

# WOOD FOLD PRIMARY SCHOOL

## ANTI BULLYING POLICY

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This policy has been developed and implemented in consultation with the whole school community including pupils, parents/carers, staff, governors and partner agencies. It was written with reference to the Equality Act 2010.

Wood Fold Primary School promotes values which reject bullying behaviour and promote co-operative behaviour.

This should be read alongside our policies on Positive Discipline & Behaviour, Equality and Diversity, Teaching and Learning, Special Educational Needs and Child Protection & Safeguarding.

### **Statement of intent**

Wood Fold Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. Wood Fold promotes an honest and open anti-bullying ethos, in which children, young people and adults are entitled to be treated with respect and understanding and to participate in any activity without fear of intimidation.

As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult. Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff. Any behaviour which undermines this is unacceptable and will be treated as such.

We will involve all members of the school community in the development and management of this policy; staff, children, governors and parents or carers will be made aware of the school's position on bullying, the strategies to prevent bullying and how we would deal with any case of bullying. In the first instance, the School Council will be tasked with finding out from their peers what they believe bullying to be, where they feel they may be being bullied and provide suggestions and feedback on interventions.

The aims of Wood Fold's anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.

- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

A copy of this policy will be made available to parents via the school's website, with the parent questionnaire asking a specific bullying question, carried out every year to allow school to find out their views.

### **What is bullying?**

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

At Wood Fold Primary School, our definition of bullying is:

*“Behaviour that is repetitive and can involve intentional hurting, either physically or emotionally by another person or group. This can happen face to face or online”*

### **Types of bullying behaviour**

Bullying can take many forms, often fuelled by prejudice. This policy covers all types and forms of bullying including but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Child on child abuse
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND)
  - Bullying related to sexual orientation (homophobic/biphobic bullying)
  - Gender based bullying, including transphobic bullying

### **Signs and symptoms of bullying**

Signs and symptoms of bullying can be extremely variable and will very much depend on the individual, but some of the more common signs are listed below:

- Physical signs: e.g. Physical injuries such as bruising, damaged clothing with no convincing explanation and general ill health due to stress

- Emotional signs: e.g. mood swings, apparent changes in personality, constant anxiety / nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self image, hostility and defensiveness.
- Behavioural signs: e.g. withdrawn, frequent, unexplained absences, poor concentration, eating disorders, alcohol / substance abuse, evidence of self harming and disruptive / challenging behaviour.
- General: e.g. frequently 'lose' money or possessions, appears tired / lethargic, avoids entering / leaving school with others.

## **Preventing Bullying**

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- Daily and consistent reinforcement of the school ethos and vision and positive reinforcement of appropriate behaviours through the Positive Discipline policy.
- Reward systems for positive behaviour
- Involving the school community in developing our policy so everyone has had an input into it.
- Using assemblies and Collective Worship to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school that all pupils, staff and parents understand.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Work in school which develops empathy, social skills and emotional understanding e.g. throughout the PSHE curriculum, Citizenship, playground buddies/ buddy benches.
- Reflecting upon any patterns of behaviour which have arisen and have been logged in the class behaviour logs (see Positive Discipline & Behaviour Policy)
- Raising awareness of online bullying through regular e-safety lessons as well as teaching explicitly what acceptable usage of the internet looks like through the Computing curriculum and Digital Citizenship programme of study.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills and behaviours with the Pastoral team.
- Ensuring playground and lunchtime teachers implement their Happy Lunchtime training to ensure we have a range of activities at lunchtime to promote positive play.

## **Reporting bullying**

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and have a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult or friend
- Their class teacher/TA

- A member of the pastoral team

Children are taught that it is important to talk to a trusted adult if bullying is taking place either in or outside of school.

Parents are also encouraged to report concerns of bullying to named individuals. This is either the class teacher or a member of the pastoral team.

When pupils report their concerns, our staff are trained to listen and to believe. We involve children as far as possible in finding solutions.

### **Recording incidents**

Following an investigation, all bullying allegations and incidents are recorded on the '*School incident form for allegations of Bullying*' (Appendix A) as a method of keeping track for the school. Once completed these are stored by the Headteacher. These remain confidential within the school.

After reassuring the victim, the teacher / Miss Hunter (the anti-bullying lead) will begin the process by contacting all relevant parents to inform them of the situation and process/ strategies / sanctions to take place.

