WOODLANDS PRIMARY SCHOOL

Anti-Bullying Policy

Updated: September 2024
Review Date: September 2027

Expectations of Behaviour

All members of Woodlands Primary School are expected to behave with consideration and care for one another. We believe that this extends to staff, parents, external tutors and peripatetic staff, visitors and pupils. At Woodlands Primary School we ask that ll members of our school community are ready, respectful and safe

At Woodlands, we foster kind and respectful relationships with others as reflected in:
- Whole school Code of Conduct – Ready, Respectful & Safe
- Assemblies
- The work of our pastoral team, including our SENCO, learning mentor and ELSA trained staff
- SMSC and British Values work which is part of our curriculum
- Our inspirational people and house point system
- Pupil Parliament
- Newsletters and blogs
- The work of Anti-Bullying Advocates

Accordingly, the school will:

- Use a range of strategies to promote inclusion and celebrate diversity whilst operating a zero tolerance to bullying including work curriculum and assemblies, work with the ELSA (Emotional Literacy Support Assistants) and individual and group advice and work with parents and staff (for example, parent workshops, parent forum and staff meetings).
- Use various innovative, age appropriate and high-quality resources to challenge discriminatory behaviour including that related to race, gender, sexuality, religion and faith.
- Encourage pupils and parents to understand how hurtful bullying (in all its forms) can be and work closely with anyone who bullies or is bullied to prevent the behaviour from recurring.
- Provide guidelines for pupils, staff, parents and governors about pupil and parent behaviour and how bullying could be dealt with.

These guidelines are given below:

Definition of Bullying:

The Anti-Bullying Alliance defines bullying as the intentional, repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power.

Bullying can be carried out by individuals or by groups of people including; children, staff or parents. Bullying is a conscious desire to hurt, to threaten, to frighten someone or to obtain power over someone (usually over a period of time or on a regular basis.) This is a completely unacceptable behaviour. Bullies often try to involve other people in their behaviour. Onlookers who do nothing often contribute to the problem of bullying. If bullying is not tackled immediately, it can have serious consequences. Children and parents may bully for lots of different reasons, but mostly because they are not happy. It is never acceptable to bully others and both school leaders and governors take bullying very seriously.

Bullying is **not** a one-off fight or argument, a friend sometimes being nasty, or an argument with a friend, or bumping into someone whilst running/playing.

Woodlands Primary School recognises that bullying can occur in both adult and child relationships.

Child on Child abuse
Child on Child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers. Parents should equally take note that persistent behaviours towards staff, other parents or pupils may constitute peer abuse. There is no clear definition of what child on chil abuse entails. However, it can be captured in a range of different definitions such as, but not limited to:

- **Domestic Abuse**: relates to young people aged 16 and 17 who experience physical, emotional, sexual and / or financial abuse, and coercive control in their intimate relationships;
- **Child Sexual Exploitation**: captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age - including another young person;
- **Harmful Sexual Behaviour**: refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours);
- **Serious Youth Crime / Violence**: reference to offences (as opposed to relationships / contexts) and captures all those of the most serious in nature including murder, rape and GBH between young people under-18.

Child on child abuse can refer to any of the above individually or as a combination, therefore professionals working with children and young people who are experiencing abuse from their peers must respond to the needs of each of the definitions to uncover the level of complexity and respond in the most effective manner. It is possible that a young person may be sexually exploited in a gang related situation by their boyfriend or girlfriend.

Key Areas Where Child on Child Abuse Occurs

Bullying (including Cyberbullying)

Bullying is defined as "behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally". Bullying often starts with trivial events and it is behaviour that hurts someone else - such as name calling, hitting, pushing, spreading hurtful and untruthful rumours, threatening or undermining someone; mocking; making offensive comments; taking belongings; inappropriate touching; producing offensive graffiti; or always leaving someone out of groups. It can happen anywhere - at school, at home or online. It can happen in relation to child-child, adult-child, adult-adult interactions. It can relate to social media, gaming, messages of any description, verbal interactions etc. It's usually repeated over a long period of time and can hurt a child or adult both physically and emotionally. A child or adult that is being bullied can feel like there's no escape because it can happen wherever they are, at any time of day or night.

