



HALES VALLEY TRUST

An Academy within the Hales Valley Trust

Woodside Primary School and Nursery

Care – Aspire – Achieve

Anti-Bullying Policy

Mrs S Bloomer

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Introduction

It is a government requirement that all schools have an anti-bullying policy. DfE guidance defines Bullying as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'. Bullying can take many forms (for instance, peer on peer, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Bullying is wrong and damages individual children's mental health and/or wellbeing. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

Our Aims and objectives

- We aim, as a school and nursery, to create a caring, safe and nurturing environment where all can learn without anxiety and measures are in place to reduce the likelihood of bullying. We achieve this by promoting our school rules to be Ready, Respectful and Safe.
- In addition, we support our pupils to understand diversity within and beyond the school community. This is also outlined in our Personal Wellbeing Policy. This includes Personal, Social, Health and Economic Education (PSHE), Relationships and sex Education (RSE) and Spiritual, Moral, Social and Cultural Development (SMSC).
- We ensure that our whole school community is aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- This policy aims to produce a consistent school response to any bullying incidents that may occur.

The role of Governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school and nursery. The Governing Body will not condone any bullying in our school, and any incidents of bullying that do occur will be taken very seriously, and be dealt with appropriately.

The Governing Body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. 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 Headteacher, asking for an investigation to be conducted into the case, and to report back to a representative.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy, to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as a forum in which to discuss the matter or during events such as Anti-Bullying week.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Prevention

At Woodside Primary School and Nursery we take all forms of bullying seriously and seek to prevent bullying from taking place.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, story writing, RE and PSHE within the formal curriculum, to help pupils care and engage positively with each other. Assemblies are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

Anti-bullying Ambassadors

As a school we have established a team of Anti-bullying ambassadors. These are young people that have been nominated by pupils to lead on anti-bullying and well-being events, promote a culture which celebrates difference and ensures that pupil voice is heard. Our team of ambassadors are visible in school. They uphold an important position, and meet regularly to support the school to be a safe and happy environment for everyone. This includes promoting the 5 ways to well-being and planning events to raise awareness.

Action taken if bullying occurs

When incidents of bullying occur Teachers will investigate incidents themselves or refer it to their Phase Leader. The incident is recorded on **CPOMS** under the bullying icon.



If persistent bullying occurs the behaviour pathway will be adhered to. This will mean that the perpetrator will spend time in the **Reflection Zone** and could require an **Individual Behaviour Plan (IBP)**



If bullying behaviours continue pupils will be referred to a **Senior Leader** and parents will be invited in to discuss appropriate actions (see Behaviour Pathway).

Record Keeping and analysis

Our Pastoral Team meet weekly in order to monitor CPOMS and review the whole school behaviour, ensuring support to groups and individuals where required. Multi-agency support may also be called upon for individual pupils where appropriate.

The data on CPOMS is analysed on a regular basis and is then shared with our Governors termly. Through this and Parent and Pupil questionnaires, the views and needs of our school community are reflected upon to enable improvements and necessary actions to be carried out.