



## Anti-bullying Policy

### Policy Monitoring, Evaluation and Review

This policy is effective for Willowbrook Mead Primary Academy

<b>Version:</b>	1.2
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### Revision History:

Version	Date	Author	Summary of Changes:
1.0	26/09/19	HS	Logo and Academy name amended
1.1	28/9/21	HS	Policy reviewed, no changes
1.2	4/10/22	AW	Reference of equality act (2010)
1.3	30/9/23	AW	Policy reviewed, no changes
1.4	28.1.25	JH	Policy reviewed, signs of bullying added



At Willowbrook Primary Academy we are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does happen, all pupils should be able to tell someone and know that incidents will be dealt with quickly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. No one deserves to be a victim of bullying and should be treated with respect. We believe that all children have the right to come to school without fear of being bullied. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. We have a responsibility to respond quickly and effectively to issues of bullying.

### WHAT IS BULLYING?

Bullying is repeated behaviour by an individual or group with the intention of hurting another person.

We teach children the definition with **STOP**: **S**everal **S**tart  
**T**imes **T**elling  
**O**n **O**ther  
**P**urpose **P**eople

Bullying can be:

<b>EMOTIONAL</b> threatening	Being unfriendly, excluding, teasing (e.g. hiding or throwing equipment) or
<b>PHYSICAL</b>	Pushing, kicking, hitting, punching or any use of violence
<b>RACIST</b>	Racial taunts, graffiti, gestures
<b>SEXUAL</b>	Unwanted physical contact
<b>HOMOPHOBIC</b>	Name-calling or insults
<b>VERBAL</b>	Name-calling, sarcasm, spreading rumours, teasing
<b>CYBER-BULLYING</b>	Text messages, email, social networking, apps and video games

### OBJECTIVES OF THIS POLICY

- All academy councillors and teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported.
- All academy councillors, teachers and non-teaching staff, pupils and parents have an understanding of what bullying is.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated.

## Equality Act 2010

At Willowbrook Mead Primary Academy, we regularly discuss and support all aspects of the Equality Act (2010). Discussions take place both through assemblies and our curriculum, at an age-appropriate level, to help our children build a growing awareness of the principles and impact of the Equality Act (2010).

Children are encouraged to recognise how our similarities and differences unite us and enrich the local, national, and global communities that we belong to.



## Signs of Bullying

A child may show that he or she is being bullied. These signs and behaviours could indicate other problems, for example being new to the academy. Bullying should however, be considered and investigated.

Adults should be aware of these and should investigate further if a child:

- Is frightened of walking to or from school
- Doesn't want to attend school or feels ill in the mornings.
- Becomes very quiet, withdrawn or lacking in confidence.
- Has lost/damaged belongings
- Physical injuries and unexplained bruises or marks
- Missing school



- Academic achievement dropping
- Feeling nervous, lack of confidence, withdrawing
- Asking for or stealing things (to give to the bully)
- Eating/ sleeping changes or problems
- Begin to bully others e.g. younger sibling

### **Strategies:**

#### **A culture of telling**

Every child has the opportunity to raise any issues in classrooms through the peg line system. All children's concerns will be addressed before the end of a school day. Children also undertake weekly Jigsaw (PSHCE) and circle time activities where class issues can be discussed and addressed. All complaints of bullying will be taken seriously, and an investigation will take place, first by the class teacher and then, if appropriate, by the phase leader.

#### **Peer support systems**

There are playground buddies in the junior playground, and lunchtimes helpers in the infant playground at lunch. If they see concerning behaviour they are encouraged to approach an adult with their concerns. These will be taken seriously and followed up.

#### **Groups and clubs**

At the start of the school day, we offer a nurture breakfast for children who are feeling upset on their arrival at school. This is a quiet and calm space where children can talk to key staff about anything that is concerning them. Break time colouring club is ran on a daily basis for children who are feeling vulnerable and would rather not be outside on the playground. In addition to this, there are also lunchtime clubs available for the same reason. This includes a drop in lunch club. These clubs are open to all children who feel they need to talk to an adult or participate in small group activities with adult support. Additional sports clubs are also available to help encourage friendships and teamwork.

Intervention groups tackle any friendship issues or bullying incidents. Our inclusion base leader runs groups specifically planned to tackle bullying incidents, discuss concerns and promote positive relationships. Our behaviour mentor also leads groups which aim to help support children to deal with problems appropriately and manage their emotions. Our family support worker is available for children to talk through any concerns.

#### **Reporting and monitoring**

If a bullying issue is reported, class teachers will complete an initial investigation into the situation. This will be followed up by the phase leader if it has happened STOP (several times on purpose). If the incident reported is the first time, teachers will make a record of this in case it arises again. Phase leaders adopt many strategies of how they deal with bullying and this will be specific to the case. Parents of both the child accused of bullying and the victim are informed.

#### **Anti-bullying week**

We support the national Anti-Bullying Week initiative that aims to raise awareness of actions that can be taken against bullying throughout the year. Every child takes part in a range of anti-bullying based activities in their class. Assemblies are run during this time and throughout the year to maintain awareness of the issue.



### **Curriculum**

Our Jigsaw and PSHCE scheme includes sessions that tackle ways of dealing with bullying or what to do if you have witnessed an incident of bullying. Staff are aware of the sensitive nature of these sessions and establish an approachability that allows children opportunities to talk outside a whole class setting if appropriate or necessary.

### **Character Education**

We are a school that promotes character, including the character traits that actively promotes friendship and unity. We explicitly teach and promote teamwork, cooperation and tolerance.

### **Support**

- We always put the safety of children first
- Children know who they can report bullying to
- Investigate any allegation of bullying, talking to all children involved separately
- Provide support to the child being bullied – a 'buddy' and monitor the situation. All staff will be informed.
- Playground buddies
- Lunchtime clubs
- Key adult allocated
- Support given to children by behaviour mentor or inclusion base leader
- Regular reviews through weekly Team Around the Child or RB2L meetings

There will be a record kept of any incidents that occur. Parents of children involved in any incidents will be informed. All staff will respond to pupil or parental concerns seriously and support the agreed procedures.

If you are dissatisfied with the resolution of a particular incident, then please contact a member of the senior leadership team.