

'Live life in all its fullness'

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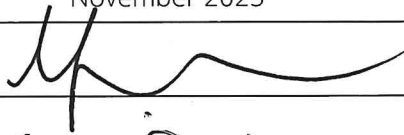



WOODSIDE C.E.(VC) PRIMARY SCHOOL

## Anti- Bullying Policy

School expectations and guidance for staff and governors on anti bullying.

**2024-2025**

Date Ratified:	November 2024
Date Due for Review:	November 2025
Signed Head Teacher:	
Signed Chair of LAB (where appropriate):	

Love Respect Hope Forgiveness Challenging Injustice

## 1. The Policy

At Woodside Primary School we aim to encourage and shape our children into well rounded, responsible members of society with a lifelong enthusiasm for learning. We believe that everyone is created in the image of God and is of infinite worth. The school's behaviour policy is based on Christian Values of 'hope, love, challenging injustice, forgiveness and respect' and our three school rules, 'Ready, Respectful and Safe.'

We are guided by our Christian vision 'Together in God's love we inspire and grow through living life in all its fullness' (John 10:10). In our Christian community relationships are based on these core values: love, respect, hope, forgiveness and challenging injustice. Reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start is a key part in our anti-bullying policy.

Our school is an inclusive school that works hard to meet the needs of all our children. We aim to be a school where children feel safe in order to be confident learners. At times children need help and support to manage and articulate their emotions which is at the heart of our anti bullying policy.

Children who find it most difficult to conform to expected behavior need to be treated with respect and made to feel valued. Effective teaching and learning is dependent upon positive relationships between staff and pupils as well as peer on peer relationships. It is essential that staff are consistent when enforcing the school rules and setting high expectations. Staff will always challenge unacceptable behaviour and language.

## 2. What is bullying?

Bullying is the use of aggression with the intention of hurting another person either physically or emotionally, by intimidating or demeaning others. It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and distress to the victim.

Bullying can be, but not limited to:

- Emotional: Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.



## *'Live life in all its fullness'*

- Physical: Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- Racist: racial taunts, graffiti, gestures
- Sexual: Unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality. Homophobic, biphobic and transphobic (HBT) bullying is unacceptable
- Verbal: name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual.
- Cyber: All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

The school rules are for all pupils to be:

- READY
- RESPECTFUL
- SAFE

### 3. Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving.

### 4. Objectives of the policy

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school's policy is on bullying and follow it when bullying is reported.
- All students and parents should know what the school's policy is on bullying and what they should do if bullying arises.

**Love Respect Hope Forgiveness Challenging Injustice**

- As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated in our school.

## 5. Staff Responsibilities

It is important that our staff educate our children through the curriculum to prevent bullying and to provide them with an understanding of how to form healthy relationships. Our PSHE scheme 'Jigsaw' provides this and is taught to children weekly as part of our curriculum offer.

In addition it is important that they:

- Implement procedures to confront bullying of any form
- Listen to all parties involved in incidents
- Investigate incidents promptly and as fully as possible
- Take appropriate action and to refer to our Safeguarding Champions / SLT as appropriate
- To share with parents of the victim and bully, incidents of serious and /or persistent bullying
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour
- To promote open management styles which facilitate communication and consultation within school and relevant agencies when appropriate
- To promote the use of interventions which are least intrusive and most effective.

## 6. Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. All adults should be aware of these possible signs and that they should investigate if a student:

- is frightened of walking to or from their school
- doesn't want to go into vulnerable areas of the school i.e. toilets, library, dinner hall #
- is unwilling to go to school
- becomes withdrawn, anxious
- changes in behaviours

*These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.*

## 7. Procedures

Should bullying be a concern the following procedures will take place:

- Report bullying incidents to staff or Saafeguarding Champions or SLT.
- In particular cases of bullying, the incidents will be recorded by staff on Arbor.
- In particular cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
- If necessary and appropriate, police will be consulted
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- An attempt will be made to help the bully (bullies) change their behaviour

## 8.Outcomes

- The bully (bullies) may be asked to genuinely apologise. Other consequences such as those in our behaviour policy may take place.
- Assertive restorative training
- Counselling (Inclusion Team, SLT, other)
- Use of home / school communication books
- Involvement of external agencies
- Monitoring by SLT
- Peer support/peer mentoring
- Formal recording (racism/homophobia)
- Use of behaviour contract
- Liaison with parent/carer/social worker
- In serious cases, suspension or even exclusion will be considered.
- If possible, the children will be reconciled
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.



## 9. Anti Bullying

We are committed to providing a caring, friendly and safe environment for all pupils so that they may learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all pupils should feel able to tell an adult and be confident that incidents will be dealt with.

Our school has committed to the following principles to prevent and respond to bullying. These principles are written by the Anti Bullying Alliance. At Woodside, we follow and support the work of the Anti Bullying Alliance and use them as a resource to support our children, staff and community with CPD and resources.

Our school

1. Listens- to all children and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
2. Includes us all- all children, including those with SEND, LGBTQ+, are included, valued and participate fully in all aspects of school life.
3. Respects- all school staff are role models to others within the school in how they treat others.
4. Challenges- all forms of discriminatory language – including disabilist, racist and homophobic language- is challenged and taken seriously.
5. Celebrate difference- difference is actively and visibly celebrated and welcome across the whole school.
6. Understands- all school staff, children and parents and carers understand what bullying is and what it isn't.
7. Believes- all children, including disabled children and those with SEN and who present as LGBTQ+, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
8. Reports bullying- all children within the school and their parents and carers understand how to report incidents of bullying.
9. Takes action- we respond quickly to all incidents of bullying. Children, including disabled children and those with SEN and who identify as LGBTQ+ participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.
10. Has clear policies- our school's anti bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, children and their parents and carers.

TOGETHER WE ARE UNITED AGAINST BULLYING

10. Peer on peer abuse

This is taken very seriously at Woodside and where this is identified/reported it is fully investigated and support is provided for both the victim and the perpetrator. Records are kept of all allegations. Sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable. The Jigsaw programme taught across the school specifically addresses sexual harassment, online abuse, sexual violence and issues of consent and what constitutes a healthy relationship, both online and offline.

This policy has been written with Christian Values at its heart and valuing each of God's children. As a school we are determined to be a place where individuals grow and thrive.

Approved by Chair of LAB..... date.....

Headteacher..... date.....

Review Date: September 2025

