

FOX WOOD SCHOOL



ANTI-BULLYING GUIDANCE

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Review Date: January 2021

PHILOSOPHY

The Education Reform Act 1988 defines the purposes of the school curriculum as

‘Promoting the spiritual, moral, cultural, mental and physical development of pupils and preparing them for the opportunities, responsibilities and experiences of adult life’

Schools exist to teach values as well as knowledge and skills. This part of the curriculum is experienced through specific activities such as assembly, RE, Citizenship, School Council and PSHEE lessons. As well as additional anti bullying assemblies and activities during anti bully week. It is promoted through the rules which the school lives and operates by, and the behaviour of staff and pupils towards one another.

Bullying is an issue for all schools. Negative and damaging press reports have raised the awareness of parents and staff about the far reaching and damaging consequences of some pupil behaviours, and public pressure for accountability of school towards their attitude to bullying.

It is recommended that staff should:

- Be alert to signs of bullying and racial harassment
- Deal firmly with such behaviour
- Take action based upon clear rules which are backed by appropriate sanctions and systems to support the victims

AIMS

The aims of this guidance are to:

- Ensure that all staff share an understanding of what is defined as ‘bullying’.
- Counter the view that bullying is an inevitable part of school life, thus challenging staff and pupils’ attitudes towards aggressive behaviour, and encouraging them to examine their relationships with each other.
- Move beyond a crisis management approach, which is reactive to critical situations. Being pro-active enables progression towards a preventive ethos.
- Open up discussion at all levels. In this way bullying is no longer a secret activity affecting only a few.
- Involve more people in the identification and condemnation of bullying.
- Follow an agreed set of procedures when enquiring into a case of bullying.
- Create a supportive climate.
- Provide a safe, secure learning environment for all pupils. This basic entitlement is the right of every pupil attending Fox Wood.

WHAT IS BULLYING?

There is no legal definition of bullying. (Gov.uk Bullying at School 2020)
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)

It is the wilful, conscious desire to hurt, frighten or threaten someone else. One essential prerequisite is the perception, by the bully or by others, of an imbalance of social or physical power. It does not just affect the bully and the person being bullied. It sours the atmosphere of a class and the climate of a school. Bullies do not conform to stereotypes. If allowed to go undeterred, bullying can have a corrosive effect upon pupil well-being. It may put at risk the education of the majority of pupils who are in school to learn and to contribute happily to the community.

It is widely regarded as essential that the developments of positive strategies to counter bullying are embedded in a whole school philosophy of trust and respect for the individual. Bullying creates an obvious conflict between values which the school claims to teach, but which are not practically and visibly occurring.

Children with autism can present challenging behaviour. This can be displayed to a range of people around them, including peers. There may be many different reasons for such behaviour including illness, anxiety and frustration. Some children with autism may mimic physical acts they see from others or may view on television, but may not understand that such behaviour is unacceptable. Here, they are simply acting out what they have seen others doing.

Children with autism can often seek reactions from others. Pupils at Fox Wood School may do this in a number of ways; they make noises, move items or hit/kick out. In such situations the child with autism who is seeking a reaction will not necessarily have the perception of an imbalance of social or physical power over their peer. School would not see this as bullying, but that the child with autism is trying to gain a desired reaction, and this would be addressed in appropriate way and included in the pupil's individual behaviour plan.

For the pupils being bullied

Victims may regard themselves as inadequate and friendless, becoming withdrawn and less communicative, and be physically marked. Clearly, the emotional health of victims receives a massive blow, and recovery is dependant both upon the strength of individual personality and the support offered from people around them. Staff must respond immediately and appropriately to the physical and emotional needs of the victim, document the incident (see appendix 1) and take immediate action to deal with the situation.

- **Bullying indicators**

Pupils and staff are more likely to report incidents of bullying if there is active and clear anti bullying guidance. When they do so, it is appropriate to tell parents/carers of the problem. This will be easier to do within the context of written guidance; within which they may have been alerted to some of the signs to look out for. The following behaviours may indicate a problem.

