

WOODFIELD SCHOOL

ANTI-BULLYING POLICY

As stated in the Aims of Woodfield School, it is expected that all pupils will benefit from an ethos which values and respects everyone. We aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. They will also be able to establish and sustain appropriate relationships and develop their self-esteem and self-discipline.

This policy should be read in conjunction with other Safeguarding policies (Equality, Child Protection, E-safety, H&S, SEN, Whistleblowing, and Behaviour for Learning, PSD, Anti Bullying, and Medical Needs).

Policy Development

This policy was formulated in consultation with the whole school community with input from members of staff, governors and parents/carers.

Bullying

Bullying is "behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group, either physically or emotionally" (Safe to Learn: embedding anti-bullying work in schools 2007). Bullying differs from teasing/falling out between friends or other types of aggressive behaviour. Usually, there is a deliberate intention to hurt or humiliate and it is usually persistent. There is also usually a power imbalance that makes it hard for the victim to defend themselves. Types of bullying are:-

- *Racist and religious*
- *Sexual, sexist and transphobic*
- *Homophobic*
- *Disabilist*

People can bully in the following ways:-

- *Verbal name calling, sarcasm, gossiping and spreading hurtful rumours, taunting, mocking, ridiculing, threatening abuse/assault.*

- *Emotional* *excluding people from groups, unpleasant looks/gestures, taking or damaging belongings, touching work.*
- *Physical* *pushing, kicking, hitting with or without weapons, threatening body language, intimidation/invasion of personal space.*
- *Cyber* *inappropriate text messaging/e-mailing, sending offensive or degrading images by phone or via the internet (see Computing policy).*

It is estimated that between 10 - 25% of all school children are directly affected by bullying, either as a victim or as a bully and it has been shown that both male and female bullies can have the following in common:

- 1. They tend to have assertive, aggressive attitudes, over which they exercise little control.*
- 2. They tend to find it difficult to imagine what the victim feels.*
- 3. They tend to lack guilt and rationalise that the victim somehow deserves the bullying treatment.*
- 4. They tend to have low self-esteem.*

	Implementation	Sources of evidence for outcomes
Staff at Woodfield School aim to prevent the type of behaviour as outlined above.	Continuous reinforcement of the school rules, together with a pastoral system which encourages pupils to discuss any problems that they may be experiencing. Each class will spend some of their tutorial time; some of their Personal Social Development lessons and time in Life Skills, looking at relationships and how to prevent and deal with conflict (see PSD policy).	Subject Overviews and planning
A high profile system of	A variety of playground games and equipment are provided to reduce	

Last reviewed June 2015

Next review 2016 November

<p>supervision occurs, throughout the school, in order to prevent places from becoming areas where bullying may occur.</p> <p><u>Dealing with bullying</u> When bullying does occur, it is treated very seriously. No bullying is acceptable and therefore the following checklist is to be carried out by any teacher who discovers from a pupil, or parent, that bullying is happening:-</p>	<p>opportunities for bullying. The school also participates in the national Anti-Bullying week to raise awareness. Cyber bullying is addressed as stated in the National Curriculum 2014 (see E-safety policy).</p> <ul style="list-style-type: none"> • The teacher will talk to the victim, in a quiet low key manner, in order to establish what, when and for how long the bullying has been happening. <p>Once this information has been found out, then he/she must find out the name of the bully/bullies.</p> <ul style="list-style-type: none"> • The teacher will then inform the form tutor of the victim and the bully so that PSD work can focus on bullying. (If the child feels unable/unwilling to give names, then the form tutor will need to focus on tutorial work on bullying and will need to encourage peers to help discover or divulge who is doing the bullying.) • The tutor will then see the bully, preferably with an appropriate colleague. If a group is involved, each member should be spoken to individually and collectively to establish the reasons for the bullying and to re-educate and support the bully to prevent further incidents. • The situation will also be mentioned in staff briefings so all are vigilant. • Teachers will monitor the situation on a daily basis by asking the victim how they now feel about the situation. 	<p>Playground budget annually, to meet need and interest.</p> <p>Record information on agreed monitoring system. (see Behaviour for Learning Policy)</p>
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<ul style="list-style-type: none"> We have key stage 3 leader and a key stage 4 leader; both are Assistant Head teachers. 	<ul style="list-style-type: none"> If the problem re-occurs, the teacher will inform appropriate Assistant Head teacher. Once it has been referred the following should happen:- The tutor of the bully and victim should continue to look at bullying in Personal Social Development & Citizenship Education lessons, with discussion on why certain people are bullied and strategies for dealing with bullying. These include:- <ul style="list-style-type: none"> a) Telling an adult b) Telling the bully to go away or shouting "Stop, I don't like that" c) Using fogging techniques – "That could be true", "You're probably right", "Sometimes I think so myself", "I agree", "You're right" or "You have a point there". (Not "So what?") d) Staying with a crowd or near an adult. e) Avoiding places where there are no adults. The appropriate Assistant Head teacher should interview the bully and the victim separately and should write a detailed report on the incident/s and liaise with the tutor/s. The appropriate Assistant Head teacher and/or the tutor should contact the parents of the bully and the victim, so that the pupils are receiving consistent responses from home and school. If appropriate, the parents should be invited into school. The appropriate Assistant Head teacher will then decide on the sanctions for the bully, which could include any of the following:- <ul style="list-style-type: none"> - a written or verbal apology - loss of social time/privileges/responsibilities - an internal exclusion - community services within the school, such as litter picking 	<p>PSD curriculum reviewed to meet current concerns.</p> <p>Use of the school ELSA</p>
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<p>It is important that, at the same time, some form of restorative justice takes places and all pupils involved feel that the incident has been dealt with.</p>	<ul style="list-style-type: none"> - spending time in another class or with a specified adult - replacing items. • The appropriate Assistant Head teacher will then log the incident/s and mark the incident as "bullying". <p>If all of these interventions have taken place and the bullying persists, then the Head teacher or the appropriate Assistant Head teacher will involve the Head teacher.</p> <p>The Assistant Head teacher responsible for the key stage will see all the pupils who are involved and decide on further sanctions from the above list. They will invite parents into the school and pupils will then be placed on a behaviour monitoring sheet – focussing on the bullying behaviour.</p> <p>If all else fails and the bullying persists, the Head teacher may decide on an exclusion.</p>	<p>Sleuth</p> <p>Behaviour Monitoring Sheet available for school and home scrutiny.</p> <p>Head teacher reports to Governors.</p>
<p><u>RESPONSIBILITIES</u> The Governing Body will ensure that all members understand and fulfil their responsibilities. They will review the</p>	<p>The Leadership's responsibilities are:-</p> <ul style="list-style-type: none"> • Policy development and review (annually), involving staff, governors and parents/carers. 	

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<p>effectiveness of the policy annually.</p> <p>The Headteacher has overall responsibility for the policy, its implementation, and appointing key leads.</p>	<ul style="list-style-type: none"> • Implementing the policy and monitoring and assessing its effectiveness in practice. • Ensuring evaluation takes place and that this informs policy review. • Liaising with appropriate Assistant Head teacher in order to report on bullying incidents to governors, as part of the annual report. • Organising the yearly questionnaire given to pupils and then analysing the results. • Overseeing the School Council meeting, when the representatives make it clear to bullies how their bullying affects other pupils. 	<p>Summative annual report by anti- bullying coordinator to governors</p> <p>School Council minutes and outcomes of actions shared with all staff.</p>
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