



Signed.....

Date...Sept 2024.....

Review.....Sept 2026.....

Woodford Valley C.E Primary Academy

***This School is committed to creating the ethos in which children can grow towards Christian life, love and learning.***

*‘And now I give you a new commandment: love one another. As I have loved you, so you must love one another. If you have love for one another, then everyone will know that you are my disciples.’*

***John 13 34-35***

### Anti- Bullying Policy

Woodford Valley CE Primary Academy is committed to creating an ethos in which children can grow towards Christian life, learning and love. As such, all members of this school community have the right to feel happy, safe and secure whilst at school.

This policy is based on DfE guidance ‘ Preventing and Tackling Bullying’ 2017.It also considers the DfE statutory guidance “Keeping Children Safe in Education” and “Sexual violence and sexual harassment between children in schools and colleges” guidance. The DSL team is also following Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”

This policy needs to be read in conjunction all our other relevant school policies – especially our Religious Education Policy, Inclusion Policy, Racial Incident Policy, Behaviour and Discipline Policy, PSHE Policy, E-Safety Policy, Child Protection Policy, Single Equality Policy and Relationships and Sex Education Policy. See also pupils’ Happy Policy.

### **Definitions of bullying:**

Bullying is defined as **‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.’**  
*Wiltshire’s Children and Young People’s Trust Board and Wiltshire’s Anti-Bullying Steering Group*

‘Bullying is a pervasive type of aggression, which often occurs in schools. As with other types of aggression, the harm that is inflicted – whether physical, emotional or both – is intentional. However, bullying has defining features which set it apart from other aggressive behaviours, in that it is **repeated**, and that the bully or bullies have greater access to power than their victim(s).’ *NSPCC*

The Department for Education (DFE) considers bullying to be conduct which is:

- deliberately hurtful (including aggression)
- repeated often over a period of time
- difficult for victims to defend themselves against

Bullying is a pre-meditated, repeated action with the deliberate intention of hurting another person. Bullies can act alone or in groups. Bullying can be face-to-face, through others, anonymous or inflicted through messaging systems e.g. cyber-bullying.

Bullying can be:

- physical (pushing, punching, hair-pulling, scratching)
- verbal (name-calling, phone calls, messaging, saying negative things)
- mental (doing something on purpose, threatening, excluding, ignoring, spreading rumours)
- cyber-bullying (internet activity)
- prejudice-based
- discriminatory bullying

### **Forms and Types of Bullying Covered by this Policy**

Bullying can happen to anyone. 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
- 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
  - Bullying against teenage parents (pregnancy and maternity under the Equality Act).

### **Aims and objectives**

Bullying is wrong and damages individual people. We therefore 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 and secure environment where all can learn without anxiety.

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.

We will communicate with all stakeholders the content of our Anti-Bullying Policy and advise how they, as members of the school community, can support and help secure the aims and objectives stated.

We feel that the prevention of bullying is essential and we endeavour to create a positive and safe environment in the following ways:

- whole school Christian ethos
- pupils' Happy Policy
- school rules and classroom rules
- buddies and play leaders
- through worship and our assembly themes 'Values for Life'
- ensuring that all children know who they can talk to if they are worried or upset
- teaching social skills
- circle time discussions
- discussion of incidents as they arise
- modelling of good behaviour, and promotion of good behaviour through rewards
- through RE and our Prayer Team
- PSHE-SCARF
- P4C sessions
- Anti-Bullying Week
- through E-Safety
- through role-play
- through discussion within the School Council
- access to school counsellor

### **The role of the governors**

The Governing Body supports the Head Teacher in eliminating bullying from our school. This policy statement makes it very clear that the Governing Body does not tolerate bullying in our school, and that any known incidents of bullying are taken very seriously and dealt with appropriately.

The Governing Body monitors incidents of bullying and reviews the effectiveness of the school policy regularly.

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 Head Teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the Governing Body.

### **The role of the Head Teacher**

It is the responsibility of the Head Teacher to implement the school's anti-bullying strategy and to ensure that all staff (teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Head Teacher reports to the Governing Body about the effectiveness of the Anti-Bullying Policy on request.

The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of the

children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use worship time as a forum in which to discuss with other children why this behaviour was wrong, and sanctions and consequences.

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

The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are valued 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 strive to support all children in their class and 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.

Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. If a member of staff witnesses or is aware of an incident they will report this to the class teacher or senior member of staff. Teachers keep a "Behaviour Book" of all incidents that happen in their class, and any incidents that they are aware of in the school. This is shared with the Head Teacher.

Teachers will give support to any child who they know is being bullied. If a child is bullied or acts as a bully, then, after consultation with the Head Teacher, the teacher will inform the parents of the children involved.

Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

### **The role of parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately, keeping the matter confidential until it has been resolved. To safeguard children at the school, such parents must not approach children involved in an allegation.

Parents have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their child to be a positive and caring member of the school.

### **The Procedure in the event of an allegation**

#### **First Stage**

When a matter is brought to the attention of the class teacher, the teacher will:

- listen and take the matter seriously
- investigate the matter e.g. talk to the pupils concerned separately, speak to other children or members of staff as appropriate

If the teacher finds that it is a friendship issue the teacher will endeavour to resolve the situation directly and reconcile the pupils concerned.

Where staff or parents still have concerns see Second Stage.

### Second Stage

Where there is a more serious incident, or where staff or parents are still concerned, a senior member of staff will:

- inform the Head Teacher
- inform parents of pupils involved that an allegation has been made, explain the next steps and agree a timetable
- investigate the allegation thoroughly
- where unacceptable behaviour has taken place, the pupil concerned will be dealt with appropriately
- give support to all involved pupils
- arrange meetings with parents to discuss the matter and actions taken.

The Head Teacher can intervene at any stage and take action.

The Head Teacher may wish to refer the matter to the Governing Body and/or an outside agency e.g. Behaviour Support Team, Social Services or the Police.

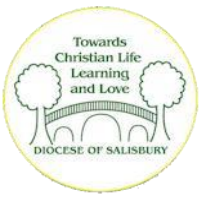
### Third Stage

In extreme cases the matter will be referred to the Governing Body to take action as required.

## **Monitoring and review**

This policy underpins everyday life at the school and is monitored by the Head Teacher, who reports to governors about the effectiveness of the policy on request.

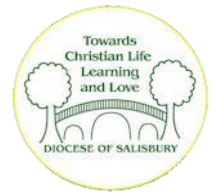
This Anti-Bullying Policy is the governors' responsibility. They review the impact of this policy through the Head Teacher's reports at full governors' meetings and make recommendations for amendments to the policy, if needed. Governors analyse information with regard to the 7 protected characteristics stated in the Equalities Act 2010: sex; race; disability; religion or belief; sexual orientation; gender reassignment, pregnancy or maternity.



# Woodford Valley Primary Academy

## Bullying Flowchart

*Allegations are serious and are taken seriously*



**If a parent reports an incident that has occurred at school**

