



Woolgrove School Anti-Bullying and Hurtful Behaviour Policy



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Equal opportunities lie at the heart of all that we do at Woolgrove School. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school

Woolgrove School Anti-Bullying and Hurtful Behaviour Policy

Parents/Carers: Chain of Communication

At Woolgrove we are committed to ensuring that our pupils feel safe and happy at school. If you are concerned about an incident involving your child or another child please contact the school as outlined below:

1. Class Teacher: All class staff are trained in the first instance to give priority to pupil/parent concerns and to record and pass on appropriate information, if needed to senior staff/parents.
2. If you wish to take matters further then you may wish to contact a head of department or designated member of the Senior Leadership team:

Vicky Litchfield: Head of Infants

Sue Pitchers: Head of Juniors

Michelle Swift: Deputy Headteacher

Lisa Hall: Headteacher

If the matter is still not dealt with to your satisfaction, then the school's Chairman of Governors, **Mr Brian Frederick**, can be contacted through the school office.

If the situation remains unresolved, having gone through the school's normal procedures, parents/carers may wish to contact the Hertfordshire school complaints team or a relevant independent agency such as Hertfordshire's Mediation or Advocacy Services.

Aim

Woolgrove School is committed to working with staff, pupils, parents and carers to create and maintain a school community where bullying is not tolerated. The school anti-bullying policy has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our staff and pupils. We will always endeavour to take steps to ensure their safety.

At Woolgrove School we believe that bullying is hurtful behaviour. We do not condone unkind or cruel behaviour in our school but recognise not all hurtful behaviour is bullying. The aim of the anti-bullying and hurtful behaviour policy is to ensure that staff and pupils learn and work in a supportive, caring and safe environment, without fear.

Definitions - What is Bullying?

Bullying is any hurtful behaviour by an individual or group, **repeated over time**, that intentionally hurts another individual or group either physically or emotionally. (Safe to Learn, DCSF 2007)

It should be noted that racist incidents are required to be defined by all schools as 'any incident which is perceived to be racist by the victim or any other person.' Some incidents may constitute racist bullying. Each potential case of racist bullying will be investigated.

Child Friendly Definition of Bullying:

'People doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop.' (Safe to Learn, DCSF 2007)

Bullying behaviour

Bullying can take place between pupils, between pupils and staff or between staff, and can include:

- name-calling, taunting, mocking and making offensive comments
- offensive graffiti
- excluding people from groups
- gossiping and spreading hurtful or untruthful rumours
- kicking, hitting, pushing
- taking belongings

Out of School Bullying

• cyberbullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages via the internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites.

Pupils and staff are bullied for a variety of reasons including:

- ethnic background, religion or culture
- disability, special educational needs or being particularly able, gifted and talented
- sexual orientation
- gender (including sexualised bullying)

The Difference between Bullying and Hurtful Behaviour

At Woolgrove School we cater for pupils with a wide and complex range of educational and emotional needs. Sometimes pupils can present challenging and hurtful behaviour towards each other or towards a member of staff. As a school we take all incidents of unkind behaviour seriously and these should be recorded and monitored using the school incident form.

The effect of behaviour on the recipient – not just the intention of the perpetrator – is significant in deciding whether or not to treat an incident as bullying. Single incidents of hurtful behaviour may still leave the targeted pupil fearful of repetition and should always be addressed.

Roles and Responsibilities Across the School

At Woolgrove we believe that everyone should contribute towards maintaining a safe and happy atmosphere whilst ensuring that we fulfil our statutory safeguarding duties. **As such all members of our school community have a role play in preventing instances of bullying.**

Please see **APPENDIX 1** for Hertfordshire's guidance on school **Roles and Responsibilities**

Preventing bullying

At Woolgrove we strive to promote an anti-bullying ethos in the following ways:

1. Staff Training: Key staff are trained to work with small groups and individual pupils in the delivery of Protective Behaviours, Bereavement and Loss, delivery of SEAL (Social and Emotional Aspects of Learning Programme) Wave 2/Silver Set etc. All staff receive training in behaviour management techniques to include identifying and monitoring pupil behaviour. Lunchtime/MSA staff are offered training to support them in the delivery of playground activities.

