



METROPOLITAN BOROUGH OF CALDERDALE
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MANAGEMENT AND GOVERNANCE DOCUMENTATION

ANTI-BULLYING POLICY – JANUARY 2021

	Date	Chair of Governors	Headteacher
Adopted	February 2006		
Reviewed	April 2008		
Reviewed	July 2009		
Reviewed	January 2010		
Reviewed	March 2014		
Reviewed	January 2021		

Schools as public bodies have duties under The Equality Act 2010 to eliminate unlawful discrimination, harassment and victimisation. The Department for Education has recently published [advice for schools on the Equality Act 2010](#).

WOODHOUSE PRIMARY SCHOOL

MANAGEMENT AND GOVERNANCE DOCUMENTATION

ANTI-BULLYING POLICY AND PROCEDURES – JANUARY 2021

1. Introduction

This policy is a statement of the aims, principles and strategies relating to embedding anti-bullying work within the school and hence strengthening the safeguarding of our children. The policy aims to reduce all forms of bullying and reflects our commitment to provide support and challenge where bullying occurs. This policy outlines the procedures to be followed in order to prevent and/or deal with bullying when it occurs.

2. Rationale

Woodhouse Primary School is committed to providing a secure and supportive environment in which children can develop and grow into mature and responsible people. Safeguarding children is a central part of our whole school approach to ensure that:

- Every child reaches their full potential
- Children are protected from abuse and neglect
- Children are able to attain five Every Child Matters outcomes: Be safe, Be Healthy, Enjoy and Achieve, Experience Economic Well being and Make a positive Contribution

3. Aims

It is our belief that no-one should suffer the pain and indignity that bullying can cause. It is neither an acceptable or inevitable part of childhood. Through this policy we aim to:-

- Ensure that bullying is tackled effectively;
- Make clear that all forms of bullying, including those motivated by prejudice, must not be tolerated;
- Ensure that where bullying is discovered, it always incurs a disciplinary sanction, which is applied fairly, consistently, and reasonably taking account of the needs of vulnerable pupils.

4. Principles and Strategies

4.1 Key to Success – Why is it vital that bullying is addressed effectively?

Bullying has a detrimental affect on children, young people, our communities and society as a whole and any pupil can experience bullying. The impact of bullying and the damage inflicted is often underestimated and we know that it can cause considerable distress, affecting the individual's health and development as well as their emotional and mental health.

Bullying is a subjective experience and can take many forms, making it extremely difficult to define, however, all bullying involves an imbalance of power which may result in the individual who is being bullied feeling defenceless, vulnerable and isolated. The experience of bullying can be repetitive incidents or a singular event, instigated by an individual or group which can have a profound, and sometimes lifelong impact, on the individual.

Woodhouse Primary School pupils define bullying as: “When someone or some people are being mean over and over again or are targeting a pupil or pupils. This can be physical or emotional.”

At Woodhouse, bullying is defined as: STOP (Several Times On Purpose) and was endorsed by the School Council in December 2020.

Types of bullying identified by pupils in 2020 are:

- Cyber-bullying (sending inappropriate messages, emails or images by phone or via the internet)
- Verbal (name-calling, mocking, making offensive comments, spreading hurtful or untruthful rumours.)
- Physical Hurting
- Discrimination (treating somebody differently because they are different to you. E.g. Different race, gender or religion)
- Indirect bullying – leaving someone out or ignoring them on purpose
- Blackmail (If you don't give me this... I will do ...)

The School Council endorsed a child-friendly Anti-Bullying Policy (see Appendix 4). Each class will be given their own copy of the policy to be signed by all children annually.

Calderdale Youth Council defines bullying as “physical or emotional attacks that invade our personal space, usually on a passive victim, that can be direct or indirect, and result in the victim feeling uncomfortable or hurt”

The Department for Education defines bullying as “behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

“Preventing and Tackling Bullying –Advice for Headteachers, Staff and Governing Bodies July 2013

4.2 Legislative framework and Statutory Guidance

All schools have a statutory responsibility to address bullying including:

- School Standards and Framework Act 1998
- Education and Inspections Act 2006
- The Equality Act 2010

4.3 Guidance from DfE:

Key guidance

The key document is the Department for Education's (DfE) *“Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies”* published in July 2013, and alongside this its *“Behaviour and discipline in Schools - advice for headteachers and school staff”* published in February 2014 . Ofsted (June 2012) recommend that anti-bullying policy and practice must be developed in relationship to the school's Behaviour Policy and be consistent with it.

Although no longer government policy, schools will find the Department for Schools, Children and Families (DCSF) *“Safe to Learn: Embedding anti-bullying work in schools”* a

useful source of ideas on good practice, especially the supplementary guidance documents on bullying relating to “Race, religion and culture”, “Disabilities / Special Educational Needs”, “Homophobia”, and “Sexual, Sexist and Transgender”. There is also specific guidance on cyber bullying.

4.4 Commitment to addressing Bullying

Addressing the issue of bullying is twofold (1) intervention and (2) prevention.

