



ANTI-BULLYING POLICY

ISSUE DATE:	December 2021
APPROVED BY:	Trustee Board
DATE OF REVIEW:	January 2025
DATE OF NEXT REVIEW:	January 2026

REVIEW HISTORY

VERSION NO.	DATE OF CHANGE	CHANGE SUMMARY	PAGE NO.
1.0	12.2.2021	Put in new branding	
1.1	8.3.2021	Amended grammar and inconsistencies	
1.2	11.10.21	Removed FAB references in OJS section	
2.0	08.11.22	New branding	
2.0	16.01.22	Schools sections updated	
3.0	14.1.2025	Staff bullying alternatives	5
		School sections updated in appendices	

Table of Contents

1. POLICY STATEMENT	4
2. PURPOSE	4
3. OBJECTIVES	4
4. RATIONALE.....	5
5. DEFINITION OF BULLYING	5
6 Awareness	8
7. BULLYING OUTSIDE SCHOOL PREMISES	10
8. SIGNS AND SYMPTOMS	10
9. REPORTING INCIDENCES OF BULLYING.....	11
10. PROCEDURE FOR DEALING WITH REPORTED INCIDENTS OF BULLYING	13
APPENDIX 1: SCHOOL-SPECIFIC PROCEDURES AND STRATEGIES	16
APPENDIX 2: FURTHER GUIDANCE	20

1. POLICY STATEMENT

- 1.1 The Trust regards any type of bullying as unacceptable. Every person in our Trust community has the right to be part of an environment in which they feel safe and secure. This applies to pupils, parents, carers and staff. All pupils, parents, carers and staff should know what our policy is on bullying and know what they should do if any bullying behaviour takes place.
- 1.2 The Trust has a legal obligation to have measures in place to prevent all forms of bullying. This policy is designed, together with other policies and legislation outlined in [Appendix 2](#), to minimise bullying behaviour. When such behaviour does occur, all incidents will be dealt with swiftly and effectively in accordance with these policies and legislative guidelines. Anyone who knows that bullying is happening is expected to tell school staff. This is to include bystanders, parents and other school staff. Parents and carers have a pivotal role to play in counteracting pupil bullying. Where bullying is clearly established, parents/carers of both the person being bullied and the perpetrator will always be contacted and the relevant school will seek to involve them in the resolution process.
- 1.3 We are committed to providing a caring and safe environment for all of our staff and pupils so they can work and learn in a supportive and secure atmosphere. Bullying of any kind is unacceptable in our schools.

2. PURPOSE

- 2.1 To promote the aims and values of the school – no-one deserves to be a victim of bullying.
- 2.2 To develop a positive and safe learning environment in which bullying will not be tolerated.
- 2.3 To promote inclusion, mutual respect, and self-esteem, ensuring that the physical, social, emotional, and mental health needs of all members of the school community are considered and supported.
- 2.4 To raise the standards of behaviour and levels of achievement for all. Pupils who are bullying need to learn different ways of behaving.
- 2.5 Schools have a responsibility to respond promptly and effectively to issues of bullying.

3. OBJECTIVES

- 3.1 All trustees, governors, teaching and support staff, pupils and parents should have an understanding of what bullying is.

- 3.2 All trustees, governors, teaching and support staff should know what the school policy is on bullying, and follow it when bullying is reported.
- 3.3 All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- 3.4 As a Trust we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- 3.5 To protect the most vulnerable pupils in school including those with SEND, those new to school and those that are at risk of harm.

3.6 Bullying will not be tolerated.

4. RATIONALE

- 4.1 Bullying is present to a greater or lesser extent in all institutions. All members of the Trust community deserve the right to feel valued, equal and respected and be able to come to school/work without fear. Bullying has a serious effect on a person's self-esteem, emotional and mental health, which in turn may prevent them from developing to their full potential. In terms of a young person, this can seriously affect their life chances.
- 4.2 Staff Equal Opportunities – every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from policies and procedures. This is in line with the Equality Act, 2010. We recognise that all adults in the school community should be positive role models for pupils. For further guidance see 'Advice for parents and carers on cyber bullying' Department for Education.
- 4.3 The bullying of school staff, whether by pupils, parents, carers or by other staff will not be tolerated. This policy focuses primarily on any aspects that affect children but it should be noted that many elements will apply to staff. Alternative policies may be used in such circumstances such as the Code of Conduct.

