

# WOODHOUSE ACADEMY

## ANTI-BULLYING POLICY

REVIEWED: SUMMER 2015  
TO BE REVIEWED: SUMMER 2017

### **A. Values and Beliefs**

Woodhouse Academy recognises that:-

- All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it;
- All acts of bullying have a harmful effect on pupil development, both educational and social;
- The needs of both the victims and the perpetrators of bullying should be identified and addressed in a supportive manner;
- Dealing positively with bullying encourages an ethos that promotes respect, co-operation and understanding of others thus preparing pupils for life in a diverse society;

### **B. Statement of Intent**

The aim of this policy is to create a safe learning environment where all school members are treated with dignity and respect. In order to achieve this the school has set itself the following objectives:

1. To respond positively and promptly to all known instances of bullying.
2. To reduce the occurrence of bullying through intervention work.

### **C. Definition**

In Woodhouse Academy bullying:

- Is the wilful conscious desire to hurt, threaten, embarrass or frighten someone over a period of time. It can take a number of forms; physical, verbal, gestures, extortion and exclusion.
1. Victims of bullying or witnesses to bullying should report the incident to their form tutor, a preferred member of staff or the Key Stage Leader.

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### FORMS OF BULLYING

#### Example:

- Physical violence such as hitting, pushing or spitting at another pupil.
- Interfering with another pupil's property, by stealing, hiding or damaging it.
- Using offensive names when addressing another pupil.
- Teasing or spreading rumours about another pupil or his/her family.
- Belittling another pupil's abilities and achievements.
- Writing offensive notes or graffiti about another pupil.
- Excluding another pupil from a group activity.
- Ridiculing another pupil's appearance, way of speaking or personal mannerisms.
- Misusing technology (internet or mobiles) to hurt or humiliate another person.

### LINKS WITH OTHER POLICIES

Behaviour; Safeguarding and Child Protection; Acceptable Use of the Internet Policy

### PARTICIPATION & CONSULTATION PROCESS

- Survey/questionnaires distributed to pupils, parents and whole school staffs.
- Obtaining the views of elected student representatives e.g. class council, school's council or prefects.
- Seeking the views of parents at information evenings.
- Monitoring evaluation and review.

### D. Procedures

A number of actions may be taken:

1. The head of KS will investigate thoroughly.
2. A detailed record of the incident will be kept.
3. Parents of both victim and perpetrator will be involved at all stages.
4. An anti-bullying agreement may be signed.
5. Victim & perpetrator may be invited to meet and talk together with supervision.
6. Support for the victim(s) and the perpetrator(s) will be agreed. This support may involve the use of peer mentors and the pupil support centre.
7. Payback, isolation or a fixed term exclusion may be given.
8. The situations will be monitored and reviewed.
9. Governors will be involved if bullying continues.

### E. Monitoring & Reviewing

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It is intended that the Governing Body shall on an annual basis, review this policy. It is advised that the Governors be informed of incidents of reported bullying and strategies employed to deal with them.

We will work actively to minimise risks that may lead to bullying behaviour.

### RESPONSIBILITIES OF ALL STAKEHOLDERS

#### Example:

#### The Responsibilities of Staff

Our staff will

- Foster in our pupils self-esteem, self-respect and respect for other.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to Claire Butler, Deputy Head Teacher.
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

#### The Responsibilities of Pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Report to a member of staff any witnessed or suspected instances of bullying to dispel any climate of secrecy and help to prevent further instances.

*Anyone who becomes the target of bullies should:*

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

#### The Responsibilities of Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to their form tutor and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.

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- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;