Intervention frequently seems more urgent – something has happened and a pupil is distressed. It is only later that staff may feel that a preventative framework is needed. However, it is much easier to respond and intervene effectively to an incident when there is preventative framework already in place.

We are committed to ensuring that there is an effective preventative and pastoral framework in place though embedding this policy within the curriculum through:

- Whole-school ethos and values
- Positive behaviour management strategies
- PSICHE and Citizenship lessons
- Equality and Diversity – open discussion about differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality
- Assemblies
- Anti-bullying workshops or activities
- Staff training

And through the active involvement of pupils, parents and carers through the use of

- Home school agreements
- Homework diaries
- School Council and class council meetings

4.5 Agreed procedures to address and manage incidents of bullying

Guidelines to be followed by all staff (also see Appendix 1):

1. Bullying must be dealt with seriously.
2. Watch for early signs of distress in pupils.
3. Listen carefully and record all incidents on the proforma at Appendix 2.
4. Pass the proforma to the Head or Deputy.
5. If the case is deemed to be bullying, then these procedures should be followed:-
 - The bullied pupils should record their version of events in writing if they are able or tell an adult who will scribe for them;
 - The alleged bully should also record their version of events in writing.
 - The member of staff and/or Head/Deputy should record their discussions with both parties.
 - The parents/carers of the pupils involved should be sent copies of all reports.
 - The parents/carers of the pupils should be asked to respond to the reports in writing.
 - All of the above reports should be placed in the pupils' files and a copy placed in the blue Behaviour Monitoring File in the management office.
6. Offer the victim immediate support and help by putting the school's procedures into operation. Make clear to the bully and his/her parents/carers (if deemed appropriate) that the behaviour is unacceptable and will not be tolerated.

7. Use peer-group disapproval through class and School Council to act as a disincentive to bullying.
8. After an appropriate time has lapsed, the Head/Deputy will check with the child that the issue has been resolved.
9. If the bullying persists, or the case is extreme, then the guidelines in Appendix 3 should be followed.

If school staff feel that a criminal offence has been committed, for example threatening behaviour or harassment, the police should be contacted for assistance.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.

"Preventing and Tackling Bullying –Advice for headteachers, staff and governing bodies July 2013

Bullying outside the school premises

Bullying incidents may take place outside the school premises, for example in Children's Homes, youth clubs, schools, within the community, on the way to and from school on the bus, via text or internet or anywhere where children and young people come together. If an incident of bullying outside the school premises is reported to school staff, it should be investigated and acted upon.

5. Monitoring and Evaluation

The following information will be used in the monitoring process:

- The Behaviour Monitoring Log
- Feedback from Parents
- Notes from any reviews
- Feedback from parent and pupil questionnaires

Monitoring of policy and procedures will take place as part of our comprehensive monitoring systems to ensure that any incidents are dealt with in accordance with the school's policy.

6. Success Criteria

All staff aware of procedures;
Incidents dealt with in line with the policy;
Children secure and supported within the school.

7. Equal Opportunities and Inclusion

The school is committed to working towards equality of opportunity in all aspects of school life. Our aim is to ensure that no child is discriminated against by being treated less favourably or by failure of staff to make reasonable adjustments to in recognition of pupils' needs and abilities.

8. Relationships with other School Policies

The policy will be reviewed annually in November by the Safeguarding Team in light of any further legislation or outcomes from the monitoring and in relation to the aims and content of other school policies such as:

- Integrated Equality Policy
- Protecting and Safeguarding Children Policy
- Discipline Statement

- Behaviour Policy
- E-Safety Policy
- Induction Policy
- Professional Development Policy
- SEN Policy

In reviewing the policy, it is necessary to be mindful of:-

Our Responsibilities under the Disability Discrimination Acts

Our Responsibilities under the Children Act 1989

Our Responsibilities under Section 175 of the Education Act 2002

Our Responsibilities under the Education and Inspection Act 2006

Our Responsibilities under the Equality Act 2010 and the Equality Duty 2011

APPENDIX 2 PROFORMA FOR RECORDING ALLEGED BULLYING INCIDENTS

Date:

Member of staff:

Alleged victim(s) and class:

Alleged perpetrator(s) and class:

The nature of the concerns (please record as much factual information as possible and use the reverse of the form if necessary).

Please pass this form to the Head / Deputy

Action taken:

APPENDIX 3 - IN EXTREME CASES ONLY

In extreme cases, if the procedures in the first part of this policy do not stop the bullying by a specific child or group of children, then the following arrangements would be insisted upon in order to assure the safety of other pupils.

The parents of the bullying child or children would be sent a letter by post, asking for them to make an appointment to see the Head with their child.

At the meeting with parents the following arrangements would need to be agreed.

- i) The child to give his/her assurance that there would be no further incidents of bullying and to sign a statement to this effect.
- ii) The parents/carers to sign the agreed contract with school.
(See below)
- iii) A review date to be agreed between parents, child and school and entered onto the home/school contract.
- iv) In the event of the contract being broken then the Head would implement the school's exclusions procedure.
- v) If following a review a child is allowed to return to normal school routine his/her actions would continue to be monitored. In the event of another incident of bullying then the child would be excluded.