5. DEFINITION OF BULLYING

- 5.1 Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. It is different from other types of aggressive behaviour because it is defined as something that happens repeatedly and is directed specifically at an individual or group.
- 5.2 We define bullying as physical or verbally aggressive behaviour that occurs 'Several Times on Purpose'. Some schools use this definition to help children understand the seriousness of bullying compared to other unacceptable

behaviours and provides the 'STOP' acronym that leads to children knowing they should 'Start Telling Other People'. Similarly, The Department of Education defines as 'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

5.3 Bullying comes in many forms and may target others on the basis of race, religion, culture, Special Educational Needs, disability, appearance, health conditions, home circumstances, gender, sexuality (homophobia or biphobia), or gender identity (transphobia).

5.4 Bullying can include the following behaviours:

- Physical – hitting; kicking; pushing; barging; tripping; pulling; stealing or hiding belongings; damage to personal property; deliberate staring or pointing; 'dirty looks'; sexual assault; any other use of violence.
- Verbal – name-calling; teasing; taunting; personal insults or insults to family members; offensive or threatening language; sarcasm; spreading rumours.
- Behavioural (including Psychological) – social exclusion from group activities; being unfriendly; isolating; deliberate ignoring; forcing someone to do something against their will; spreading rumours or stories; graffiti; defacing property; stealing; displaying offensive literature or materials; tormenting (e.g. hiding books, threatening gestures).
- Sexual – unwanted physical contact or sexually abusive comments.
- Sexting – when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.
- Cyberbullying – offensive or abusive text or internet/social media messages, recording images using mobile device, mobile threats via calls and/or text messaging, and other uses of ICT such as bullying over gaming devices. Cyberbullying is a different form of bullying and can happen at all times of the day, with a potential bigger audience. The Education Act 2011 amended the power in the Education Act 1996 to allow staff who have been authorised by the Headteacher to examine data or files on mobile devices, and delete these, where there is good reason. In addition, schools will report any issues to the police and other agencies if necessary if staff believe an offence may have taken place or young people are at risk of harm.

5.5 Perpetrators may use different pretexts as the basis of their bullying and some forms of bullying are aimed at specific groups or based on factors which put individuals at a greater risk of being bullied. These groups include but are not solely restricted to the protected characteristics under the Equality Act 2010 of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity:

- Age – where the motivation for bullying is based on the person's age.

- Appearance or health conditions – where an individual or group are targeted because of their physical appearance or a health condition. For example, a disfigurement, a traumatic injury, severe skin condition.
- Disability – where the motivation is based on prejudice or negative attitudes about people living with a disability (or perceived disability). People who have disabled family members may also be the target of bullying behaviours;
- Gender reassignment – relates to gender identity. It is based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects people who are trans but can also affect those questioning their gender identity as well as people who are not trans but do not conform to gender stereotypes;
- Home circumstances – where the motivation for bullying is based on the persons living arrangements for example: young carers, children in care or geographic locality i.e. where they live;
- Homophobic and Biphobic bullying – relates to a person’s sexual orientation. It is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Individuals or groups can be targeted because of their actual or perceived sexuality. People who have lesbian, gay or bi family members can also be targeted as can students who do not conform to gender stereotypes;
- Marriage and Civil Partnerships – where the motivation is centred around the fact that someone or a couple have or even have not entered into a legal union;
- Pregnancy and Maternity (including breastfeeding) – relates to a female student or staff member who is pregnant and may be targeted as result thereof;
- Racial, cultural and religious groups where the motivation for bullying is based on the target’s skin colour, culture, nationality or faith;
- SEN and disabled students where an individual or group are targeted because of a special educational need or disability which includes learning difficulties, sensory impairments and mental health conditions;
- Sex – where an individual or group are targeted because of their gender:
- Sexual bullying – can relate to the target’s gender or body, this can have a sexual and/or sexist element.

5.6 Bullying can also take place through third person involvement i.e., another person being encouraged to take part in any of the behaviours above and maybe seen as indirect bullying.

5.7 All staff should also be aware to the possibility of a member of staff bullying a child. Should anyone suspect that this is taking place this should be reported immediately to the Headteacher. If the Headteacher is suspected of bullying, the matter should be reported to the Trust CEO.

