



**WOODCHURCH**  
CHURCH OF ENGLAND  
PRIMARY SCHOOL

Anti-Bullying  
Policy



*"I am the bread of life. Whoever comes to me will never hunger, and whoever believes in me will never thirst."*  
John 6:35

## ANTI-BULLYING POLICY

At Woodchurch C.E. Primary School we believe that:

- Everyone has the right to feel safe, secure and respected within a caring, Christian environment regardless of gender, race, age, disability or sexual orientation.
- As a Christian community we are committed to living, working and growing together as one in God's family.
- It is everyone's responsibility to play an active part in the prevention of bullying and essential that everyone recognises it will not be tolerated.

The purpose of this policy is to define bullying, to provide preventative strategies for both children and adults and to outline the consequences and sanctions for those who transgress. This policy works alongside the Behaviour and Good Discipline Policy.

### DEFINITIONS

Bullying can be defined as:

- **Repeated** physical, psychological or verbal attacks against an individual or a group of individuals by a person or group of persons, causing physical or psychological harm to the victim.
- **Being conscious and wilful**, commonly consisting of repeated acts of aggression and /or manipulation.
- **Different forms** both physical and non-physical, either in isolation or together.

Any bullying, whether physicals or non-physical, may result in lasting psychological damage to the individual. These include:

- **Physical** unprovoked assaults where the person being bullied is hit kicked or when belongings are taken or damaged.
- **Verbal** attacks consisting of name-calling or insulting, racist or sexist remarks and the use of derogatory language.
- **Indirect Psychological** when malicious rumours or stories are spread or the person is excluded, ostracised or rejected from the social or peer group. Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives that can be exploited to cause hurt.
- **Cyber and Technological including the** use of social networking sites, text messaging or e-mail to perpetuate all forms of upset and bullying.

The school will not tolerate perpetuation of a bullying incident in any form or by any method.

It is important to stress the following point:

**'Bullying is not a single incident, argument or fight between.  
It isn't saying something bad when in anger.'**

## HOW CAN BULLYING BE IDENTIFIED?

By its nature, bullying tends to take place 'underground', out of sight and earshot of teaching and other school staff.

The most important element in identifying bullying is the creation of a positive school culture in which bullying is not tolerated and the reporting of bullying is seen as a positive and valued act by pupils.

However, there are possible signs of bullying that school staff should be aware of and to which they should respond with enquiry. Some key signs may include:

- A reluctance to come to school /erratic attendance
- A marked deterioration in a pupil's performance
- A reluctance to go out to play
- A reluctance to leave school at the normal time, walk home with other pupils
- Unlikely excuses for possessions damaged or destroyed or missing
- Persistent complaints of feeling unwell and unable to go to school
- Pupils who 'lose' their dinner money
- Pupils who present as isolated in the playground, dining room, during games etc.
- Pupils who display withdrawn, unforthcoming behaviour

## THE ROLES WITHIN SCHOOL

Woodchurch C.E Primary School seeks to uphold its Vision Statement and the Anti-bullying Policy. In doing so, the school shall ensure:

- **Zero tolerance** towards bullying and harassment.
- **Positive behaviour** is highlighted and encouraged.
- It is constantly **alert to bullying**.
- **Monitoring and recording** incidents of bullying is maintained.
- **Children are involved** in anti-bullying procedures through assemblies, the curriculum, the School Council and visual displays.
- **Break time provision** is adequate for children.
- **Lines of communication** for all children and adults.
- **Parents** are kept informed of anti-bullying arrangements through newsletters, meetings and presentations.
- **The policy is:**
  - Relevant.
  - Updated regularly.
  - Available to all members of the school community.
- An **attractive environment**.
- **Continuous Professional Development** for staff.

## THE ROLE OF ALL ADULTS IN SCHOOL

The primary role of all staff members is to act as role models for students and to ensure that they are fully aware of the school' **Vision Statement** and aims of this policy. They must also ensure that they send out a clear message that bullying will not be tolerated at Woodchurch C.E. Primary School.

**The Teachers, Teaching Assistants** and all **Support Staff** should:

- **Act as role models** and as mentors to all children, especially victims of bullying support and promote the school's Vision Statement Christian ethos and climate of consideration, tolerance and respect within the school environment.
- **Positively reinforce** and celebrate positive behaviour.
- **Ensure there is trust** between adult and child.
- **Be vigilant** and prevent bullying by using areas of the curriculum to reinforce our Vision Statement and the Christian Values of our school.

## THE ROLE OF THE HEAD TEACHER AND DEPUTY HEAD TEACHER

The primary role of **Senior Leaders** is to:

- Ensure that the **Vision Statement** of the school and its Christian values and ethos are upheld.
- Maintain a policy of **zero tolerance** towards bullying and ensuring that all members of the school community are fully aware of this and understand its meaning.
- **Act as role models** for staff, parents and children
- Create an ethos and climate of **consideration, tolerance and respect** within the school environment by positively reinforcing and celebrating behaviour conducive to these features.
- Create **lines of communication and trust** in which children are comfortable and secure in relating incidents of bullying without fear of dismissal or reprisal.

The **Deputy Head Teacher** will:

- **Listen to all reports** of harassment and alleged bullying raised by class teachers
- **Read all necessary documents** completed in accordance with the procedures in this document.
- **Speak to all those involved** in such incidents and decide on further progress including sanctions where necessary.
- **Report** incidents to the Head Teacher, as appropriate.

The **Head Teacher** will:

- Listen to all reports of harassment and alleged bullying
- Read all necessary documents completed in accordance with the procedures in this document.
- Speak to all those involved in such incidents and decide on further progress.
- Contact parents of both perpetrators and victims of bullying and invite them into school to discuss the incidents.
- Decide on and inform parents of any necessary sanctions to be imposed by the school, if deemed appropriate.
- Liaise with the Governing Body and inform them of any bullying incidents.