2. Pupil Training: Our pupils are encouraged to become actively involved in promoting anti-bullying through offering playground buddy training, Circle of Friends groups, use of the friendship bench etc

3. Curriculum Opportunities: using curriculum opportunities e.g. PSHCE, Citizenship, Literacy, Religious Education, Circle Time, Assemblies and 'Anti-Bullying Week'. These opportunities will help and support our pupils to develop knowledge and skills in relation to:

- understanding the nature of bullying and its links to discrimination and prejudice
- strategies for responding to bullying directed at themselves and others
- choosing not to be involved in bullying behaviours
- the promotion of emotional health and wellbeing, resilience and self-esteem
- the development of empathy and relationship skills.

4. Working with Parents and Carers: Parents are offered the chance to attend workshops/coffee mornings and nurture/support groups throughout the year that provide the opportunity for input and training. At Woolgrove we have a designated **Family Link Worker** who is responsible for liaising with parents.

A useful document for outlining different strategies schools may need to develop in order to ensure that anti-bullying work meets both universal and targeted needs is the "**Anti-Bullying Pyramid**". The pyramid contains suggestions for initiatives and interventions aimed at all, some or a few pupils (**SEE APPENDIX 2**)

Intervention and Dealing with Incidents of Bullying and Hurtful Behaviour

All reports of bullying and hurtful behaviour should be taken seriously and investigated. It is essential that pupils and staff who have experienced bullying, and their parents/carers, are made aware that incidents have been addressed and followed up following school guidance and procedures.

At Woolgrove we will take action in order to deliver positive outcomes for:

- the individuals directly involved
- others indirectly involved (e.g. witnesses, bystanders, peer supporters)
- the whole school community.

Support for pupils

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice or if appropriate being given space, time and support in articulating their feelings.
- reassuring the pupil that they have done the right thing by telling a member of staff and that the school will be responding
- offering support
- ensuring safety
- working to restore self-esteem and confidence.

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why they became involved
- exploring different perspectives as appropriate
- establishing all hurtful behaviour and the need to modify their behaviour in response to this
- informing parents or guardians and if appropriate to support change in the pupil.

Recording and Reporting Incidents of Bullying, Hurtful Behaviour and Racism

All incidents should be recorded using the “Woolgrove School: Incident Sheet” (Appendix 3). Both sides should be filled in

The following steps should be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with promptly by the member of staff who has been approached.
- If the incident is during break time, it should be recorded on the incident sheet by the door of both playgrounds following the agreed playtime system.
- A clear account of the incident should be recorded on the Incident Sheet (**Appendix 3**) located in the **BOUND ORANGE INCIDENT BOOK** and copies given to the class teacher, Head of Department and Headteacher as appropriate
- f necessary, the Headteacher/Head of Department will interview all concerned and record the incident.
- Class teachers and Heads of Department will be kept informed
- Parents / carers will be kept informed if appropriate.
- Appropriate sanctions will be put in place, in line with the schools Positive Behaviour Policy.

Key principles are:

- All incidents should be recorded and reported to relevant form tutors/class teachers and if appropriate parents/carers
- Senior management should be copied into all reports
- Governors should receive regular updates and reports
- Where minor incidents have been dealt with by adults who witnessed them, the pupils involved should be observed to ensure that the behaviour is not repeated over time.
- Serious or repeated incidents – and any which involve discriminatory language or behaviour – will be formally followed up with the children or young people involved.
- All incidents are monitored and analysed by **The Deputy Headteacher**

Appendices

- 1. Staff – Key Responsibilities**
- 2. Anti Bullying Pyramid**
- 3. School Incident Recording form**

APPENDIX 1 – Key Responsibilities

2: Roles and responsibilities across the school

Detail here, including job title and names where appropriate, a list of roles. Schools may wish to include the following role/responsibility overview (see below) in the policy. This should not be to the exclusion of specific details which may include dates for governors reports, etc.

Hertfordshire places a high priority on schools fulfilling their safeguarding duties. The following roles and responsibilities have been drawn from the expectations of DCSF and Ofsted as well as wider statutory and legal requirements.