Observable within school by staff:

- Deterioration of work or behaviour
- Isolation or withdrawal
- Seeking adult company in an unusual way
- Lingering at playtimes and lunch break
- Minor ailments which may require the pupil to stay inside

These may be difficult to detect with some pupils such as those at Fox Wood, but staff need to be vigilant at all times. We need to stress that it is the bullying behaviour that is unacceptable, not the individual. A Safeguarding Policy for pupils is in place so they can be aware of what is not acceptable and who to tell about it (see Appendix 3)

TEACHING AND LEARNING STYLES

The greatest influence on pupil to pupil relationships is that given by example. Be aware of the role model that all staff offer to pupils and follow the advice detailed below:

- Watch for early signs of distress in pupils
- Intervene early, avoid waiting to see what develops
- Listen and watch carefully, record all incidents
- Offer pupils immediate support. Convey by attitude and demeanour that you regard this as important and implement school procedures.
- Make clear to all concerned the unacceptable nature of the behaviour, and make clear the consequences.
- Monitor all areas at break and lunchtime.

A collaborative 'whole school' approach is sought, whereby the outcomes of bullying behaviours and attitudes are made clear to all, and where 'telling' is seen as sensible and appropriate. All staff should be made aware of any possible situations where bullying may occur e.g. at playtimes

Pupils and parents need to have confidence in this system. They need to know that it will work fairly and consistently in their interests if they are to use it. The 'I Matter Code' is visible in all classes and summarises our pupil's expectations of their time in school (see Appendix 3).

PROVISION FOR FOUNDATION STAGE PUPILS

Pupils in the Foundation Stage are encouraged to play appropriately with toys and with their peers if possible. The pupils require adults to model specific appropriate behaviour.

CROSS-CURRICULAR LINKS

There are many opportunities within the subject curriculum to address bullying in a positive environment. English and PSHEE, communication, cognition for example, offer contexts to discuss role play or problem-solve difficulties that arise in relationships. Assemblies are also used to discuss relationships. In the school's PSHEE curriculum, 'Relationships' and 'Respect for others' are topics that are studied by the pupils.

The main aim is to encourage an atmosphere where bullying is not tolerated. We aim to achieve through open discussion and involvement of pupils in an awareness of developing emotions and the expression of feelings, of conflicts and how to resolve them.

Staff on playground duty should supervise and observe the nature of pupils' play.

DIFFERENTIATION

Individual teachers planning will take into account the ages and abilities of the pupils in the class, and the nature of the bullying that has taken place (if any). That is to say, the teacher needs to be responsive to the situation.

EQUAL OPPORTUNITIES

Pupils with disabilities may be a target of bullying, because they are seen as different. The pupils may not only have to cope with their disability, but also with taunts and unkind acts from peers within and outside of the school environment. This has a great impact on their self confidence. A teacher who is aware of this problem can take steps to ensure it does not arise in the classroom.

At Fox Wood we also consider that sexual harassment is a form of bullying. (see safeguarding policy for further information)

ASSESSMENT, RECORDING AND REPORTING

Recording of such incidents will be made using the school proforma (See Appendix 1), and relevant details can be relayed to other staff in the daily bulletin meetings and/or staff meetings. Immediate action will be taken towards those pupils who bully others and those who have been bullied. If you're reporting cyberbullying, keep a record of the date and time of the calls, emails or texts - don't delete any messages received.

Records of incidents are kept in a file at Reception and are kept in accordance with the Retention Schedule, in this case indefinitely. These records will be monitored by the Senior Leadership Team to see if there is a 'pattern' (i.e. bullying occurring in a certain location, at a certain time, involving a certain person etc.)

Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

MONITORING AND EVALUATION

This guidance and its effectiveness is monitored by the Senior Leadership Team.

