation is deemed as ‘relational conflict’ or ‘bullying’, our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and

monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

### **What does bullying behaviour look like?**

At Woodvale Primary Academy we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online / Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- Indirect – can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation, and radicalisation
- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

### **Where does bullying take place?**

At Woodvale Primary Academy we understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

### **How to report bullying concerns – Pupils, including bystanders/witnesses**

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Principal, a lunchtime supervisor, or a member of the office team. We

talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.

The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on CPOMS categorised as 'Safeguarding Concern' and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has a worry box outside each classroom where the pupil can put their name/a brief note about their concerns/draw a picture of their concern – these worry boxes are introduced to the pupils at the start of the year and pupils are reminded of them regularly.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

### How to report bullying concerns – Parents/Carers

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to **contact their child's class teacher to explain their concerns**. The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the teacher will make a formal record of the bullying report on the school's Safeguarding recording system (CPOMS) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

### How to report bullying concerns – School Staff

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead or directly to the Head teacher. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on CPOMS and other relevant staff members will be alerted. The member of staff must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

If a child discloses a bullying incident, the following is advisable:-

- Listen carefully to what you are told, making sure that you ask for exact details of what was said and done, where and when the bullying took place and the names of any witnesses. Ask the victim to write a brief record of events (if age appropriate) and any witnesses to do the same. Keep these so they can be uploaded to CPOMS.
- It is important that the reaction from the member of staff is calm and objective and that the pupils is reassured that the situation will be dealt with. The victim might also need to talk to you about any possible retaliation.
- Impress upon the victim that he/she should report any further incidents if they occur.
- See the alleged perpetrator as soon as possible and explain what the victim has told you. You may want to seek advice from the class teacher or Key Stage Leader before you do this. It is important to allow the alleged perpetrator an opportunity to explain or present their side of the story and this should all be written down.
- Explain that everyone has the right to come to school in the knowledge that they will be safe and that bullying takes away that right.
- If you are convinced that this is a genuine example of bullying, try to get the perpetrator to see the victim's point of view.
- If the matter can be resolved between a meeting with you and the people involved, arrange this at an appropriate time and consider the situation together.
- Ensure that you follow up on this meeting to check that all is well.
- If the matter cannot be resolved, refer the matter to the Key Stage Leader, especially if this is an incident of serious bullying and especially if the victim has been attacked or hurt.
- The Principal/Deputy Principal will give advice to Key Stage Leaders, if needed, regarding more serious/delicate situations.

- It is important that the parents of both parties are informed of what has happened and the action(s) that have been taken in the event of the incident being proved as genuine bullying. It may be appropriate to invite parents in to discuss what has happened.

In the event of a parent reporting an incident of bullying, the following is advisable:-

- It is important that any complaint made by a parent is followed up and that appropriate feedback is given to the parent as soon as possible.
- Listen carefully and take detailed notes of dates, times, incidents and people involved. Parents can understandably be upset and may not understand the need for matters to be investigated properly. They may, for example, expect the school to suspend the alleged perpetrator and staff will need to explain that their system is not as simple as that. It is also possible that the incidents are not straightforward and it is important to record the events and outcomes of any investigations that you have done before feeding back to parents.
- Inform the parents of the outcomes.

Please note – bullying is a difficult issue to resolve. The word can be misused to describe the ups and downs of friendships and fallouts that have nothing to do with real bullying. However, should you encounter a genuine bullying issue, you should be aware that the solution is not always easy and may take some time to resolve. If you have any doubts, please refer to the appropriate Key Stage Leader, Deputy Principal or in extreme circumstances, the Principal.

### **How our school will respond to reports of bullying**

At Woodvale Primary Academy all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and affected.

Our school keeps records of reports of bullying and this information is stored on CPOMS. These records are used to identify trends and inform our school's preventative work. Information from these records is discussed regularly at Safeguarding Team meetings to ensure that staff are kept up-to-date and are alert to any ongoing concerns.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our school's responses may include, but may not be limited to:

- Talk to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses
- Talk to the parents (of the target and/or the alleged perpetrator)

- Implement appropriate sanctions in accordance with our school's behaviour policy. These sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate
- Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, District Council etc.)
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.
- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns – a DSL may then refer to the MASH team if appropriate.

### Strategies for preventing bullying

At Woodvale Primary Academy, we are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The strategies we use include, but are not limited to:

- Active Pupil Leadership Team with representatives from each year groups
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Units of work in the PSHE curriculum for all year groups including cyberbullying and online safety.
- End of term / end of academic year celebration events



- Opportunities for pupils to share their voice and opinions – through surveys etc.
- Inclusive displays throughout the school with a diverse range of work, photographs etc.
- Inclusive toys and books throughout the school raising awareness of and celebrating differences
- ELSA support for identified students
- Specific interventions for identified individuals or groups
- Parent events and training
- Regular staff training and development for staff
- All staff model expected behaviour