

# Woodcroft Academy

## Anti-Bullying Policy

2023/2024



**Principal: Miss C Wright**

Revised – April 2023  
Review Date – April 2024

## 1 Rationale

At Woodcroft we believe that every child should have the opportunity to enjoy school and be physically and emotionally safe from harm. It is the responsibility of all adults working in the school to ensure that children learn in an atmosphere which is caring and protective. We consider ongoing education of children essential in order to develop skills and strategies to allow them to identify, cope with and, ultimately, prevent bullying.

Bullying is relatively rare at Woodcroft, but can and does happen. We work hard to create an ethos which protects children from unpleasant behaviour and we are committed to dealing with any incidents immediately. Children involved in any incidents are made aware immediately that such behaviour is unacceptable.

## 2 Aims of the policy

The policy is designed to ensure that Woodcroft:

- Recognises that bullying can happen anywhere and at anytime.
- Is proactive by continuously promoting work with the children to develop an understanding of the negative impact of bullying on both victims, perpetrators and families.
- Enables children to understand and accept the consequences of their actions.
- Promote the widely held belief that any form of bullying is totally unacceptable and will not be tolerated in school.
- Is reactive by dealing with incidents of bullying immediately and appropriately.

## 3 What is bullying?

The Government provides the following guidance:

*“There is no legal definition of bullying. However, it’s usually defined as behaviour that is: repeated, intended to hurt someone either physically or emotionally, often aimed at certain groups, for example because of race, religion, gender or sexual orientation.”*

*It takes many forms and can include: physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger).”*

In the spirit of this definition, bullying can occur in a number of ways:

- **PHYSICAL** - Repetition of incidents in which a child can be physically punched, kicked hit, spat at etc.
- **VERBAL** - Repetitive verbal abuse which can take the form of name calling, teasing and taunting. It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc.
- **EXCLUSION** - Repeated incidents of a child being excluded from discussions/activities/games, with those they believe to be their friends.
- **DAMAGE TO PROPERTY OR THEFT** - Children may have their property damaged, stolen or hidden. Physical threats may be used by the bully in order that the pupil hands over property to them.
- **INTIMIDATION** - Repeated threatening or rude gesturing and/or intimidation.
- **CYBER-BULLYING** – Repeated or unkind messages/chat through social network sites, emails or texts.

## **4 Policy Implementation**

### **4.1 Proactive approaches**

We aim to ensure that all children at Woodcroft:

- Know that bullying is wrong.
- Understand the Government's definition of bullying.
- Understand that bullying has negative effects on the victim, the perpetrator and families.
- Are encouraged to tell adults at school and home if they are in any way hurt, either physically or emotionally, or feel the threat of physical or emotional harm.
- Have the opportunity to talk to staff.
- Are carefully monitored at all times, to help reduce the fear of real or perceived threat where this may exist.
- Receive regular learning opportunities with an anti-bullying theme.

We also aim to:

- Maintain high levels of adult support on the playground
- Ensure there is up-to-date staff awareness training
- Have discussions with children on aspects of bullying and the appropriate way to behave towards each other
- Provide equipment and clubs to occupy children at lunchtime and playtimes
- Recognition and rewarding of positive behaviour
- Help children to develop positive strategies and assertion
- Help children to modify anti-social behaviour.

### **4.2 Reactive approaches (victims)**

We aim to ensure that we:

- Deal with the needs of the victim immediately a confirmed case of bullying, or perceived bullying comes to light.
- Inform and discuss the bullying, or perceived bullying, with the victim's family.
- Ensure the victim is given the opportunity to explain the situation in their own words.
- Reassure the victim that they have done nothing wrong.
- Praise the victim for sharing their feelings.
- Provide the victim with access to adults in the school at all times in the case of further threat or perceived threat.
- Reassure the victim and the victim's family that their issue is being taken seriously.
- regularly check the well-being of the victim.
- Monitor both the victim, reducing contact with or proximity to the perpetrator as applicable, until such a time as the threat, or perceived threat, no longer exists.
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### **4.3 Reactive approaches (perpetrators)**

We must ensure that we:

- Listen to the perpetrators side of events.
- Inform the family of the perpetrator.
- Put appropriate measures in place to ensure the perpetrator has reduced contact and proximity to the victim.
- Work with the perpetrator to support them in modifying their behaviour.
- Monitor the perpetrator at all times until the threat or perceived threat, no longer exists.
- Use sanctions which are progressive, linked to the school Behaviour Policy.

## **5 Who is responsible for this policy?**

The Head of School is the member of staff responsible for ensuring that the Behaviour Policy is used consistently and effectively.

It is the role of this person to:

- Monitor the implementation of the policy
- Make recommendations for further improvement

Class teachers, teaching assistants and lunchtime supervisors are responsible for the implementation of the policy on a day-to-day basis in the classroom, on the playground, around the school and when on school trips.

## **6 Policy Review**

This policy will be reviewed annually by the Senior Leadership Team, or individual with responsibility for behaviour management. Any updates and/or amendments to the policy will be ratified by the Senior Leadership Team, the teaching staff and the appropriate sub-committee of the Governing Body.