



## **The Woodland Federation Anti-bullying Policy**

### **Statement of Intent**

Winkleigh and Kings Nympton Primary Schools, as members of The Woodland Federation, are committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a federation, we take bullying and its impact seriously. Bullying of any form is not tolerated in our schools, whether carried out by and to any child or any adult.

Staff, children and parents or carers will be made aware of the school's position on bullying through this policy made available on the website. 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 child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the Executive Headteacher and DSL. A clear account of the incident will be recorded on CPOMS. All staff will be informed so that close monitoring is made of the person who is bullying or the person who has been bullied.

Parents of both parties will be informed.

### **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 The Woodland Federation, our definition of bullying is:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”.

The term ‘bullying’, if over used, can lose its potency. Labels are also extremely harmful and can limit how children and others see them – whether the label is ‘bully’ or ‘victim’. These labels suggest that the behaviour is fixed and unlikely to improve over time. The term bullying is one that we should only use when we are sure it applies. To clarify, bullying is not a conflict and children do make mistakes. There are three questions we can ask in order to help understand if bullying is taking place:

- 1. Is someone being continually physically or emotionally hurt?**
- 2. Does the target have a hard time defending themselves?**
- 3. Is there an imbalance of power in the relationship?**

### **Why is it important to respond to bullying?**

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils’ wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

In our school community:

1. Everybody has the right to be treated with respect.

2. Everybody has the right to feel happy and safe.
3. No-one deserves to be a target of bullying.
4. Pupils who bully need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying - these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBTIQ+ pupils and those perceived to be part of the LGBTIQ+ community.

### **Types of bullying behaviour**

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g
  - photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

### **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:

- Using assemblies and circle time in class 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.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement through our co-operative learning and oracy.
- Providing information to parents regarding age restrictions for online communication.
- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g.
- PSHE, Citizenship, social and emotional learning programmes such as SCARF.
- Secure the safety of the target of bullying and take actions to stop the bullying from happening again
- Whole school learning - reflection on what we have learnt
- Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- Provide assurances to child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.
- Reflect and learn from bullying episodes – consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- Raising awareness of online bullying through regular e-safety lessons.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.

- Focussed work with individuals and groups of pupils, where required, to support understanding and development of social skills.
- Ensuring playground and midday staff are trained.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

### **Reporting bullying including cyberbullying**

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our schools 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:

1. A trusted adult
2. Their class teacher/TA
3. Their peers

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

Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher. Incidents outside of normal school hours in the form of cyberbullying are investigated and appropriate action is taken.

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

### **Responding to Bullying**

We monitor and review all bullying incidents to determine any patterns or trends that may require further action. All incidents will be assessed individually as will the programme of intervention. The plan will be individualised in consultation with the Executive Headteacher, DSL and SENDCo. It will take into consideration policies and procedures that may include:

- Acceptable Parent Behaviour Policy

- Behaviour Policy
- Code of Conduct
- Complaints Policy
- E-Safety Policy
- Equality Policy
- Relationships and Sex Education Policy
- Safeguarding Policy

For incidents that happen outside of normal school hours, evidence will be required which may include screenshots of on-line bullying incidents and these will be recorded on CPOMs.

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, class discussion and School Council.

### **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 Executive Headteacher. The headteacher is always informed of any bullying concerns at The Woodland Federation 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 Executive Headteacher.
- 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 directly. 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 federation's complaints policy.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity and respect at all times; this includes through all methods of communication.

Approved by the governing body in October 2023.