Roles and Responsibilities:

Governors will ensure that:

- They are aware of this guidance and the proactive ways in which Fox Wood look to create a positive ethos and culture
- Guidance related to exclusions from school is implemented
- They monitor the effectiveness of this guidance

The Headteacher will ensure that:

- This guidance is implemented
- Governors are kept appropriately updated, including ensuring that any reports of bullying are shared with them, together with the action taken
- Opportunities are taken to acknowledge achievements and to foster a sense of community
- The Local Authority (LA) guidance on exclusions is followed
- Parents are aware of the school ethos and expectations relating to bullying
- Illegal forms of bullying are reported to the police

Staff will ensure that:

- They implement this guidance
- Rewards will be accessible to all children
- Examples of children's work and achievements, academic or otherwise, are recognised

HOME-SCHOOL LIAISON

Parents are made aware in writing and on the website that the school has an anti-bullying ethos and can request a copy of this written guidance from school. The school also has an "I matter code" which is included in the prospectus and on the website- (see Appendix 2)

Parents of victims and bullies will be informed via letter or telephone and will be kept informed of any action taken by school. Parents should be fully involved in any consequential behaviour programme, and should be encouraged to help school discourage further incidents from taking place. Parents will also be encouraged to discuss the incident with the child in the setting of home if this is appropriate.

Consequences of bullying are made as clear as possible to pupils, and to their parents/carers. Parents should be informed and invited to comment, and their responses kept on file.

ADVICE TO PARENTS

If you suspect your child is being bullied;

- Contact school to speak to the child's teacher
- Try to ascertain where and when the incident(s) took place
- Do not encourage the child to retaliate. It makes matters worse.

KINDNESS CHAMPIONS

At Fox Wood school our focus is 'Kindness'. We aim to help the pupils understand the importance of being kind and helpful and emphasise the positive expectations around Anti-Bullying to ensure the message is meaningful and kindness is celebrated. Information regarding 'Anti- Bullying' is shared with pupils through assemblies, Anti-Bullying weeks and cross curricular activities regarding bullying, and has been adapted for the pupils' level of understanding and to have a clear aim and meaning to all pupils.

Kindness champions are nominated and appointed by their peer groups and they are our pupil role models throughout the school. These pupils are selected two from each key stage to demonstrate what it is to be a 'good friend'. The kindness team work together to support their peers to be kind, caring and helpful. Kindness awards are presented weekly at the celebration assemblies by the 'Kindness Champions'.

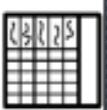
RECORD OF BULLYING INCIDENTS

Date:
Person being bullied:
Person(s) responsible:
Details of event: (time, location, who was involved, what happened)
Name of witness writing this account:
Any other witnesses?
Class Teacher informed?
Parent informed?
Follow up?

I Matter Code



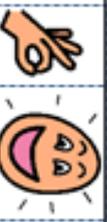
Help me to stay safe



Always let me know what is going to happen next



Allow me to make choices and decisions for myself



Tell me what I'm good at as this builds my confidence



Always listen to what I have to say



Always treat me with respect and dignity



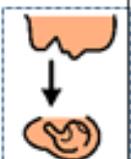
Try to understand me, sometimes I can't understand my feelings



Always talk to me, not about me



Give me time to respond and interact the best way I can



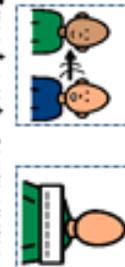
Share high expectations of me and for me



I need to know how to achieve my next steps



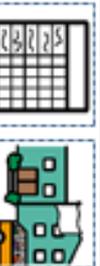
Rewarding my achievements motivates me



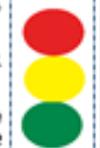
I need you to say my name before you talk to me



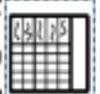
I need you to recognise my anxieties



I need to have the same structure and approach to learning in every classroom that I'm in



Sometimes I find it hard finishing. Traffic lights, work stations, individual timetables and touch cues may help me to do this successfully



Appendix 2

FOX WOOD SCHOOL

Safeguarding Policy for Pupils



What is this?

Our school has a Safeguarding Policy for Staff, Parents and Governors. This policy is written for pupils

What is it for?

To help you decide what could be a 'problem' and where to get help and support.

