



White Woods
Primary Academy Trust

Canklow Woods Primary School



Anti-Bullying Policy

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1 Philosophy

At Canklow Woods Primary School we treat the subject of bullying very seriously. We do not accept bullying in any form, whether it is physical, emotional or verbal. We operate under the following philosophy:

- All bullying is unacceptable, regardless of who bullies, how it is delivered, or what reasons are given to justify bullying actions.
- We recognise the detrimental effect on children and young people who may be subjected to bullying and will work actively to minimise the risks of bullying.
- Victims of bullying should be treated in a supportive manner and their support should not be regarded as a burden to staff and peer groups.
- The harmful effect on educational performance which can be caused by bullying is recognised and we are committed to combating all bullying behaviour in partnership with the relevant agencies.
- Bullies need to change their behaviour (It is the behaviour not the person that is condemned) and they too will need support.

2 Statement of Intent

The aim of our school is simply to 'End Bullying'.
Our objectives are: -

- To raise the profile of Bullying as an issue and to provide guidance on strategies that will help to prevent bullying and on how to respond to bullying incidents through school council discussion and by displaying anti bullying messages around school.
- To acknowledge that both the victim and perpetrators of bullying need support and that appropriate support for both will be needed after the bullying has been reported.
- To recognise that we all have a responsibility for challenging bullying – children and young people; staff; governors; parents/carers – and to explain how we can meet our responsibilities. The school will provide access to anti bullying training for all staff with emphasis on ECTs
- To ensure that this Anti-Bullying Policy includes the recording of all bullying incidents and their regular reporting to the relevant Governing Body as appropriate.

- To ensure that our Anti-Bullying policy is evaluated regularly

3. Definitions

Bullying is defined by the Department of Health, Department for Education and Employment, Home Office and National Assembly for Wales in the Governmental Guidance on Working Together to Safeguard Children as,

“deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied who are powerless to defend themselves.

Bullying can take many forms, but the three main types cause stress and have an emotional impact.

1. **Physical (examples include, hitting, kicking, theft ...),**
2. **Verbal (eg racist, homophobic remarks and name calling ...), and**
3. **Indirect (eg spreading rumours ...)”.**

The damage inflicted by bullying can be frequently underestimated and may be spoken or appear in a variety of other forms such as texting, e-mail or through mobile phones. Bullying can cause considerable distress affecting health and development. At an extreme significant harm (including self-harm) may take place.

Both racist and homophobic bullying are examples of bullying activities causing stress of an emotional kind.

A child is defined as a person under the age of eighteen years in section 105 of the Children Act (1989) .

A young person is defined as a person under the age of 18, but over compulsory school age ie 16, a mature minor.

4.1) HOW DO WE IDENTIFY BULLYING BEHAVIOUR?

It is not always easy as a teacher to discover if, when and where bullying is happening. The following **may** help to spot it:

- A sudden deterioration in the standard of a child's work.
- Pretending to be ill or unusual absences.
- Absent from education
- Isolation in the class or in the playground.

- . Reluctance to leave the classroom at breaks / staying close to the duty teacher or other adults in the playground

4.2) OUR PROCEDURE

If a concern is raised or witnessed in relation to bullying in school, the following procedure will be followed:

1. Talk individually to the children involved in the incident. Be prepared to listen and try to build up an accurate picture of events. Use other witnesses, if any, to help you to do this.
Where possible, get the children involved to write down an account of the incident(s). They could also be asked to keep a diary.
2. Try not to apportion blame at an early stage. Remain neutral; aim to identify the real problem and then, if it is possible, look for solutions.
3. Talk with the bully. Agree with him / her what the school expects and how s/he has broken the school's golden rules. If there is more than one bully, meet with them as a group, have each of them state what has been agreed at the individual meetings; ensure that everyone is clear about what happened. Decide if the incident is serious enough to be taken to the Head of School (see point 6)
4. If not referred to the head teacher follow the behaviour policy to sanction unacceptable behaviour, and to register your disapproval. A record of the incident should be made on Arbour.
5. Provide support for the victim, reassuring and counselling him / her regularly over the days following the incident.
6. If the incident is serious and the head of school or a member of SLT are informed and involved it is important that you make a record of the discussion again this should be logged on Arbour or CPOMS . These records will need to take account of:
 - Who was allegedly involved? (bully and victim).
 - Where and when the incident happened.
 - What happened
 - Names of possible witnesses.

- What action was taken
 - Any follow up that took place.
- 7 Parents of the bully will be informed of any serious incidents. They will be invited to talk to the head teacher about the problem and will be provided with assistance to help address the problem. Joint strategies for improvement will be discussed and agreed. (This is ideally done in person and also logged on Arbour)
 - 8 Parents of the victim will be informed of the incident and of the action that has been taken in school as a consequence. They will have the opportunity to talk to the head of school / class teacher about any concerns that they might have this can be either over the phone or in person but a log on Arbour should be created of the discussion.
 - 9 Fixed term or permanent exclusions will be used as a last resort.

4.3) WHAT WE WILL DO TO HELP PREVENT BULLYING

- Use 'check-in / check-out' circles to gauge the feelings of children in school weekly.
- Display posters about the anti-bullying policy in child friendly language throughout school
- Encourage children to talk if they are concerned about anything in school but don't want to talk to a teacher about it.
- Frequent mention of bullying and where to go for support in weekly assemblies.
- The school council will take bullying seriously and discuss it regularly
- We will regularly review and evaluate our Anti Bullying Policy to ensure it meets the needs of our pupils
- We will provide anti-bullying training to all staff (teaching and non teaching)
- We will work with parents and carers to reinforce the policy and encourage parents / carers to promote anti-bullying by:

- Stressing to their children the importance of appropriate sociable behaviour and not acting in any way that could make situations worse or could be seen as bullying or threatening against another child
- Reporting any misgivings that they have concerning either victims or perpetrators of bullying and sharing concerns as soon as possible
- Making clear their disapproval of bullying
- Not automatically dismissing the suggestion that their own child could be involved in bullying another child and work positively with the school to change the behaviour.