



Woodfield Primary School

Anti-Bullying Policy (incorporating Seven Step Approach)

Document Approval

This document was reviewed and approved by the Governing Body as appropriate and effective.

Signed:		
Date:		
Name:	Mrs L Porter	Mrs J A Charnley
Position:	Chair of Governing Body	Headteacher

Document Review

The Governing Body will review this policy to ensure that it is appropriate and effective whenever necessary, and not less than once every three years.

Document Control

There is one controlled paper copy of this document located in the Business Manager's Office.

The master electronic copy is held within a designated folder. The latest issue will be marked with the highest number, ie Issue 2 is later than Issue 1. Files in the process of being edited have the words 'In Progress' in the file name.

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Document History

Filename: Anti-bullying Policy				
Issue	Description of Change	Author	Checked	Date
1.0	Reviewed and agreed by staff/ approved by governors.	JAC	SB	Jan 11
2.0	Reviewed and updated	JAC	SB	Mar 2014
3.0	Reviewed and Updated 30th January 2017	JAC	AM	Jan 2017
4.0	Review Date- January 2020			

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Woodfield Primary School Anti-bullying Policy

At Woodfield School, the children, parents, staff and governors have agreed their definition of bullying which is:

“Bullying is repeated physical, verbal and written behaviour which is cruel and deliberate.”

Agreed by all the children and adults in school

At Woodfield Primary School, we strongly believe that all bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.

All members of the school community are asked to inform the Senior Leadership Team of any incidents of bullying.

Victims of bullying will be treated in a supportive manner and their case heard in an atmosphere of positive concern.

The purpose of this document is to set out a definition for bullying and to explain the procedure to be followed for dealing with bullying.

Aims and Objectives

- To give a clear definition of bullying
- To raise awareness of bullying by ensuring that all governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is
- To bring about conditions in which bullying is less likely to happen in the future by ensuring that all governors, teaching and non-teaching staff know what the school policy is on bullying, and to follow it when bullying is reported.
- To ensure a whole school approach to bullying by ensuring that all pupils and parents know what the school policy is on bullying, and what they should do if bullying arises.
- To ensure awareness that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms, for example, cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and/or differences/perceived different are more susceptible to being bullied/victims of child abuse.

What is bullying?

There are a number of definitions of bullying but all definitions include the following characteristics:

- That it tends to be repetitive or prolonged
- That it involves an imbalance of power
- That it may be verbal, physical, psychological, racist, sexual or homophobic.

Psychological	Ganging up, turning others against the victim.
Emotional	Being unfriendly, excluding, and tormenting (eg hiding books, threatening gestures).
Physical	Pushing, kicking, hitting, or any kind of violence.
Racist	Racial taunts, graffiti, gestures.
Sexual	Unwanted physical contact or sexually abusive comments.
Homophobic	Being of, or focusing on the issue of sexuality.
Verbal	Name calling, sarcasm, spreading rumours, teasing.
Cyber bullying	Text, e-mails, including written (notes letters).



Bullying can be:

Why it is 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.
- Pupils who are bullying need to learn different ways of behaving.

At Woodfield, we understand that we have a responsibility to respond promptly and effectively to issues of bullying.

Strategies for the prevention of bullying

In order to encourage co-operative, non-aggressive play, we have introduced and implemented preventative strategies, which we hope will reduce incidents of bullying behaviour. These are:

- The Social, Emotional SEALs Project .
- We seek to promote a happy school for all members of the school community.
- Personal, Social and Health Education along with Sex and Relationships education delivered throughout the school according to our scheme of work, which covers topics such as peer pressure, choices and bullying, explicitly.
- Strategies such as Circle Time and Role Play are used as a means to explore different issues as they arise in school.
- Posters, books and display boards are used to promote a positive attitude towards behaviour and friendships.
- Through assemblies and the Religious Education Scheme of work we constantly talk about the importance of friendship and being a good citizen.
- We seek children's opinions through questionnaires and key issues from these are dealt with through circle time and at school council meetings.

Alongside these strategies, we encourage co-operative behaviour through:

- Play equipment;
- Buddies;
- Designated non – teaching staff to co-ordinate games sessions at playtimes;
- A series of fund raising events which encourage partnership with parents;
- Regular activities in and out of school focusing on teamwork, co-operation and self worth.

Procedures for dealing with bullying

When bullying has been observed or reported then the following steps should be used:

Seven Step Approach

This approach seeks to change the behaviour of the bully and thus achieve the best possible outcome for the victim.