Safeguarding at Fox Wood



Visitors to Fox Wood

At Fox Wood we have excellent security as **ALL** visitors who are adults sign into the school at the office.

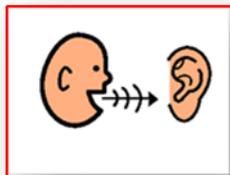
ALL adults wear a badge that is given to them by the office staff when they enter the building. This badge will say 'Supply teacher', 'Governor', 'Parent', 'Volunteer' etc

If an adult does not have a DBS certificate, they must have an adult who works at school with them at all times. An Enhanced DBS is a certificate to say they have been checked by the law that they have no criminal records and are safe to work with or around children and young people.

It is also important to be in the right place at the right time to ensure an adult knows where you are and therefore knows you are safe.

At Fox Wood we want to keep everyone safe in school. Unfortunately, there may be a time where you find yourself in a situation that makes you feel uncomfortable. This can be for many reasons however big or small, in school or out of school. If you are worried or concerned about anything at all whilst you are in school, you can go to a grown up you trust. This policy tells you who you can go to.

We want all our pupils to feel happy and safe at all times and by sharing your thoughts and feelings, however big or small, will help to make that happen.



Is someone bullying you?

You must tell someone at school so we can help you.

Examples of people you can tell are:

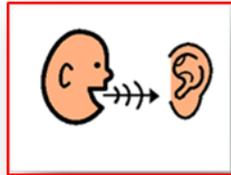
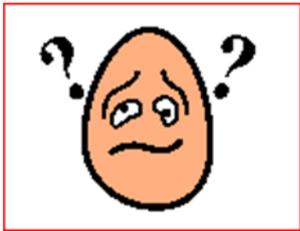
- ❖ Lucinda



- ❖ Lianne



- ❖ Staff in school
- ❖ Mum, Dad or carer
- ❖ Your Mid-day Assistant

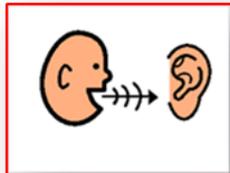


Saying odd or strange things to you

Has someone said something to you that upsets you or have you heard something that you do not like?

Examples of people you can tell are:

- ❖ Staff in school
- ❖ Lucinda
- ❖ Lianne
- ❖ Your Mum, Dad or carer
- ❖ Your Mid-day Assistant



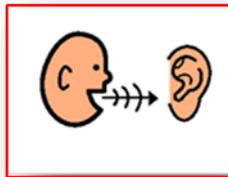
Touching you

Has someone touched you and made you feel uncomfortable or has someone touched you somewhere where they shouldn't?

You must tell someone so we can help you.

Examples of people you can tell are:

- ❖ Staff in school
- ❖ Lucinda
- ❖ Lianne
- ❖ Your Mum, Dad or carer
- ❖ Your Mid-day Assistant



Trying to give you tablets, cigarettes, drugs or alcohol

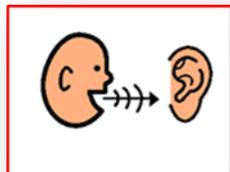
Has someone asked you if you want a tablet or to smoke a cigarette, or have a drink of something and you do not know what it is?

Do not eat, drink or smoke what they are trying to give to you.

You must tell someone so we can help you.

Examples of people you can tell are:

- ❖ Staff in school
- ❖ Lucinda
- ❖ Lianne
- ❖ Mum, Dad or carer
- ❖ Your Mid-day Assistant



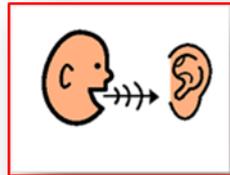
Hitting, punching, smacking or hurting you

Has someone hit, punched or smacked you or hurt you in any way?

You must tell someone so we can help you.

Examples of people you can tell are:

- ❖ Staff in school
- ❖ Lucinda
- ❖ Lianne
- ❖ Your Mum ,Dad or carer
- ❖ Your Mid-day Assistant



E-safety

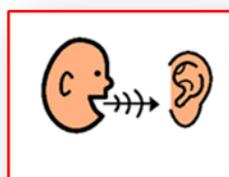
Has anyone sent you unkind messages or threatened you on your phone, i-pad or other electronic device?

