

Woodthorpe J.I. School

Anti-Bullying Policy

Anti- Bullying

The Anti-Bullying Alliance (ABA) defines bullying as:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online. (Repetitive, Hurtful, Intentional, Power Imbalance)

At Woodthorpe J.I. School, governors, staff, parents and children will work together to create an inclusive school culture and ethos and follow practices, which resolve conflict constructively and peacefully, so that everyone may feel secure and happy within the school environment.

Bullying will not be tolerated.

It is everyone's responsibility to prevent occurrences of bullying and to play their part in dealing with incidents quickly and effectively. The victim, their friends, or parents can bring bullying to the attention of staff.

The three main types of bullying:

PHYSICAL includes hitting, kicking, scratching, spitting, punching and the deliberate taking or damaging of property. Also covert behaviours such as pinching and prodding.

NON-PHYSICAL includes name calling, insulting, teasing, threats or extortion. Prejudice based bullying including but not limited to racist, homophobic, biphobic and transphobic bullying can take the form of offensive jokes and mimicry, wearing clothes with offensive slogans and promoting offensive literature.

INDIRECT includes ostracizing or the spreading of nasty stories and rumours about someone also the passing of offensive notes to others with the intent to cause distress.

Cyber- bullying will not be tolerated and will be dealt with under this policy and the E.Safety policy.

Prevention of BULLYING

At Woodthorpe School we practice a range of agreed approaches to be pro-active and to deal openly with incidents of bullying. We teach the Equality Act through the 'No Outsiders' story books and resources. British Values and school's core values are fully embedded within all school activities and across the curriculum.

We will:

- Encourage children to talk about their problems/feelings.
- Ensure dinner supervisors and duty teachers report any **ANY** incidents that occur in the playground to the class teacher.
- Ensure every class teacher records any incidents of unacceptable behaviour.
- Display posters with advice on how to deal with bullying and peer mediators.
- Keep bullying as a high priority through collective worship, circle time and P.S.H.E

Allegations of bullying may be brought to the school's attention via a number of routes:

- Parents
- Victim/s
- Other children/adults witnessing events
- Staff

PROCEDURES FOR DEALING WITH BULLYING

When bullying is brought to the attention of a member of staff they will:

- Discuss the incidents with the victim.
- Identify the bully/bullies, obtaining where possible witnesses.
- Record who was involved, what happened and how it is to be followed up (Progresso).
- Advise the Head Teacher, Deputy Head, Assistant Head or other member of Leadership team (LT).
- Discuss the incident with and confront the bully.
- If they own up, implement constructive sanctions
- If they do not own up, investigate further and take action.
- Inform parents of the victim and perpetrator of the incident verbally and in writing and invite them to school to discuss the on-going behaviour. A letter is sent stating what has occurred, advising of actions taken with the date and time of an appointment to discuss the bullying.
- The Head Teacher/Deputy Head/Assistant Head/Class Teacher to monitor the situation by observations at playtime/lunchtimes and meet with both parties.
- Designated Senior Lead for Child Protection (DSL): Head Teacher, Deputy Head Teacher or SENDCo, to refer to Social Services if a Child Protection concern has been raised.
- Head Teacher/Deputy Head and SENDCo to contact the Police if actions have criminal implications and inform parents.

The aim of all procedures is to bring about reconciliation and changed behaviour. Incidents that are repeated or deemed serious may result in a fixed term exclusion.

At playtimes

Break times and lunchtimes are influential and important times in a child's school day. Children are able to form friendships, to structure their own play and to exert self-discipline and responsibility towards others.

In reality, however, some lunchtimes and breaks can be a great source of stress for both children and staff. These stresses and concerns must be shared and addressed to avoid adverse effects on relationships, behaviour and learning in our school. Children are able to air concerns to Year 6 Peer Mediators, School Council, lunchtime supervisors, support staff, class teachers, School Leadership Team or during PSHE/class circle time. We value our lunchtime supervisors and work in partnership with them to promote our positive behaviour regulation policy.

Woodthorpe children have enhanced play opportunities in the playground. There is an activity climbing frame (for EYFS and Year 1 children), a tyre park, trim trail, outdoor gym equipment and a traverse climbing wall. Peer mediators operate at playtimes to support and help children resolve conflict and build friendships. Play Leaders run activities and games for children at lunchtimes and a teaching assistant sets up and supports adult-led activities.