If bullying is reported, the following will happen:

1. The Headteacher talks to the victim about his/her feelings. The Headteacher will not question the child about the incidents, but does need to know who is involved.
2. The Headteacher arranges to meet with the group of pupils involved, this may include some bystanders or even friends of the victim who joined in, but did not initiate the bullying.
3. The Headteacher tells the group about the way the victim is feeling (with his/her consent) and might use a poem, a piece of writing or a drawing to emphasise the victim's distress. At no time does he/she discuss the details of the incidents or allocate blame to the group.
4. The Headteacher does not allocate blame, but states that she knows that the group can do something about it.
5. Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The Headteacher gives some positive responses but does not mention improved behaviour.



6. The Headteacher ends the meeting by seeking assurances from the group that they will help to solve the problem. A meeting is arranged to see how things are going.
7. At this follow up meeting, the Headteacher discusses with each child, including the victim, how things are going. This allows the Headteacher to monitor the bullying and keep the children involved in the process. Further meetings will be arranged as necessary

Stage 1: All interventions will be recorded and carefully evaluated. All staff will be informed of the action taken. Parents of the victim will be informed throughout the process. This strategy is called “The Seven Steps Approach” and seeks to support the victim by seeking to change the behaviour of the bully and thus achieve the best possible outcome for the victim. Punishment of the bully will often make things worse for the victim and, therefore, often leads to secrecy rather than early disclosure. This approach is the preferred method of the Local Authority.

If “the Seven Steps Approach” does not work for a particular child or group of children,

or

the victims parents request they do not wish the school to use the Seven Steps

or

this is not the first time these child(ren) have been involved in reported bullying issues

or

if the bullying continues, following the Seven Steps Approach, the following will happen:

Stage 2: The parents of the bully or bullies will be informed.

Stage 3: A referral to the Wigan LA Behaviour Support Team will be made which may lead to the initiation of a Pastoral Support Programme (PSP’s are a required step before any permanent exclusions can be made).

Stage 4: A fixed term exclusion may be necessary.

Stage 5: The Governing Body will be made aware of the disciplinary action taken.

Monitoring and Evaluating the Policy

The Senior Leadership Team will review the incident file regularly to identify any recurring incidents and see if these can be related to particular school routines.

The policy will be reviewed by the Governing Body, parents and staff on a three year cycle.

Reviewed: 30th January 2017

Review Date: January 2020



Seven Step Approach

Document Approval

This document was reviewed and approved by the Governing Body as appropriate and effective.

Signed:		
Date:	January 2017	January 2020
Name:	Mrs L Porter	Mrs J A Charnley
Position:	Chair of Governing Body	Headteacher

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1.0	Reviewed and agreed by staff/ approved by governors.	JAC	KL	Feb 2013
2.0	Reviewed and amended	JAC		Mar 2014
3.0	Reviewed – January 2017	JAC	AM	Jan 2017
	Review date – January 2020			

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Seven Step Approach

This approach seeks to change the behaviour of the bully and thus achieve the best possible outcome for the victim.

If bullying is reported, the following will happen:

8. The Headteacher/senior teacher talks to the victim about his/her feelings. The Headteacher/senior teacher will not question the child about the incidents, but does need to know who is involved.
9. The Headteacher/senior teacher arranges to meet with the group of pupils involved, this may include some bystanders or even friends of the victim who joined in, but did not initiate the bullying.
10. The Headteacher/senior teacher tells the group about the way the victim is feeling (with his/her consent) and might use a poem, a piece of writing or a drawing to emphasise the victim's distress. At no time does he/she discuss the details of the incidents or allocate blame to the group.
11. The Headteacher/senior teacher does not allocate blame, but states that she knows that the group can do something about it.
12. Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The Headteacher/senior teacher gives some positive responses but does not mention improved behaviour.
13. The Headteacher/senior teacher ends the meeting by seeking assurances from the group that they will help to solve the problem. A meeting is arranged one week later to see how things are going.
14. At this follow up meeting, the Headteacher/senior teacher discusses with each child, including the victim (separately), how things are going. This allows the Headteacher to monitor the bullying and keep the children involved in the process. Further meetings will be arranged as necessary

All interventions will be recorded and carefully evaluated. Where appropriate staff will be informed of the action taken. Parents of the victim will be informed throughout the process. Where appropriate, parents of the perpetrators will be informed following thorough investigations. This strategy is called "The 7 Steps Approach" and seeks to support the victim by seeking to change the behaviour of the bully and thus achieve the best possible outcome for the victim. Punishment of the bully will often make things worse for the victim and, therefore, often leads to secrecy rather than early disclosure. **This approach is the preferred method of the Local Authority.**

If "The Seven Steps Approach" does not work for a particular child or group of children and the bullying continues, then some or all of the following will happen:

- The parents/guardians of the victim and the bully or bullies will be informed.
- A referral to the TESS Team (Wigan LA Behaviour Support Team) will be made which may lead to the initiation of a Pastoral Support Programme (PSP's are a required step before any permanent exclusions can be made).
- A fixed term exclusion may be necessary.
- The Governing Body will be made aware of the disciplinary action taken.