There are many different forms of bullying:
- **'Cyberbullying'**: involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online, including in group chats, open forum sites or chat rooms (e.g. on social networking websites) or sending or posting offensive or degrading images and videos;
- **Racist and Religious Bullying**: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- **Sexual, Sexist and Transphobic Bullying**: includes any behaviour, whether physical or nonphysical, where sexuality is used as a weapon by boys or girls, men or women;
- **Homophobic Bullying**: targets someone because of their sexual orientation (or perceived sexual orientation);
- **Disablist Bullying**: targets a person solely based on their disability, this can include manipulative bullying where a perpetrator forces a young victim to act in a certain way, or exploiting a certain aspect of the victims disability.

It is important to remember that bullying can also be a combination of the above. There has been much media attention surrounding children and young people who have committed suicide due to being bullied.

Professionals must understand the damaging and at times fatal effects bullying can and does have on children, young people and adults, be able to respond to it effectively.

All staff should be aware of safeguarding issues from child-on-child abuse including abuse that can be:

● Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
● Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim;   vulnerable adults are at particular risk of harm

Children or young people who harm others may have additional or complex needs e.g.
● Significant disruption in their own lives
● Exposure to domestic abuse or witnessing or suffering abuse
● Educational under-achievement
● Involved in crime

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical.

School staff, alongside their Designated Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case and should use this policy guidance to help.

Physical bullying

This involves striking someone or using a weapon. This sort of violent behaviour is against the law, as well as being against the school rules. Physical violence towards other pupils is absolutely forbidden and will normally result in being moved to immediate 'red' and may lead to an exclusion.

Verbal bullying

Involves name calling, taunting, spreading rumours or teasing someone and can be just as harmful as physical abuse. We actively promote inclusion in our school through a climate of tolerance and celebration of difference. Verbal bullying linked to gender, sexuality, race, religious belief and/or culture. Name calling can sometimes escalate into racial and sexual harassment and this is not tolerated in our school. Verbal bullying is something which the school takes very seriously. We expect all pupils and adults to take great care in their treatment of others and we have an overt and proactive programme of inclusive activities to educate children about the importance of this.

Sexual violence and sexual harassment

This must always be referred immediately to the Designated Safeguarding Lead.

Sexual violence and sexual harassment can occur between children/adults of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Sexually harmful behaviour may include

● Inappropriate sexual language
● Inappropriate role play
● Sexual touching
● Sexual assault/abuse.

Staff should be aware of the importance of:

● making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
● not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
● challenging behaviours (potentially criminal in nature)

Youth produced imagery – sexting/sharing of nudes or semi-nude images/videos

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services. This must always be referred immediately to the Designated Safeguarding Lead. Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

This only covers the sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.
On this basis current advice introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting.' This is to ensure clarity about the issues current advice addresses.

'Youth produced sexual imagery' best describes the practice because:
- 'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.
- 'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context.
- 'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

The types of incidents which this covers are:
- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

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Other forms of bullying

Include ignoring and isolation, rude gestures, intimidation and extortion, for example taking someone's snack or drink, taking money, damaging someone's property, forcing someone to steal or using intimidation to scare others, sending relentless intimidating emails or messages, using online forums to undermine adults or children in school. Cyber bullying will also be treated **very** seriously and, although the school have several measures in place to prevent this, should evidence of this happening be discovered, it may result in the involvement of outside agencies.

Bullying which occurs outside school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it will be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil or adult. If the misbehaviour could be criminal or poses a serious threat to a member of the public, or a member of the school community, the police will always be informed.

Guidance about Bullying

For Pupils

When someone is being bullied or in distress, watching and doing nothing does not help and may even suggest support for the bullying. You should take action which may include:

- **<u>Telling an adult immediately</u>**
- Always trying to play with other children – excluding them or not allowing them to play in your group can be hurtful.
- Not "hitting back" or joining in the same behaviour. This will only make matters worse and may result in *you* being accused of bullying.
- Not repeating unpleasant things and threats you may hear from someone else.