- 5.8 Bullying involves an imbalance of power between the perpetrator and victim which may manifest itself in several ways: it maybe physical, psychological, derived from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. If not addressed or known about, bullying can lead to peer-on-peer abuse.
- 5.9 It is important to understand that bullying is not a one-off incident of unkindness, an occasional falling out with friends, name calling / unkindness between people, arguments or when the occasional 'joke' is played on someone. For example, children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

6 AWARENESS INCLUDING PUPIL SPECIFIC GUIDANCE

- 6.1 Each school communicates its stance on bullying to all staff, pupils and parents annually and by publishing its policy on the school website. There is an agreed collective responsibility to address any incidents, either observed or reported and to record such incidents. The issue of what bullying behaviour looks like is raised throughout the year, to maintain awareness, for example, in assemblies, displays, anti-bullying week and tutor time activities. The pastoral team or class teachers discuss what bullying behaviour is with tutor groups/classes, and subject areas may explore the issue through topic work. It is during these discussions that pupils are made aware of how it might feel to be the target of bullying behaviours and to ensure they fully understand what it is, and that it is never acceptable. We work with both pupils displaying bullying behaviours and the pupils who are the targets of this behaviour, in order to make change. This can include 1:1, group work, referrals to outside agencies, liaison with the police. Education to prevent bullying will be provided to all pupils during their time in school and appropriate behaviour will be reinforced during lessons and around the school site. Curriculum opportunities are used to address bullying in each school.
- 6.2 Whilst preventing bullying behaviour is safeguarding individuals, there may be occasions when further safeguarding concerns arise. In the case of young people, all staff will be aware of systems within their school which support safeguarding and will be explained to them as part of staff induction.

This should include the:

- Child protection policy, which should amongst other things also include the policy and procedures to deal with peer-on-peer abuse;
- Behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
- Staff behaviour policy (sometimes called a code of conduct);

- Safeguarding response to children who go missing from education; and
- Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

6.3. Staff will receive training on child-on-child abuse. All staff should be aware that children can abuse other children. And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse, they should speak to their designated safeguarding lead (or deputy). It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; For further information about sexual violence see Annex B. For further information about sexual harassment see Annex B.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and

- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school's or college's policy and procedures about child-on-child abuse and the important role they must play in preventing it and responding where they believe a child may be at risk from it.

6.4 The process for the monitoring of incidents is included in [Appendix 1](#).

7. BULLYING OUTSIDE SCHOOL PREMISES

7.1 Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Should bullying behaviour be reported to school staff, it will be investigated and acted on. The Headteacher will consider whether it is appropriate to notify the police of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

7.2 Teachers have the power to discipline pupils for misbehaving outside the school premises to such extent as it is reasonable. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where bullying outside is reported to staff it will be investigated and acted on. We may decide to notify the police of the action taken against the pupil.

8. SIGNS AND SYMPTOMS

In the case of a young person, they may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school.
- Doesn't want to go on the public transport including buses and taxis.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school (school phobic).
- Begins to truant.
- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in school work.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or "go missing."

- Asks for money/starts stealing money (to pay someone asking them for money).
- Has unexplained cuts or bruises.
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what's wrong.
- Gives improbable excuses for any of the above.
- Is afraid to use the internet or mobile phone or always needing to be on social media.
- Hypervigilance around others.
- Is nervous and jumpy when a cyber-message is received.

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

9. REPORTING INCIDENCES OF BULLYING

9.1. Reporting and Responding to Bullying:

No one deserves to be bullied. Everybody has the right to be treated with respect. Pupils who are bullying, for example, need to learn different ways of behaving. We take our responsibility to respond promptly and effectively to incidents of bullying. There is an agreed collective responsibility to address any incidents of bullying. Pupils are encouraged to tell their class teacher or form tutor, House Manager, Pastoral Support Worker or a member of staff that they trust. The teacher who receives the information will establish the details of the incident, and pass the information to the relevant staff member, who will be responsible for interviewing the main persons involved, as well as any other witnesses in order to establish the truth of what has happened. If parents suspect that the child is being bullied, their first port of call will be the class teacher/form tutor. They may, in some circumstances, refer it to a member of the Pastoral Team or to the Senior Leadership Team. If any degree of bullying is identified, the following action will be taken in consultation with a senior member of staff:

9.1.2. Pupil reporting:

Children are encouraged to 'Start Telling Other People.'

They are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family.

Children who are 'bystanders' are encouraged to support their peers by reporting any suspected bullying.