Roles and Responsibilities

All members of the school community, including children, parents and support staff (both teaching and non-teaching) have a responsibility for identifying and raising awareness of bullying behaviour. All staff and pupils are encouraged to promote positive attitudes and appropriate learning behaviours.

Teaching staff:

- Share the same responsibility for monitoring and reviewing behaviour management throughout the school and the well-being of our pupils.
- Have responsibility for dealing with bullying behaviour in the first instance.
- If staff are experiencing pupils with behaviour regulation difficulties then they are invited to discuss this with the SENDCo/ member of SLT.
- The school leadership team, class teachers, support staff, lunchtime supervisors positively reinforce the school charter and implement sanctions when necessary.
- Timely and up to date records of incidents must be made by all staff using Progresso Behaviour Module.
- Teachers must ensure that a record of incidents is placed on the pupil's file.

The Headteacher and Deputy Headteacher

- To support both class teachers and support staff with the implementing of Emotion Coaching and behaviour regulation policy
- To liaise with outside agencies as required
- To liaise with the SENDCo re children entered into the system.
- To be involved in serious isolated cases and deal with serious incidents
- To be informed immediately of any children on Red of the system.
- To access and liaise with outside agencies as required.
- The Headteacher has overall responsibility for ensuring that all bullying behaviour is dealt with in accordance with this policy.

The SENDCo/ Inclusion Leader

- To make initial assessment of a child's needs after class teacher has raised concerns.

- To determine whether to involve the Head Teacher and/ or Deputy Head Teacher
- To inform parents and define timescale.
- To maintain list of overall provision and inform Head Teacher and School Administrator of changes that need inputting onto the school MIS system.

Procedures for Dealing with Persistently Unacceptable Behaviour

When all internal school support strategies and interventions have been carried out and the unacceptable behaviour still continues, the following process will be followed;

1. Letter to parents informing them of what has happened, the actions school has taken asking them to attend a meeting with the Head Teacher, Deputy Headteacher or Assistant Head/SENDCo to discuss the behaviour, provision and way forward.
2. Letter to parent warning that if the child repeats the unacceptable behaviour he/ she will receive a fixed term exclusion.
3. Fixed term exclusion.

The following are unacceptable behaviours that can lead to fixed term exclusion:

- Bullying
- Aggressive abuse/physical/verbal
- Continued disruption: throwing objects, stopping others from working or teachers from teaching
- Defiance: refusal to do as a member of staff asks
- Disruption around school and in unstructured time e.g. playtime
- Prejudice based physical abuse
- Prejudice based verbal abuse
- Threatening behaviour
- Extortion
- Wilful damage of property
- Theft
- Fighting

The following behaviours are deemed to require immediate action and will result in a fixed term exclusion straight away: Repeated fixed term exclusions could lead to permanent exclusion in accordance with LA procedures and in consultation with the governing body.

- Possession of a weapon
- Assault on a member of staff

Social Services referral:

- Sexually inappropriate behaviour
- Any behaviour which raises Child Protection concerns

Contacting the police:

- Any behaviour that has criminal implications

Under the conditions set out in the advice laid down by the DfE Screening, Searching and Confiscation 2016, school staff can search a pupil for any item if the pupil agrees.

The Headteacher and staff authorised by him/her may search pupils without consent where there are reasonable grounds for suspecting that a pupil may have a prohibited item.

Screening and Searching of Pupils

Power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items')

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence to cause personal injury to, or damage to the property of, any person, including the pupil.

Pupils who bring knives, weapons and controlled substances onto school premises will immediately receive a lengthy fixed term exclusion or possible permanent exclusion. The items will be passed to the police. Subsequent reoffending will result in permanent exclusion.

The School has banned items that are reasonably believed to be likely to cause harm or disruption. Pupils must not have these items in their possession on School premises or at any time when they are in the lawful charge and control of the School (for example on a School trip).