APPENDIX 3

<p style="text-align: center;">WOODHOUSE PRIMARY SCHOOL HOME/SCHOOL CONTRACT FOR EXTREME CASES OF BULLYING</p>

- 9.00 Child to be taken straight to class accompanied by Parents or Carers.
- 10.05 -10.15 Child to be supervised by Senior member of staff
- 11.15-11.25 Child to be supervised by Senior member of staff
- 12.15 Child to be picked up by Parents /Carers and supervised by them off the school premises for the lunch period. If the child is in receipt of a free school meal then a packed lunch would be made available from the school canteen.
- 1.15 Child to be taken straight to class accompanied by Parents or Carers.
- 3.10 Child to be picked up by Parents /Carers.

The above arrangements will be reviewed on _____.

The pupil

I, _____, give my assurance that I will not be involved in any further incidents of bullying.

Signed _____ Date _____

Parents or Carers

Having discussed the above contract with school and having agreed the reviewed date, I/we agree to the above arrangements.

Signed _____ Date _____

For the school

Signed _____ Date _____

APPENDIX 4



Woodhouse Primary School Pupil Anti-Bullying Policy



Woodhouse Primary School pupils define bullying as:

“When someone or some people are being mean over and over again or are targeting a pupil or pupils. This can be physical or emotional.”

(School Council December 2020)

What is bullying?

SEVERAL TIMES ON PURPOSE



Types of bullying identified by pupils in Dec 2020 are:

- Cyber-bullying (sending inappropriate messages, emails or images by phone or via the internet)
- Verbal (name-calling, mocking, making offensive comments, spreading hurtful or untruthful rumours.)
- Physical Hurting
- Discrimination (treating somebody differently because they are different to you. E.g. Different race, gender or religion)
- Indirect bullying – leaving someone out or ignoring them on purpose
- Blackmail (If you don't give me this... I will do ...)



THINK before you speak

Some things you say to someone may be said to try and be funny but it may be hurtful to that person.

What to do if I am being bullied?

Do	DON'T
<ul style="list-style-type: none">•Ask them to stop if you can.•Use eye contact and tell them to go away.•Ignore them.•Walk away.•Tell a trusted adult.	<ul style="list-style-type: none">•Do what they say.•Get angry or look upset.•Hit them.•Think that it is your fault.•Hide it.•Do not retaliate.

What should I do if I see someone else being bullied?

- Don't walk away and ignore the bullying.
- Tell the bully to stop if it is safe to do so.
- Don't stay silent or the bullying will keep happening.
- Don't lose your temper.
- TELL SOMEONE.

MOST IMPORTANTLY

If you feel you are being bullied :

START TELLING OTHER PEOPLE

Signed by everyone in class _____

Appendix 1 – Procedures to Manage Incidents of Bullying

Head and Senior Leadership Team	All Staff Members	All Pupils	Parents/Carers	Governing Body
<ul style="list-style-type: none"> • The Senior Leadership Team will ensure that all staff are aware of their responsibilities to challenge and deal with incidents of bullying • All staff will be made aware of policy and procedure • All staff will receive training on how to deal effectively with incidents of bullying • The Head will report to the governing body on incidents of bullying and action taken • Anti-bullying will be embedded within the curriculum 	<ul style="list-style-type: none"> • All staff will take seriously an allegation made by a child that they are being bullied • If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached • A clear account of the incident will be recorded and given to the Head • A senior member of staff will interview all concerned and will record the incident • Class Teachers will be kept informed and if it persists the Class Teacher will advise the Head • Parents will be kept informed • Punitive measures will be used as appropriate 	<p>Pupils who have been bullied will be supported</p> <ul style="list-style-type: none"> • By being given opportunity to discuss the experience with a member of staff of their choice • Through the provision of continuous support, which will be reviewed and re-evaluated in terms of its effectiveness • Through strategies to improve their self-esteem and confidence <p>Pupils who have bullied will be supported through</p> <ul style="list-style-type: none"> • Discussing their actions and the consequences of these actions • Reflecting on their behaviour and why they chose to bully • Reflecting on how to change their behaviour and attitude • Being held accountable for their behaviour and being encouraged to make amends 	<ul style="list-style-type: none"> • It is important that parents or carers talk to their child about what they would like to happen and ask them how school could help them to deal with the problem. • Discuss your concerns with the school • If the bullying carries on after a child has tried out their own strategies and any that have been agreed, then parents should collect evidence e.g. a diary of who did what, what was said or done, how often it happened, when and where, text messages, emails or website comments should be kept (but do not respond to any of these media) • If dissatisfied with school's response or the bullying does not stop, then you should speak to the Head 	<p>It is the responsibility of the Governing Body to:</p> <ul style="list-style-type: none"> • Review this policy and procedure annually • Agree a range of sanctions and disciplinary steps to be taken which can include, exclusion from certain areas of the school premises and fixed term exclusions of the most serious cases of bullying • Receive an annual report from Head relating to the number of bullying incidents recorded, type, resolution and effectiveness • Deal with parental complaints were they feel that the Head has not taken timely and effective action to resolve an issue of bullying