Guidance for pupils experiencing bullying:

- Try to remove yourself from the situation as soon as possible
- Try to stay calm

- Ask them to stop; be firm and clear
- Tell your class teacher/tutor/House Manager/someone you trust what has happened straight away
- If you are scared to tell a teacher or an adult by yourself, as a friend to go with you
- Do not blame yourself for what has happened.

When you report an act of bullying:

- Be clear about what has happened to you
- Be clear about how often it has happened
- Be clear about who was involved
- Be clear about who witnessed the incident
- Be clear about where it happened.

9.1.3. Staff reporting:

All incidents of suspected bullying will be dealt with by the member of staff it is reported to. Designated staff will vary among schools.

All staff are responsible for the health and wellbeing of the children and have a duty to respond seriously to any claim of bullying. If necessary and appropriate, particularly if behaviour in school is repeated out of school, police will be consulted.

All staff must report bullying as specified in their individual school procedures, outlined in [Appendix 1](#).

9.1.4. Parent reporting:

Parents are encouraged to share any concerns with their child's class or form teacher, Head of Year, Head of House, or a member of the Senior Leadership Team. In serious cases parents should be informed and will be asked to come into a meeting to discuss the problem.

If your child is bullying others:

- Explain that their actions are wrong and it is making others unhappy.
- Make an appointment to see your child's class teacher/form tutor/House Manager to explain the problem your child is experiencing as well as discussing how you can work together to prevent further acts of bullying.
- Regularly ask your child how things are going at school.

9.2 If your child is experiencing any form of electronic bullying:

- Ensure your child is careful when sharing their mobile phone number/e-mail address with others and use social networking sites sensibly. Encourage them to 'block' any users that they do not know or are making them unhappy.
- Check exactly when an inappropriate message was sent and keep any evidence.
- Where necessary report incidents to the school or to the police.

10. PROCEDURE FOR DEALING WITH REPORTED INCIDENTS OF BULLYING

10.1 Victim:

The bullying behaviour or threats of bullying must be investigated immediately, and the bullying stopped.

Parents/carers will be informed.

Victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault.'

The person being bullied will be offered 1-1 support after an act of bullying has taken place to express how they feel and to ensure that any further incidents of bullying are dealt with swiftly and sanctions are escalated.

The victim will be consulted with on how to rebuild relationships with the perpetrator if they want to do this.

Referral to the school counsellor/School Nurse (where available) may be considered appropriate.

Following investigations, staff will periodically 'check in' with children that have been the victim of bullying to ensure that the child feels happy and secure at school.

Interventions may be put in place to support the victim and support them in developing appropriate skills to protect themselves from bullying behaviours.

Sanctions may be imposed such as withdrawal from clubs, social events, trips.

10.2 Perpetrator(s):

Parents will be contacted and informed and may be asked to come in to discuss the problem.

A behaviour contract may be drawn up with the involvement of parents and carers.

Parents will be invited into school to discuss their child's behaviour and strategies that can be taken to modify it.

10.3 Parents/Carers:

Parents / carers of both victim and perpetrator will be kept informed throughout the process.

Close contact will be maintained with the victim's parents or carers to ensure that the victim adjusts positively back to school life as quickly as possible.

Parent views will be taken into account but the school will stress that wherever possible reconciliation will be considered in order to provide clear resolution for all concerned while not condoning the bullying.

10.4 Reconciliation:

The perpetrator will be asked at a suitable point to genuinely apologise, in writing or in person.

Children will be encouraged to reconcile any issues over a period of time so that any injustice can be rectified.

Some children will be asked to participate in one to one or group interventions to support their social development and reduce the incidents of bullying behaviours.

10.5 Prevention Strategies:

We aim to help children to prevent bullying, by reinforcing our policy through:

- Encouraging to “Start Telling Other People.”
- Pupils are encouraged not to be bystanders.
- SLT, Inclusion team and lunchtime supervisors support at unstructured times.
- Assemblies and events to support appropriate behaviours.
- Tutor time activities.
- Individual or group interventions.
- Restorative justice.
- Individual mentoring or support from in school teams.
- Liaison with SEND faculty where necessary.
- Referral to School Nurse and/or Counsellor.
- Referrals to other agencies to support.
- Whole school surveys.
- Reports and behaviour contracts.
- Information shared with parents through parents’ evenings and events, newsletters and messages home.