Governors' role and responsibilities

Role	<ul style="list-style-type: none"> Promote the wellbeing and ensure the safeguarding of all pupils in school Ensure the school carries out both the letter and the spirit of the legislation and statutory duties, and observes national and local guidance Provide leadership to ensure the development, implementation and regular review of the anti-bullying policy Ensure that policy and good practice is reflected in the school's anti-bullying practice
Policy development and implementation	<ul style="list-style-type: none"> Through consultation with all stakeholders, develop a written statement of principles regarding the anti-bullying work of the school Guide the headteacher in determining and implementing measures, based on the statement of principles, which promote good behaviour throughout the whole school community Nominate a named governor with a particular brief to oversee the anti-bullying work of the school Make anti-bullying a regular item at governor meetings Publish and keep under annual review the anti-bullying policy Ensure the policy includes references to age, disability, ethnicity, gender, religion and belief, sexual orientation, class, poverty and any other local issues appropriate to the school context Review the policy in consultation with pupils, parents/carers and staff and ensure that it is informed by, and responsive to, their experiences Ensure the timely completion of data reports for the local authority Ensure that the school makes use of monitoring data and understands its implications for the development of policies, procedures and practice Provide leadership to ensure a consistent response to all incidents of bullying and harassment Ensure the development and publication of a complaints procedure Record, investigate and respond to any complaints from parents/carers or the wider community related to the school's response to bullying
Behaviour	<ul style="list-style-type: none"> Provide an appropriate and consistent role model for all staff, pupils and the wider school community Celebrate and share examples of good practice from the school and among individual staff and pupils

Headteachers and senior staff with key responsibilities

Role	<ul style="list-style-type: none">• Build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff• Promote the wellbeing and ensure the safeguarding of all pupils in the school• Provide support for the governors through the development and implementation of an effective anti-bullying policy• Ensure the voice of pupils, staff, parents and carers is heard and communicated to governors
Policy development and implementation	<ul style="list-style-type: none">• With the advice and guidance of governors and through consultation with staff, pupils, parents/carers and other stakeholders, develop, implement and review anti-bullying policy and measures which promote good behaviour, respect for others, and self-discipline amongst pupils• Ensure the effective communication of the policy to all pupils, staff and stakeholders• Ensure that pupils, staff, parents/carers and other stakeholders are involved in the creation of a positive school ethos• Take action to prevent all forms of bullying• Ensure that the school's anti-bullying policy and related practice is complied with consistently and effectively• Make sure that effective monitoring procedures are developed, operated and maintained• Ensure all staff (including support staff) regularly receive appropriate training to enable them to recognise and prevent all forms of bullying and ensure they are clear about their roles and responsibilities in preventing and responding to bullying• Develop and implement a system for recording incidents of bullying and hurtful behaviour which staff know and use consistently• Ensure that appropriate support systems are in place to prevent and respond to bullying, including peer support programmes• Use partnerships and multi-agency approaches to prevent, and/or respond to, bullying which happens off-site• Provide structures and systems that respond effectively to pupils' views and ensure that all staff, pupils and other stakeholders are supported to participate in the review and impact assessment of behaviour and anti-bullying policies• Monitor the continued progress and self-esteem of the targets and perpetrators of bullying• Ensure evidence of the impact of anti-bullying policy and practice is reflected in the SEF
Behaviour	<ul style="list-style-type: none">• Celebrate and share the anti-bullying work of the school and its pupils and highlight good practice• Act as appropriate role models for all managers, staff, parents and pupils• Respond appropriately to stakeholder consultation and make sure suggestions, opinions and concerns are included in policy review and impact assessment• Involve external agencies (including local authority advisers, police, independent mediation or advocacy services etc) as appropriate to respond to incidents

All teaching and support staff

Role	<ul style="list-style-type: none">• Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of all pupils and staff• Promote the wellbeing and ensure the safeguarding of all pupils in school• Behave with respect and fairness to all pupils, carrying out the letter and spirit of the anti-bullying and equalities policies
Policy development and implementation	<ul style="list-style-type: none">• Observe and implement the school's anti-bullying, racist incidents, behaviour and equalities policies and practices including the keeping of relevant records of incidents• Contribute to consultations, reviews and impact assessments• Develop and support curriculum opportunities to promote equalities and address bullying
Behaviour	<ul style="list-style-type: none">• Provide a consistent response to incidents of bullying and hurtful behaviour whatever its nature or motivation• Provide support to both the targets and perpetrators of bullying• Take part in relevant professional development and maintain awareness about their role and responsibilities in preventing and responding to bullying and promoting equalities• Model positive attitudes and relationships• Promote the wellbeing of all pupils and take steps to ensure freedom from bullying and harassment• Promote a positive view of difference and challenge prejudice and stereotypical views both through classroom practice and by modelling the behaviour and values they are trying to instil• Raise issues with line managers which could contribute to policy review and development