Have you seen anything that has upset or worried you?

Has someone online asked you to do anything that made you feel uncomfortable?

Examples of people you can tell are:

- ❖ Staff who work in your class
- ❖ Lucinda
- ❖ Lianne
- ❖ Mum, Dad or carer
- ❖ Your Mid-day Assistant
- ❖ Caroline



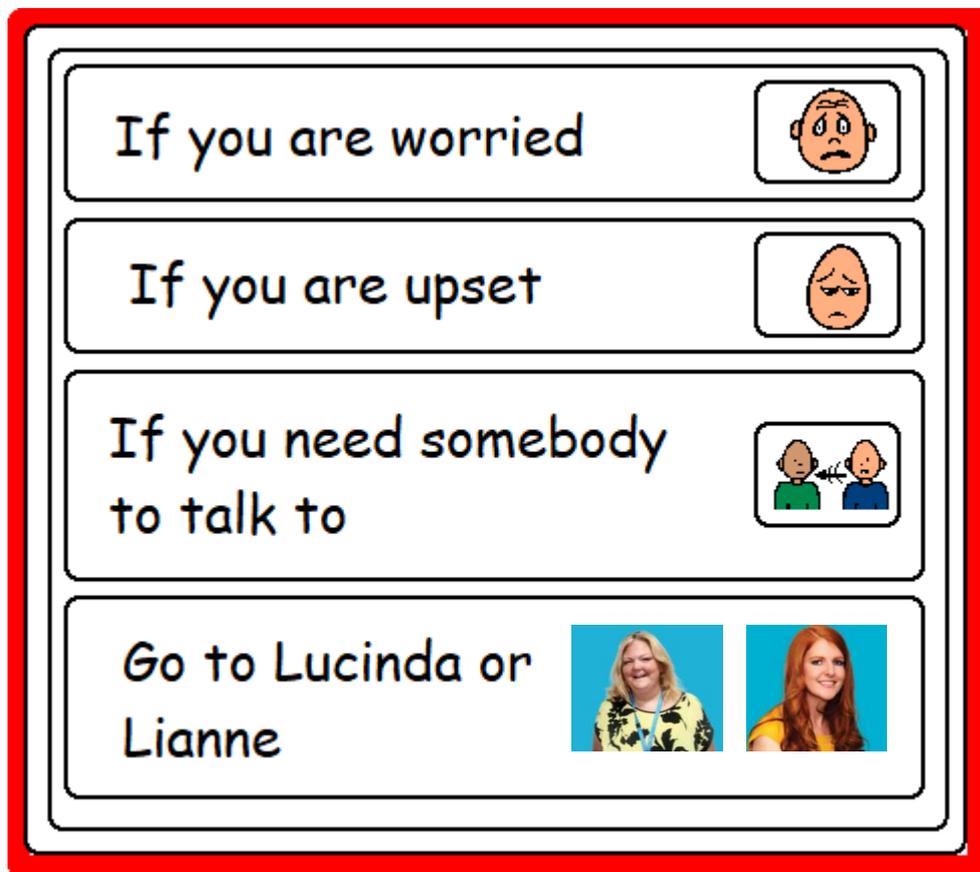
Talk To Someone!

Do not keep it a secret!

Remember – you have the right to feel safe and happy.

Don't keep sad feelings to yourself – tell someone!

We have signs around the school showing you who to go to if you are worried



Governor



Contractor



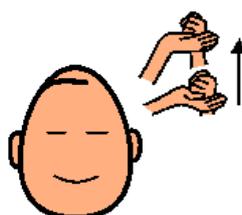
Supply Teacher



Visitor



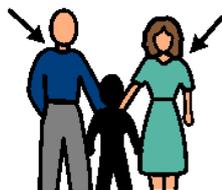
Volunteer



Student



Parent



Parent