At Woodthorpe JI School the following items are banned items that may be searched for if there are reasonable grounds for suspecting that a pupil has the item in their possession:

- Substances which produce legal highs, eg Red Bull, caffeine pills/ drinks
- Weight loss pills
- Animals

Confiscation

School staff can seize any prohibited item found as a result of the search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Under the conditions set out in the advice laid down by the DfE Screening, Searching and Confiscation 2016, school staff can require a pupil to undergo screening even if they do not suspect them of having a weapon and without the consent of the pupils.

Risk Assessment

Children who have displayed dangerous behaviour may require a risk assessment to determine whether it is safe for them to participate in off-site educational visits or extra-curricular activities e.g. after school clubs. Children with challenging behaviour may require an individual risk assessment and positive handling plan. This will be completed by members of staff in consultation with the child's parents.

Incidents Outside School

Teachers have the power to discipline pupils even when they are not at school or in the charge of a member of staff.

Teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity;
- Travelling to and from school;
- Wearing school uniform;
- In some other way identifiable as a pupil at the school.

Teachers may discipline pupils for misbehaviour, at any time, that:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil or member of staff;
- Could adversely affect the reputation of the school.

Incidents that occur outside school can affect relationships in school. If this is apparent then the member of staff should use their discretion in dealing with it. If in doubt, advice should be sought from the Deputy Head Teacher or Head Teacher.

Parental Involvement

The involvement of parents in school life can help break down barriers and negative attitudes towards learning. A positive relationship between teachers and parents can influence how a child perceives the teachers and the school's authority. Parental responsibility can be seen as extending beyond the individual child and should involve supporting a positive school ethos and accepting that school is the appropriate educational environment. Parents will always be informed of any issues arising from their child's behaviour, good or bad. Communication is a two way process and should be encouraged wherever possible.

Curriculum

Our curriculum addresses 'bullying' (of all types) specifically as a theme once a year within our Health Week which coincides with national Anti-Bullying week. 'Bullying' and other related/ key themes are addressed in assemblies, PSHE lessons, friendship/social group interventions and also integrated through the rest of the curriculum over the year.

Parental Behaviour

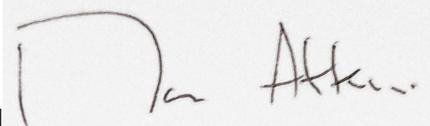
Parents while on the school site are expected to behave in a manner appropriate to the calm, caring and safe environment of the school. Parents are expected to treat all pupils and other parents with respect and tolerance to others views and beliefs. On no account is any verbal or physical abuse tolerated towards any member of school staff. Should this occur the police will be called immediately and further sanctions sought from the LA. This is outlined in the **Adult Behaviour Policy** and **Visitors' Code of Conduct**.

The Rights of Every Child

Woodthorpe JI School uses the United Nations Convention of the Rights of the Child to ensure that every policy supports the improvement of life chances for children.

Articles: 1, 2, 3, 12, 15,17, 27, 28, 29, 31, 32, 34, 42.

This policy supports the work on Behaviour Regulation Management and complements our Safeguarding Policy and Confiscation and Care of Pupils' Property Policy.

Signed  (Chair of Governors)

Approved: 22nd November 2019

Review: November 2022

Dear Parents,

The [updated](#) Behaviour Regulation and Anti-Bullying Policies can be emailed or sent to you upon request to the School Office.

Thess policy documents are to inform pupils, parents and carers about how staff in Woodthorpe JI School promote Positive Behaviour and discourage bullying. We believe that the strategies we use will prevent bullying and establish good behaviour within our school. Incidents of bullying can however occur in school and they are treated seriously and as a matter of urgency. If a pupil reports a bullying incident to you at home, it is important that you discuss the matter urgently with a member of staff so that we can

PARENTAL BEHAVIOUR AT SCHOOL

Whilst parents are on the school premises, they must:

- Act in a polite and respectful manner towards school staff, governors, pupils and other visitors.
- Not display aggressive or threatening behaviour.
- Help to create a welcoming environment which promotes equality and diversity.
- Act as positive role models to pupils.
- Adhere to school policies, including the:
 - Code of Conduct.
 - Adult Behaviour Policy.
 - Visitor Policy.



bring about a resolution to your child's problem.

We are committed to further establishing a nurturing, safe, bully free environment in our school and wish to involve parents in our efforts. We hope that this document illustrates our mission to care for and support all our pupils.

Yours sincerely,

Ms L McGrath
Headteacher