The **Children** should be:

- Encouraged to work collaboratively together and to value each other's contributions.
- Develop an understanding of one another through curriculum subjects such as RE, PSHE, Science and PE
- Aware of the need to celebrate difference and diversity.
- Participate fully in PSHE sessions and related activities including 'Circle Time'
- Reinforcing the school's Vision Statement, Christian Values and ethos of support that can be used in all curriculum and non-curriculum activities.
- Comfortable and secure in relating incidents of bullying without fear of dismissal or reprisal.

## THE ROLE OF THE GOVERNING BODY

The primary role of the Governing body is to ensure that the school 'lives out' its Vision Statement and the aims of this policy. It is expected that every member of the governing body act in accordance with this vision and as a role model to the children of the school and the staff members. The Governing Body will:

- Liaise with the Head Teacher and where necessary work with him in dealing with incidents of bullying or harassment. If appropriate, the Head Teacher will
- Be kept informed of any sanctions imposed by the school and will consult with them in the event of any form of exclusions or suspensions.
- Act as the forum for appeal should parents have reason to disagree with action taken by the Head Teacher.

## **THE ROLE OF BREAKFAST CLUB AND AFTER SCHOOL CLUB STAFF**

The school Anti-bullying Policy encompasses all aspects of school including the breakfast and after school club. Staff in the club are expected to support and promote the school's Vision Statement and Christian Values.

Almost **three-quarters** of all bullying of children in Primary school takes place outside of the classroom. It is the responsibility of the staff to be vigilant and to look out for any signs of bullying or harassment.

Staff should encourage children to treat each other with kindness and respect and to share and involve each other in the variety of activities taking place. Activities should encourage positive socialisation and citizenship and be conducive to the Vision Statement and Christian Values of the school.

## **THE ROLE OF PARENTS, GUARDIANS AND CARERS**

Parents must take time to listen to their children and to discuss school with them. They must act as role models to their children in the way in which they deal with others and their own attitudes towards issues such as gender, race, sexuality and physical difference. Parents must also make every effort to support and enhance the Vision Statement and Christian Values of the school.

Parents must also look out for signs that their child may be the victim of bullying at school. These may include:

- Your child suddenly becomes reluctant to go to school.
- Your child seems uncharacteristically anxious.
- Your child has nightmares or starts to wet the bed.
- Your child develops vague illnesses to avoid going to school.
- Clothes or belongings are damaged or missing.
- Dinner money is regularly 'lost'.
- Asking for extra pocket money or stealing.
- A sudden drop in standards of school work.
- Fear about walking to and from school.
- Secrecy about the reason for tears and being upset.

## **PROCEDURES FOR PARENTS, GUARDIANS AND CARERS**

- Talk to the child and establish that the behaviour is persistent and not a one-off incident.
- End any secrecy and get the facts in the open.
- Ensure that the child understands not to retaliate
- Make the child feel secure.
- Tactfully help your child to try and deal with the problem himself/herself.
- Contact the class teacher and arrange a meeting to discuss the issue (Teacher begins school procedure).
- Ensure that you receive a copy of the school policy to deal with bullying.
- Continue to liaise with the class teacher until a solution is achieved.
- Work with the school.
- Help your child to develop and use the 3-step approach.
- Emphasise the fact that our differences make us individuals.
- Help your child to feel less vulnerable and raise their self-esteem especially if they have been tormented about physical characteristics.

## **SCHOOL PROCEDURES DEALING WITH BULLYING INCIDENTS**

Procedures for dealing with incidents of bullying should be in line with the school **Behaviour Policy** and be followed by all those involved in the life of the school. When addressing the issue:

1. Listen to the child who comes to you as the victim
2. Make notes if necessary or ask the child to write down what happened or is continuing to happen
3. Interview the alleged perpetrator/s
4. Talk to anyone who witnessed the behaviour
5. Decide on next steps and appropriate action to address any bullying
6. Record incidents of bullying in a class log and on SIMS.
7. Report the incident and/or related issues to the Head Teacher or Deputy Head
8. Inform those involved
9. Contact parents/carers
10. Keep 'checking in' with the victim and perpetrator/ perpetrators.
11. Monitor the situation for an appropriate period of time

**Note:** Should parents have reason to disagree with a decision taken by the Head Teacher with regard to sanctions, such as suspension or exclusion, they are entitled to appeal to the Governing Body. All appeals must be addressed to the Chair of Governors who will then pass them to the Governor in charge of appeals.

### **PROCEDURE FOR STAFF WHO FEEL THEY ARE BULLIED, HARASSED OR DISCRIMINATED AGAINST BY OTHER MEMBERS OF STAFF**

1. If possible, approach the person causing the harassment and explain your feelings.
2. Make it clear that their behaviour is causing a problem and ask them to stop.
3. Try to sort out the problem together.
4. Keep written records with specific times and dates of alleged behaviour.
5. If the behaviour continues report the behaviour to the Head Teacher 6. If necessary the Head Teacher will inform the Chair of Governors.
6. Work with the Head Teacher in resolving the problem.

### **Procedure for staff, who feel they are bullied, harassed or discriminated against by the Head Teacher.**

1. Approach the Head Teacher and tell him about your concerns
2. Make it clear that their behaviour is causing a problem
3. Try to sort out the problem together
4. Keep written records with specific times and dates of alleged behaviour
5. If the behaviour continues inform the Chair of Governors in writing and seek the advice of a union

### **Other related policies:**

- Child Protection and Safeguarding Policy
- Behaviour and Good Discipline
- Peer on Peer Abuse
- e-Safety
- Keeping Children Safe in Education(DfE)