### PREVENTATIVE MEASURES

- The PSHE programme ensures all pupils understand definitions of bullying, types of bullying, actions to take if you are being bullied or a witness to bullying. Pupils also do activities on friendship and conflict resolution and other areas related to social interaction.
- Key stage and whole school assemblies reinforce the anti-bullying programme.
- Anti-bullying week is incorporated into the PSHE programme.
- Outside agencies such as the NSPCC are invited in to run workshops.
- Pupils, parents and staff are consulted about the effectiveness of anti-bullying measures and consultations take place to enable regular reviewing of activities.
- The school logs all concerns on the Sims system in order to pick up small issues between pupils that can be resolved before developing into potential bullying.
- The school keeps a separate log of ongoing social/bullying incidents in order to monitor and review situations so that they do not re-occur.
- Year 5 have worry boxes in form rooms that are enabling issues to be identified and dealt with quickly.
- Circle time is being developed in KS2.
- Peer mentors for Y5 support pupils with friendship/bullying issues.
- Team building and transition visits in Y4 support pupils in making friendships across the different feeder schools.
- The school council have proposed the following which will be actioned:
  - Investigate more ways of finding out about possible bullying problems. (Reps were concerned about pupils who might be afraid to speak out)
  - Extend the Y5 peer mentor programme to all years with trained peer supporters who can listen to pupil concerns over bullying and friendship issues and coach, escalate the issues.
  - Set up a friendship club/stop near the playground, manned by the peer supporters to run activities for pupils who struggle to make friends, have fallen out with friends or are feeling vulnerable.
  - Advertise the school council reps more clearly as pupils you can go to with concerns.
  - Look into more activities that are run with mixed year groups to get to know pupils from other years.

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## TYPE OF BULLYING:-

### PHYSICAL:

• Severe Beating	• Taking equipment/property without permission
• Physical abuse	• Sexual harassment
• Kicking, punching, arm twisting	• Pranks, jokes
• Flicking, poking	• Vandalising property
• Moving chairs	• Petty theft
• Mock theft	• Mimicking
• Pushing/pushing into queues	• Racial intolerance
• Through older brothers & sisters	• Invading privacy
• Exclusion tactics	• Violent attacks
• Name calling	• Group warfare
• Weaknesses ridiculed	Stirrers – encouraging others to fight
• Manipulation of others to victimise	• Crowding

### MENTAL:

• Cutting people out of peer group	• Dropping people in it
• Mocking 'taking the mickey'	• Personal insult/ridicule
• Referring to family/home life/clothes	• Undermining self-confidence
• Teasing, taunting coercion	• sarcasm
• Highlighting differences	• making demands/threats
• Victimisation (less able/most able)	• blackmail
• Group condemnation	destroying or interfering with work property
• Racial harassment	• Sexual harassment
• Written insults/threats including e-mails and text messages	• Insults/threats made via the telephone

Underlying Point: Physical bullying often has mental repercussions:

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## **Reasons for Bullying:**

- Dislike of victim
- Jealousy
- Justify own inadequacy
- Assert/affirm reputation
- Power assertion over peers
- Entertainment
- Attention seeking activity
- Racial minority group
- Inadequate/less able
- Affluence/poverty

## **Location of Bullying:**

- On buses
- In Classrooms – between lessons, during lessons
- On corridors
- On the field/in playground areas
- En route home /school
- Outdoor/extra curricular activities

## **Effect on individual who experiences bullying:**

- Fear of school
- Fear of particular lesson (s)
- Fear of another person
- Fear of being with certain groups
- Emotional;/behavioural problems
- Fear of certain areas in school
- Fear of certain groups
- Truancy
- Affect on performance
- Avoidance tactics
- Illness

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### Appendix 1

#### **Aspects of Bullying**

##### **The Frequency of Bullying:-**

Bullying can take place several times a week or day. It can go on for months and even years. There is recognition that bullying occurs often beyond the realm of the school, but has manifestations in school. We have an expectation of parents that they should be supportive in the process of eliminating any form of bullying.

##### **The Severity of Bullying:-**

Bullying ranges from horseplay to vicious assault. It is recognised that bullying can be extremely subtle and therefore difficult to deal with.

##### **The Motivation**

The child who bullies gains pleasure from other people's pain, fear and humiliation. He/She learns that aggressive behaviour allows him/her to dominate and get his/her own way. The child may also learn that creating fear in a victim is a rewarding experience.

The child who bullies often focuses on younger, smaller or timid children He/She increasingly relies on threat and force.

##### **Direct and Indirect Bullying-**

It is important to distinguish the difference ie between those who are bullies and victims and the larger group of students who are onlookers. Sometimes bullying occurs in secret places, but often the child who bullies feels quite confident that no one will stop him/her and he/she bullies others in public. The onlookers are then part of the bullying.