



Wood End School

Yeomans Avenue, Harpenden, AL5 3EF
Tel No. 01582 761636 Fax: 01582 762823

Headteacher, Mr Richard Boulton



Anti-Bullying Policy

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Adapted from:

‘Learning Together, Respecting Each Other’

‘Wood End School is an inclusive school and respects and values the diversity of the community’

Introduction

At Wood End School, we take the issue of bullying very seriously. We try to prevent it from taking place and encourage everyone to be tolerant and mindful of others.

A Definition of Bullying

At Wood End we consider that bullying is defined as deliberately hurtful behaviour, repeated over time. It can take many forms but the main types are:

- Physical: (e.g. hitting, kicking, pushing or vandalism of equipment)
- Verbal: (e.g. name-calling, personal insults,)
- Emotional: (e.g. isolating and excluding pupils, spreading rumours).
- Cyber: (All areas of the Internet, e.g. social media, email, Internet chat room misuse, online games, mobile phone threats by text messaging or calls.)
- Sexual: (unwanted physical contact or sexually abusive comments)
- LGBT+: (because of, or focussing on the issue of sexuality/gender)
- Religious: (negative stereotyping or name calling based on religion)
- Racist: (racial taunts, graffiti, gestures)

*For any bullying incident which includes racism the County Guidelines for dealing with Racial Harassment should be referred to.

Bullying can be defined as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

Aims and Objectives

Bullying is wrong; it makes children unhappy and affects the learning of the victim.

Therefore we do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe, secure and caring environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

The Role of the Governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately. The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him to conduct an investigation into the case and to report back to a representative of the governing body.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) is aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of the Teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. There are a range of response strategies:

- Teachers keep their own records of all incidents that happen in their class and that they are aware of in the school. These records include details about the nature of the incident, a description of the incident itself, a note of the action taken and a list of people who were notified.
- If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents.
- If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future.
- If a child is repeatedly involved in bullying other children, we inform the Headteacher and the SENCO. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as the social services.
- Teachers receive training, which enables them to become equipped to deal with incidents of bullying and behaviour management. Teachers support all children in their class and seek to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The Role of the Parent

Parental support is one of the keys to success or failure in anti-bullying initiatives. Though not always apparent, parental approval is important to children and young people of all ages, and we would want to build on this. Consultation is important, helping create an ethos in which positive behaviour is encouraged, and bullying considered unacceptable.

How you the parent can help a child's school deal with bullying

Parents have an important role to play in helping us deal with bullying.

Among the things parents can do include:

- contact the school through your class teacher at the first instance
- talk with your child about our school's anti-bullying strategy
- parents and families are often the first to notice something is wrong
- watch out for signs that your child is being bullied, or bullying others
- don't dismiss your instincts or the situation
- discourage your child from using bullying at home or elsewhere
- show them how to resolve difficult situations without using violence or aggression

If a child is being or has been bullied

- reassure your child that they have done the right thing by telling you
- calmly talk with your child about the experience
- make a note of what they say, particularly:
 - who was involved
 - where it happened
 - what happened
 - how often it has happened
- tell your child that if it happens again they should tell a teacher immediately
- make an appointment to see your child's teacher
- explain the problems your child is having to the teacher

Talking with teachers about bullying

- try to stay calm
- bear in mind that the teacher:
 - may not know your child has been bullied
 - may have heard a different version of what happened
- be as specific as possible about what happened and give dates, places and names of other children involved
- ask if there is anything you can do to help your child or the school
- stay in touch with the school; let them know if things improve as well as if problems continue

If a child is bullying other children

Many children may be involved in bullying other children at some time or other. Often parents are not aware that their child is involved in bullying.

To stop a child bullying others:

- talk with your child:
- tell them that what they are doing is unacceptable and making other children unhappy
- make an appointment to see your child's teacher and explain the problems your child is experiencing
- discuss with the teacher how you and the school can stop them bullying
- regularly check with your child how things are going at school
- give your child lots of praise and encouragement when they are co-operative or kind to other people
- show your child how they can join in with other children without bullying
- discourage other family members from bullying behaviour or from using aggression or force to get what they want

Role of the Pupils

- to be encouraged to report bullying in schools - adults will listen and take your concerns seriously.
- regular discussion time (e.g. circle time) will be created in order to talk through issues and problems together
- buddy stops are on the playground for you to use
- to be actively involved supporting others during Buddy group activities

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- listened to, respected and taken seriously
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and given the opportunity to change your behaviour
- informing parents or guardians to help change the attitude of the pupil

Why children sometimes bully:

Children sometimes bully others because:

- they don't know it's wrong
- they're copying older people whom they admire
- they haven't learnt other, better ways of mixing with school friends
- their friends encourage them
- they're going through a difficult time and acting out aggressive feelings

Lunch Time Supervision

- Termly MSA meetings at which the ways to respond to behaviour incidents, including allegations of bullying are revisited.
- Discussion of Anti-bullying Policy and implementation of the Behaviour policy are part of the induction training for new MSA staff.

Prevention

- Raising pupil awareness through assemblies and Anti- Bullying week
- Collecting and analysing pupil voice
- Fostering a culture of positive behaviour and respect
- Involving pupils in raising awareness
- Nurture groups for vulnerable children
- Anti-bullying Ambassadors meet fortnightly to receive further training and guidance on how to support their peers in class and on the playground.

Special Educational Needs

It is recognised that when dealing with bullying incidents regard must be given to the individual situation and the individual pupil(s) and that staff are expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, and the needs of vulnerable children, offering support as necessary. We recognise for a small number of children whose social, emotional and behaviour needs are greater than those encompassed by the whole school rewards and consequences system. A more personalised approach is necessary in order to support them in their ability to regulate their own behaviour.

Community Links

- Building links with local police – inviting our local Community officer into school, forging positive relationships.

Monitoring and Review

The Headteacher, who reports to governors about the effectiveness of the policy on request, monitors this policy on a day-to-day basis.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.