School-specific strategies can be found in [Appendix 1](#).

APPENDIX 1: SCHOOL-SPECIFIC PROCEDURES AND STRATEGIES

BROOKSIDE PRIMARY SCHOOL

Children may be asked to complete a Think Sheet for serious incidents. These sheets and parental responses, will always involve the Head/Deputy, Assistant Headteacher and will be filed in the Headteacher's office.

Strategies:

Anti-bullying week, Circle Time and Jigsaw used to support children's' understanding of bullying. Theatre groups may be invited to raise awareness of bullying.

In Reception feelings pegs are used to help children express any worries or concerns

In KS1 there is a worry face which children can place their named e.g. on alerting staff if they have a worry.

Riverbank use Zones of Regulation throughout.

KS2 classes have a Worry Box in which children can record any concerns they may have, for the teacher to read. Each teacher also has a behaviour diary in which concerns and/or incidents are logged. Children are encouraged to share any concerns with a trusted adult. Serious behaviour incidents are logged on CPOMS.

STOP (Several Times On Purpose) will be used as a mnemonic within school to raise awareness of bullying and help children become more independent in tackling behaviour they do not like or which makes them uncomfortable in any way. "STOP, I do not like this because...." Will be taught and revised during the year.

School Council to be involved in ideas for Anti Bullying Week and lead Whole School Circle time termly.

Well-Being Ambassadors work with the school council to support with ideas for making school a happy place to be.

ELSA sessions are available for all children to access. This can either be for a perpetrator or victim.

OVERDALE INFANT SCHOOL

All serious behaviour incidents are recorded on CPOMS. These are periodically checked to see if there are patterns of behaviour that may be regarded as bullying.

Definite incidents of bullying are recorded on CPOMS and reported to the Senior Leadership Team.

The Senior Leadership Team are responsible for co-ordinating the recording system, liaising with class teachers and other staff to ensure that incidents of bullying are not missed. .

We take part in the National Anti-bullying week in November each year, involving all children in discussions about acceptable behaviours and ensuring all children know what procedures should be followed. We have regular school assemblies focussed around PSHE themes of bullying, friendship and expected behaviour.

The school has a clear behaviour policy that rewards positive behaviour. The school rules are clear and straightforward and focus on positive attitudes. The school takes a pro-

active stance towards challenging behaviour at lunchtime; we also have a varied lunchtime provision that involves keeping all children engaged and active at lunchtimes to avoid unwanted behaviour.

Children are encouraged to reflect upon their actions using a restorative approach and they work with a member of staff to find a way to make amends. This approach gives the child an opportunity to learn from their behaviour and engage in acts of empathy and forgiveness. Staff will use a restorative script to help the child understand the consequences of their behaviour, and the member of staff will work with the child to make amends. This will provide all those involved:

- with a chance to tell their side of the story and feel heard
- to understand better how the situation happened and how it can be avoided another time
- to feel understood by the others involved
- to find a way to move on and repair any damage done to their connections with the others involved, or even build connections where there were none previously

Both children and parents are made aware of how to use the internet safely and of the possibilities of cyber bullying through regular assemblies and information on the website. Our Senior Leadership team will also meet with both perpetrators and victims' families to discuss support and possible consequences in line with our behaviour policy.

The school's behaviour management policy is available on our school website. This policy is included in the School Handbook at the start of each year to ensure that all staff are aware of the procedures to follow.

Overdale Junior School

Incident reported by child/adult



Perpetrator talked to by member of staff



Recorded in (lunchtime) incident book. Sanction may be applied against the perpetrator e.g. Reflection, Time Out strategies.



IF INCIDENTS CONTINUE



Child talked to by class teacher/senior leaders. Recorded in (lunchtime) incident book. Parents may be informed by phone call or letter.



IF INCIDENTS CONTINUE



Both sets of parents/carers asked in to see the Headteacher/class teacher.



Strategy developed with consent of both sets of parents/carers



IF INCIDENTS STILL CONTINUE



Parents/carers asked in to see the Headteacher and further intervention (additional external support (Behaviour Support) may be sought for perpetrator and victim]



IF INCIDENTS STILL CONTINUE



Exclusion procedures may begin



Headteacher, child and/or parents/carers may meet later to ensure the problem is resolved.

