



Perry Wood
PRIMARY & NURSERY SCHOOL

Anti-Bullying Policy

Last reviewed: September 2023
Review due: October 2024

Reviewed by: SLT

What we believe, what we do and how we talk are at the heart of Perry Wood. We have unconditional positive regard for every member of the school community.

Governors Responsibility: Safeguarding

Complying with Section 89 of the Education Act 2006. Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

Ethos and Values of our school community:

Month	Value	PE Value
September	Respect	Teamwork
October	Perseverance	Self-Belief
November	Friendship	Determination
December	Encouragement	Courage
January	Self-Control	Equality
February	Love and Trust	Inspiration
March	Unity	Teamwork
April	Truth and Honesty	Self-Belief
May	Tolerance	Determination
June	Kindness	Courage
July	Equality	Inspiration

Perry Wood’s focus on teaching and learning is underpinned by our relationship (behaviour) policy which creates a positive and respectful atmosphere throughout the school, maximizing the potential for learning. Perry Wood is a Thrive Ambassador school; through this approach we use restorative approaches that encourage pupils to empathise with others feelings and reflect on the consequences of their behaviour.

The process of a restorative approach; Shine the Light Discussion

As a Thrive school, we use a ‘Shine the light conversation’- more information on this can be found in our Scripts document which details how to talk to pupils in various scenarios. The approach is based on 5 key questions:

- How can we meet everyone’s needs and move forward?
- How can we do things differently next time?
- Who has been affected/harmed?
- What were your thoughts/feelings?
- What happened?

There is clear evidence to suggest that pupils respond better when the conversation around a change of behaviour is started with what to change and do differently next time first. Then the conversation can track back to the situation that has happened after. This is due to a child’s cortex being able to contain a limited amount of information in a heightened state. By speaking about how to change and what to do differently next time, the pupil has a better chance of not repeating the poor behaviour.

The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Bullying

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling

bullying, we can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential. Bullying threatens the happiness and achievement of the whole school community. Everybody needs to work together to deal with it.

Bullying definition

Bullying is 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, cyber-bullying via text messages, social media or gaming, which can include the use of images and videos) and is often motivated by prejudice against particular groups, for example on the grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because the child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Children, young people and adults can bully, be bullied or switch roles. They may be bystanders while others are bullied.

Specific types of bullying include:

Prejudice/discriminatory based bullying- any type of direct physical or verbal bullying, indirect bullying or cyberbullying based on:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Cyberbullying is bullying and harassment using technology. This includes trolling, mobbing, stalking, grooming or any form of abuse online.

‘There is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.’

- We work with children in PSHE lessons and online safety lessons to ensure they know what is acceptable and what to do if they have concerns.
- We regularly speak to children to get their perspective about any concerns including use of safeguarding questionnaires.
- We have pupil leadership roles and Anti-Bullying ambassadors to reinforce messages
- We have developed a whole school approach to tackle bullying which triggers a quick response to any issues or potential issues.
- Where bullying outside of school is reported to staff, it will be investigated and acted on.

Procedure for dealing with an incident of bullying

What to look for:

Pupils who are bullied may show changes in behaviour, such as becoming shy or nervous, feigning illness, becoming aggressive, taking unusual absences or clinging to adults. There may be evidence of changes in work and concentration patterns. All members of the school community must be alert to signs of bullying and act promptly and firmly against it.

What to do:

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Sometimes this can take a lot of investigation work as it is important to find out all the facts. Any concerns staff have or allegations of bullying that have been made are logged on CPOMs and followed up by senior leaders. Actions taken by senior leaders are recorded on CPOMs.

What will happen:

- The victim will be interviewed by their Class Teacher, KS Lead or Senior Leader on their own and asked to describe an account of events which will be recorded.
- Once Senior Leaders are clear that a bullying offence has been committed, the bully and any others involved will be interviewed individually and a record of events will be recorded.
- Support and advice will be given as appropriate to all pupils involved.
- Appropriate sanctions will be put in place to ensure the bully has a consequence and time of reflection supported by an adult.
- Details of the incident will be recorded on all the pupils' files on Trackits and where needed CPOMs/EduKey.
- Parents of all pupils involved will be contacted via a phone call. A meeting may be arranged if deemed appropriate by the Senior Leaders.
- A review will be undertaken after each incident logged as a bullying incident to determine whether or not a pattern can be identified and to evaluate the effectiveness of the approach to be adopted.
- Those involved in supporting the pupil will continue to monitor the situation and speak to the senior leaders if there are further concerns or if they feel that the victim or bully require further support.
- Any further support needed will be put in place such as nurture support from our Thrive practitioners or Worcestershire Emotional Support team.
- Staff list children who need to be carefully monitored in terms of needing extra care or for behaviour. The list is available in the safe guarding office. This information is only accessible to safe guarding lead and Senior Leaders. Other staff will have information shared as appropriate.

Staff Training

- All staff receive appropriate training in the identification of and management of bullying.
- Staff have had training on how to use CPOMS to record concerns
- Signposting to further support can be offered – see Safe Guarding team
- Awareness raising events are held
- NSPCC posters displayed

Child on Child Abuse

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact of the victim of the abuse as well as to focus on the support for the

child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to child on child abuse.

Where the abuse is physical, verbal, bullying or cyber-bullying, sanctions will be applied in line with our school policies. Where a child discloses safeguarding allegations of a sexual nature against another pupil in the same setting, the DSL will seek advice from the Family Front Door and respond as directed; this could include conducting an investigation and speaking to involved parents. This may mean, on occasions, that the school is unable to conduct its own investigation into such incidents.

Support for the victims of abuse will be in line with our tiered approach to Mental Health and Wellbeing (see Mental Health and Well Being Policy). For victims of sexual abuse, the school follows advice given by Children's Social Care and consider using external agencies, such as Early Help or West Mercia Rape and Sexual Abuse Support Centre to support any strategies that they may be able to provide within school.

Depending on the nature of abuse, the school may need to consider providing measures to protect other pupils in the school by means of a risk assessment.