The Senior Leadership Team will review the actions and outcomes with the teacher, Miss Hunter (the anti-bullying lead) and parents on a regular basis to determine the appropriate next steps.

Any staff member dealing with bullying incidents/ elements of unacceptable behaviour, are required to record their account on CPOMS and alert the Designated Safeguarding Lead.

### **Responding to Bullying**

The following steps will be taken when dealing with any incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Anti-Bullying Lead, DSL and pastoral team will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all parties involved.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken. This information will be inputted into CPOMS.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.

- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Wigan Duty Team/ Early Help if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy, our Online Safety Policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and to ensure that they face up to the harm that they have learnt from it. They also provide an opportunity for the pupil to put right the harm that they have caused.

Sanctions have three main purposes:

- To impress upon the bully that what he/she has done is unacceptable.
- To deter him/her from repeating the behaviour.
- To signal to others that the behaviour is unacceptable and deter them from doing it.

Once an incident of bullying has been reported sanctions and strategies will be implemented on four dimensions appropriate to need:

- Individual level – e.g. counselling, sessions allocated with the pastoral team to identify the issues and work on developing a better understanding of behaviours, social skills training (including withdrawal from breaks / lunchtimes as appropriate), sanctions in line with positive discipline policy, the Pastoral manager will be directly involved and parents of all children involved will be contacted.
- Class / group level – e.g. group management, social relationships, work with at-risk groups, circle time, additional lessons to tackle specific issues (PSHE), class collective worship.
- Setting level – school approach, e.g. ethos, routines, lunchtime assistant meetings to implement new strategies/ games/ activities, whole school assemblies.
- Parents / community – e.g. good communications with parents/ carers, the local authority, the Governors, the Police, work with local groups.

## **Cyberbullying**

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - Looking at use of the school systems
  - Identifying and interviewing possible witnesses
  - Contacting the service provider and the police, if necessary.

- Work with the individuals and online service providers to prevent the incident from escalating and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE '*Searching, screening and confiscation at school*' and *Childnet* cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).
  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
  - Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
  - Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - Advising those targeted not to retaliate or reply.
  - Providing advice on blocking or removing people from contact lists.
  - Helping those involved to consider and manage any private information they may have in the public domain.

At Wood Fold we have filtering and monitoring systems in place that ensure effective safeguarding practise and appropriate use of devices in school.

### **Child on child abuse**

All children have a right to attend school and learn in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys' perpetrators of such abuse. Child-on-child abuse is not tolerated, passed off as "banter" or seen as "part of growing up". It is likely to include, but not limited to:

- bullying (including cyber bullying)
- gender based violence
- sexual assaults
- nudes or semi nudes or
- Initiation / hazing type violence and rituals.
- Abuse in intimate personal relationships between peers

Consequently, child-on-child abuse is dealt with as a safeguarding concern, recorded as such and not managed through the systems set out in the school behaviour policy.

Victims, perpetrators and any other child affected by child-on-child abuse will be supported through the school's pastoral system and the support will be regularly reviewed.

We minimise the risk of child-on-child abuse by providing:

- A relevant curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.

- Established systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for children that are identified as posing a potential risk to other children.

All staff are aware that children with SEND and / or differences / perceived differences are more susceptible to being bullied / victims of child abuse.

Our policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

We keep a record of known bullying incidents and will keep a record of racist and sexual incidents.

### **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 will report their concerns to Wigan's Children's Duty Team.

### **Supporting pupils**

*Pupils who have been bullied will be supported by:*

- Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Integrated Children Services or support through the Children and Young People's Mental Health Service (CYPMHS).

*Pupils who have perpetrated bullying will be helped by:*

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy. This may include:
  - Removal of play/ lunchtime
  - Close monitoring provided by a specific adult, this could include standing with this adult for the duration of play/ lunchtimes for example

- internal exclusions
  - removal of privileges (including online access when encountering cyberbullying concerns)
  - in extreme or repeated cases, fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Integrated Children Services or Early Help or support through the Children and Young People's Mental Health Service (CYPMHS).

### **Criminal law**

Most bullying incidents are not crimes. But some types of bullying are illegal and should be reported to the police. This includes bullying that involves violence or assault; theft; harassment and intimidation over a period of time including calling someone names or threatening them, making abusive phone calls, and sending abusive emails or text messages (one incident is not normally enough to get a conviction); and anything involving hate crimes). *The Anti-bullying Alliance*.