Strategies:

- Circle of Friends or other managed lunchtime interventions such as Games Club, may be offered to especially vulnerable children.
- Ensure all children can identify trusted adults they can speak to about their concerns.
- Promoting the Overdale Way reinforcing positive language and relationships
- Restorative conversations and techniques used to gain understanding and build relationships
- Engage Pastoral Support worker for further victim or perpetrator support where necessary
- Child friendly anti-bullying advice leaflet to reinforce the 'STOP' message used across the school.
- Assemblies on positive relationships and anti-bullying.
- Weekly celebration assemblies that reward achievement/good behaviour.
- PSHE and Character Curriculum assemblies including role play to develop good moral behaviour, social and communication skills.
- Ensuring that the school environment does not allow places where bullying can go unnoticed.
- High profile activities occur during National Anti-Bullying Week every November.
- Conflict resolution training for dining supervisors.
- Actively celebrate and value diversity and difference within the school community e.g. Diversity Day.

WOODLAND GRANGE PRIMARY SCHOOL

WOODLAND GRANGE PRIMARY SCHOOL

There is a continued focus on our vision and values which form our 'Aspiration Tree'. This is at the centre of everything we do and is celebrated in our Head Teacher and Aspiration Tree assemblies that happen every Friday. The positive behaviour and attitudes celebrated are a very important part of our week and are successfully used to model behaviour expectations. The school has a clear behaviour policy that creates a positive culture that promotes and rewards positive behaviour. Children will always be supported to develop an understanding of the school's behaviour policy and wider culture.

Each year at Woodland Grange we support 'Anti-Bullying week' organised by the Anti-Bullying Alliance. 'By making a positive change to show kindness and respect to everyone then we can stop bullying and create a safer environment where children can live, grow, play and learn'. (ABA). We must recognise and celebrate our differences. We are all unique and no-one should feel excluded or bullied as a result. More information on anti-bullying week can be found by following the links on our website. We also cover themes around bullying & discrimination across our curriculum (in every year group). Our PSHE scheme explores bullying issues and promotes ways to deal with any friendship issues that arise and explore how the children can help STOP bullying from continuing by talking to adults and asking for help.

The school council and wellbeing ambassadors help to promote positive behaviour choices and anti-bullying strategies. Our playground leaders and sports leaders help children to play and engage in positive games. In addition to this, assemblies are used to raise awareness and explore issues of bullying and resolving friendship issues. Children are encouraged to share any concerns with a trusted adult but we also have Worry Boxes in every KS1 and KS2 classroom so that children can record worries here rather than talk directly to staff if they wish.

All significant incidents are recorded on CPOMS and tagged as Behavioural Incidents. This means a record of the incident is kept electronically in our safeguarding system and we can track patterns of behaviour. ELSA sessions can be organised for any child who is struggling as a result of bullying. Where we feel that an incident needs to be investigated, and if cases of bullying are proven, the strategies for managing misbehaviour, as identified in our policy (section 6 Responding to Misbehaviours), will be followed. .

APPENDIX 2: FURTHER GUIDANCE

USEFUL SOURCES

Keeping Children Safe in Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf

Beyond Bullying www.beyondbullying.com The Anti-Bullying Alliance An alliance of over 60 organisations www.anti-bullyingalliance.org.uk

CEOP (Child Exploitation and Online Protection Centre) www.thinkuknow.co.uk

ChildLine 0800 11 11 www.childline.org.uk

ChildNet International www.childnet.com

Kidscape 08451 205 204 (helpline for parents) www.kidscape.org.uk

Mencap: Represents people with learning disabilities www.mencap.org.uk

Stonewall An LGBT equality organisation www.stonewall.org.uk

Further Guidance for School Leaders, Staff and Governing Bodies 'Preventing and Tackling Bullying' by the Department for Education'. This can be found online at

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

www.kidpower.org

www.nationalbullyinghelpline.co.uk

www.nspcc.org.uk

www.youngminds.org.uk

LEGISLATION

Education and Inspection's Act 2016 section 86

Education (Independent Schools standards) regulations 2014

Education Act 2011 (updating and amending the Education Act 1996)

Equality Act 2010- schools and academies are required to comply with the Public Sector

Equality Duty (PSED)

The Children Act 1989

Malicious Communications Act 1988

Protection from Harassment Act 1997

Communications Act 2003

Public Order Act 1986

Keeping Children Safe in Education guidance and advice