Pupils

It is recommended that reasonable expectations of pupils are outlined in the anti-bullying policy, home school agreements and/or anti-bullying guidance for pupils

Behaviour	<ul style="list-style-type: none">• Report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else• Take responsibility for personal behaviour and actions and treat one another with respect and kindness• With the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged• Respond to requests for information, opinions and suggestions to help improve the anti-bullying work of the school• Actively support the school's peer support system/s
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Parents/carers

It is recommended that reasonable expectations of parents and carers are outlined in the anti-bullying policy, home school agreements and/or anti-bullying guidance for parents

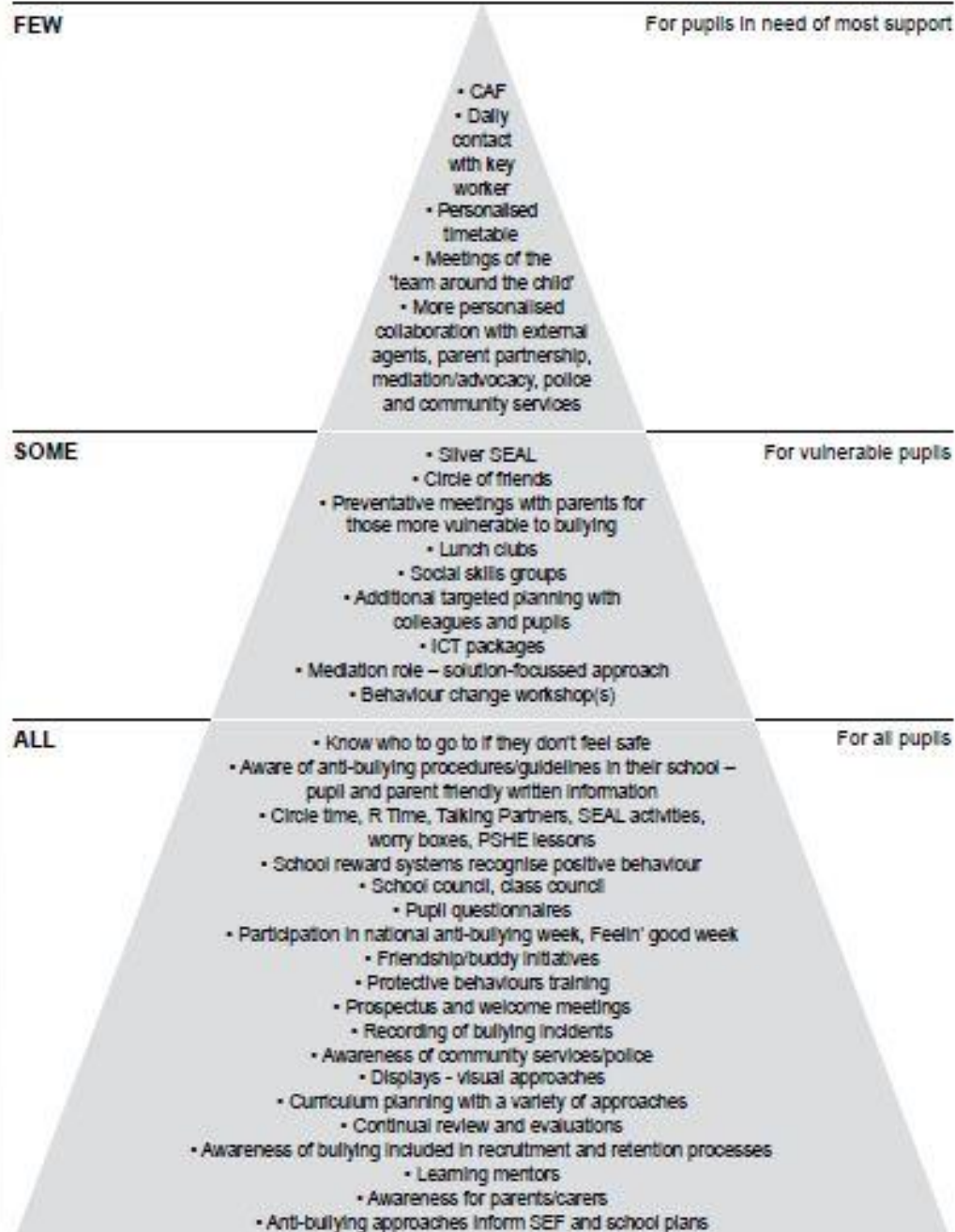
Behaviour

- Demonstrate positive support for the school's anti-bullying and behaviour policies
- Model appropriate behaviour at all times within the school grounds
- Report to the school any concerns regarding pupils involved in bullying
- Support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination
- Respond to requests from the school to provide feedback on the anti-bullying policy and procedures

APPENDIX 2 – Anti Bullying Pyramid

Anti-bullying pyramid

The diagram below illustrates the different strategies schools may need to develop in order to ensure that anti-bullying work meets both universal and targeted needs. The pyramid contains suggestions for initiatives and interventions aimed at all, some or a few pupils.



APPENDIX 3 – School Incident form



WOOLGROVE SCHOOL: Incident Sheet – Appendix 3

Date of incident:		Name of Pupil: <i>(Starting the incident)</i>					Name of other pupil(s) involved:		
Time of incident:		Name of Adult: <i>(filling in form)</i>					Name(s) of other adults present: <i>(Witnesses)</i>		
Type of incident: <i>(please tick)</i>	Pupil – Pupil	Signed		Date:		Time:			
	Pupil – Staff								
	Other:	Incident reported to: <i>(Sign and date)</i>	Head Teacher	Deputy Head	DSP	Head of Dept/SLT	Class Teacher	Parent/Carer	