If school staff feel that an offence may have been committed, they will seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

### **Bullying outside school premises**

Teachers have the power to discipline pupils for misbehaving outside the school premises “*to such an extent as is reasonable*”.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police in their local authority of the action taken against a pupil.

All members of the school community are encouraged to report and must not ignore any bullying they have witnessed, however should consider their own safeguarding.

### **Procedures for parents**

- If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the Anti- Bullying Lead (Miss Hunter) and/ or the Designated Safeguarding Lead (Mrs Taylor) and/or the pastoral team.
- The headteacher is always informed of any bullying concerns at Wood Fold and monitors the situation carefully.
- If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Anti- Bullying Lead (Miss Hunter) and/ or the Designated Safeguarding Lead (Mrs Taylor) and/or the pastoral team.



- The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
- Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.
- The school will deal directly with all children involved and their parents. Parents will be kept informed of any actions the school is taking.
- If parents feel that their concern has not been dealt with appropriately they should follow the school's complaints policy.

### **Monitoring and Evaluating the Policy**

This policy is part of inclusion and everyday life at Wood Fold. Its profile is raised by new initiatives, the PSHE curriculum, assemblies and is a regular item on the School Council agenda. We monitor and review all bullying incidents to determine any patterns or trends that may require further action.

On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and School Council meetings.

Annual questionnaires to parents and pupils also allow us to measure the success of our strategies in ensuring the well-being and care of our pupils.

Communication by all is an integral part of the process in reviewing and updating the policy.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.

The Anti-Bullying lead is: Miss B Hunter (Assistant Headteacher)

**Wood Fold Primary School**  
**SCHOOL INCIDENT RECORD FOR ALLEGATIONS OF BULLYING AND ANY**  
**PROTECTED CHARACTERISTICS**

School/Establishment

Date and time incident reported

Person who reported incident

Victim       Other (please specify)

1. Type of incident (please tick)

<i>Extortion</i>	<input type="checkbox"/>	<i>Personal possessions taken/damaged</i>	<input type="checkbox"/>
<i>Isolation/Being Ignored or Left Out</i>	<input type="checkbox"/>	<i>Written</i>	<input type="checkbox"/>
<i>Physical</i>	<input type="checkbox"/>	<i>Spreading Rumours</i>	<input type="checkbox"/>
<i>Verbal (Name-Calling, Taunting, Mocking)</i>	<input type="checkbox"/>	<i>Intimidation/coercion</i>	<input type="checkbox"/>
<i>Cyber (Email, Internet, Text)</i>	<input type="checkbox"/>	<i>Graffiti</i>	<input type="checkbox"/>
<i>Other (please specify)</i>	<input type="checkbox"/>		<input type="checkbox"/>

**If you feel the incident was motivated by any of the following please tick**

<i>Appearance</i>	<input type="checkbox"/>	<i>Racism/Ethnic Origin</i>	<input type="checkbox"/>
<i>Disability/SEN</i>	<input type="checkbox"/>	<i>Sexual Orientation</i>	<input type="checkbox"/>
<i>Gender/Sexism</i>	<input type="checkbox"/>	<i>Transgender</i>	<input type="checkbox"/>
<i>Faith, Religion or Belief</i>	<input type="checkbox"/>	<i>Home Circumstances including Looked After Child (LAC/CiC)</i>	<input type="checkbox"/>

**Details of Young People involved**

	Names	Year Group	Gender	Ethnic Origin Code	Role*
1					
2					
3					
4					
5					
6					

\*Role: **V** Victim      **P** Perpetrator(s)      **A** Associate  
**B** Bystander

5. Have parents/carers of victim been informed? Yes  No
- Have parents/carers of perpetrators been informed? Yes  No
- Repeat victim?  Yes  No

6. Brief summary of incident (including location)

7. Perpetrator known to victim (by sight or name)

- Yes  No

Known details:

- Repeat perpetrator?  
 Yes  No

8. Summary of Agreed Action (including future preventative work)

- Warning to the perpetrator
- Discussion with the victim's parent(s) / guardian / carer
- Discussion with the perpetrator
- Discussion with the perpetrator's parent(s) / guardian / carer
- Restorative Justice
- Mediation
- Mentoring
- Counselling
- Curriculum change or addition
- Exclusion
- Referral to Police
- Referral to another body
- Other sanction (please specify) .....
- Other action (please specify) .....
- No action

Signature of SLT