For Parents
- Watch for any signs of distress in your child; for example an unwillingness to attend school or a pattern of illness. Other signs might be: missing equipment, requests for extra money, bruises or damaged property.
- Also watch out for your child bringing home 'gifts', items you have not provided money for etc.
- Take an active interest in your child's social life and discuss friendships, the journey to and from school and any problems they may have.
- Take an interest in your child's use of social media and mobile telephone.
- Take care not to post disrespectful messages in group chats or on social media that could be construed as bullying in nature.
- With the school, decide methods of dealing with a problem which will provide your child with support.
- Make your child aware of the support they are receiving.
- Do not encourage your child to hit back. It will only make matters worse. Try to encourage your child to walk away and report the incident to an adult.
- Inform the school at once if you think your child is behaving in a strange way, and ask for a meeting with an appropriate member of staff.
- Try not to take things personally. School have policy and procedure that they must follow to keep people safe.
- Be open to the fact that there may be several aspects to any issue that has arisen and work with school to understand them and why we must investigate them fully.

For Teachers / support staff
- Watch for signs of distress in pupils: deterioration of work, isolation, patterns of illness, erratic attendance, or the desire to remain with adults. (although these could also be signs that are symptomatic of other problems)
- Listen carefully to what pupils tell you and record all the incidents on c-poms alerting appropriate staff.
- Offer immediate support to victims and put the school's procedures into operation. (see below)
- Confidentiality must always include the pastoral team and never impinge on safeguarding.
- Continue to watch for signs of further bullying.
- If appropriate, increase Social Moral Spiritual and Cultural (SMSC) work in the curriculum to assist children in dealing with the problems.
- If appropriate discuss ELSA support.
- Report any inappropriate behaviour from adults to the leadership team.

<u>School Procedures on Bullying</u>

As a school, we respond promptly and effectively to any bullying that occurs.
1. Staff will arrive as promptly as possible for any break or lunchtime duties. Clear evidence of staff on duty is itself a deterrent to bullying.
2. Racist/Sexist/Homophobic/Cyber issues will be passed on to the pastoral/ safeguarding team as quickly as possible to build a picture and to ensure relevant documents are completed in the office on SIMS.
3. Any inappropriate behaviour from adults will be reported to the DSL/DDSL.
4. If in doubt – share with a member of the SLT.

The following procedures will be used to investigate and report incidents which may be linked to bullying:

Investigate the situation by talking to all (use the playground protocol in class files is appropriate):
- pupils involved
- witnesses
- staff members
- adults involved

Record – as appropriate in oral, written or picture form, the situation from:
- pupils involved
- witnesses involved
- adults involved
- consider safeguarding guidelines
- Log these records on CPOMs and notify pastoral team and key members of SLT

Respond – to the bully by
- Showing clearly that their behaviour is wrong
- Applying disciplinary measures fairly and consistently taking account of any SEN or disabilities and taking into account the needs of vulnerable pupils
- Considering the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator
- Considering that the child may need the support themselves
- Ensuring that they recognise, own, and reflect on their behaviour/s and how it affects others
- Applying appropriate sanctions – see behaviour policy
- Involving Governors if appropriate
- Guiding, supporting, advising and offering them strategies to change their behaviour
- Insisting that they take responsibility for their actions and help them to actively make amends
- Involving parents
- Involving outside agencies when necessary

Respond to the **pupil/adult** who is bullied, hurt or upset by
- Actively listening to them. Use the Playground protocol for incidents where appropriate.
- Offering support and strategies to deal with unwanted behaviours
- Protecting them and ensuring their safety as and when necessary
- Involving parents/governors
- Involving outside agencies to support them as appropriate

Pupils should be used as a positive resource in countering bullying. The problem may be discussed within a class group at circle time and this will often be done through SMSC using thought provoking materials, during anti-bullying week as a whole school approach, and/or through assembly time and curriculum themes.

As part of our SMSC curriculum our children will recognise the impact of bullying through their:

Spiritual development
By creating a mutual respect for one another's beliefs, religion and values

Moral development
By understanding the consequences of their behaviours and actions whilst showing an understanding of right and wrong

Social development
By readily using a variety of social skills in a different context, showing respect for belief, religion and values

Cultural development
By participating and showing appreciation of a variety of cultures in school and the wider community