1. Setting: <i>(Location of Incident)</i>	2. Trigger: <i>(what happened prior to the incident?)</i>	3. Action: <i>(description of incident, including injuries to pupils/staff)</i>					4. Response and Reparation: <i>(action taken by staff INC: Physical intervention)</i>								
		<table border="1"> <tr> <td>Physical</td> <td></td> <td>Verbal</td> <td></td> <td>Other</td> <td></td> </tr> </table> <p>Description:</p> <p><i>Please record any injuries sustained in the relevant medical book</i></p>					Physical		Verbal		Other		<p>Herts Steps used? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If yes was it a: guide <input type="checkbox"/></p> <p>Physical intervention <input type="checkbox"/></p> <p><u>For all physical interventions please record in RPI BOOK</u></p>		
Physical		Verbal		Other											
Has this incident been recorded elsewhere?	YES	NO	If YES where?	RPI book	First Aid book	Home/school book	Call to parent	PLEASE TURN OVER AND FILL IN REVERSE FOR INCIDENT LOGGING							
Head Teacher Signed:			Date:		Time:										



Incident Logging and Analysis

1. Instigator's method of hurtful behaviour/bullying/harassment: <i>please tick all elements which apply in your understanding of the incident:</i>								
Physical Assault		Please specify:	Bite	Scratch	Hit	Kick	Hair pull	Other:

Threats including physical assault	
Perception of individual; feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
Verbal abuse/name calling	
General expressions of prejudice/stereotype	
Racist literature, graffiti	
Targeted graffiti or note writing	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Other	

1. Focus of hurtful behaviour/bullying/harassment on the targeted pupil: <i>please tick ALL elements which apply in your understanding of the incident:</i>					
	Definitely Applies	Possibly Applies		Definitely Applies	Possibly Applies
Ability			Religion/Belief*		
Age/Maturity			Institutional Racism*		
Teasing over appearance			Gender/Gender Identity		
Class/Socio-economic			Homophobia		
Learning Difficulties/Disability			Sexualised		
Ethnicity/Race*			Size		

*See county guidelines on dealing with racist incidents

