



Willowbrook Primary school

Anti-Bullying Policy

Ratified:

Review due:

The following terms are used in this policy. Below are their explanations:

- **Cyberbullying**
Cyberbullying is when someone uses technology, such as social media or text messages, to hurt or intimidate another person. It can include mean messages, spreading rumours, or embarrassing posts. Parents should watch for signs like mood changes or reluctance to use devices.
- **Bystanders**
Bystanders are people who witness bullying but don't get involved. In cyberbullying, they see the bullying happen online but don't intervene. This includes when they like a post. Parents can encourage kids to speak up or report bullying when they see it.
- **Dysregulated Behaviour**
Dysregulated behaviour is when a child struggles to control their emotions, leading to extreme reactions like anger or frustration. It may signal emotional challenges. Parents can help by supporting healthy coping strategies and seeking professional help if needed.

Values and Beliefs

At Willowbrook Primary School, we are committed to a policy of inclusion, equality and justice. We strive to provide a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure environment. We believe that bullying of any kind is totally unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. All children and young people have the right to be protected from physical, emotional and mental violence. Children also have the right to learn, live, travel and play in a safe environment where they can thrive and achieve their full potential. If bullying does occur, then pupils should tell an adult immediately and know that incidents will be dealt with promptly and effectively in accordance with our school antibullying policy. **We are a TELLING school.** This means that anyone who knows that bullying is happening is expected to tell the staff.

Aims of this policy

We are committed to:

- respecting every child's need for and rights to, an environment where safety, security, praise, recognition and opportunity for taking responsibility are available.
- respecting every individual's feelings and views.
- recognising that everyone is important and that our differences make each of us special.
- showing appreciation of others by acknowledging individual qualities, contributions and progress.
- ensuring safety by having rules and practices carefully explained and displayed for all to see.
- working together to stop bullying – the school staff member, the parent/carer, the child.
- the early identification of bullying and prompt, collective action to deal with it.

Bullying

Bullying is defined as:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power” [Kidscape 2016].

Bullying is not:

- teasing and banter between friends without intention to cause hurt.
- falling out between friends after a quarrel or disagreement.
- behaviour that all parties have consented to and enjoy (though coercion can be very subtle).

Unacceptable behaviours that can turn into bullying if persistent include:

- physical pushing, kicking, hitting, pinching etc.
- name calling, sarcasm, spreading rumours, teasing and emotional torment through ridicule, humiliation and the continual ignoring (or excluding) of individuals.
- racial taunts, graffiti, gestures. (DPI form to be completed– see appendix A)
- sexual comments and/or suggestions, including homophobic, racist language or suggestion.
- ‘cyber bullying’ via electronic communication.
- unwanted physical contact.

Children from ethnic minorities, disabled children or those with learning difficulties are more vulnerable to this form of abuse.

Prevention and proactive strategies

Research indicates that bullying is a social phenomenon that depends on the inaction of bystanders. Consequently, proactive initiatives involving the entire school community and every child can help reduce bullying incidents while increasing the chances of victims receiving support and incidents being reported.

Assemblies/raising awareness

Dedicating assembly and curriculum time, or organizing special days to raise awareness about bullying or focus on values and skills that help prevent it, is highly beneficial for the entire school community. These sessions provide an opportunity to reinforce codes of conduct and policies, celebrate achievements, and highlight the importance of cooperation and inclusion

Prevention

We will take proactive steps to support children in preventing bullying. Depending on the situation, these strategies may include:

- Ensuring vigilance by all adults and children within the school.
- Adults modelling positive relationships and demonstrating good manners.
- Collaboratively establishing school or class expectations to create a supportive and inclusive environment
- Creating and signing a behaviour contract.
- Utilising the PSHCE unit “Keeping Safe”
- Encouraging creative activities such as writing stories or poems and drawing pictures about bullying.
- Exploring literature on bullying through class or assembly readings.
- Facilitating discussions about the impact of bullying and why addressing it is crucial.
- Inviting external organisations to deliver workshops or talks on bullying.
- School core values of Independence, Happiness, Teamwork, Respect, Caring and Honesty are promoted and celebrated.

Improving the school grounds

We actively monitor for bullying behaviour, identifying any "hot spots" or peak times for anti-social activity. When such patterns emerge, we take steps to improve the school grounds, foster a sense of ownership over the environment, and provide more engaging and varied activities to reduce the likelihood of bullying.

Our outdoor environment is designed to support inclusion by offering a variety of activities, opportunities and spaces for games and discussions. A diverse range of equipment ensures that every child can find an area of interest, fostering a sense of belonging.

The school's Friendship Bench provides a safe and welcoming space where pupils can connect, seek support and build positive relationships with their peers.

Outdoor activities play a key role in encouraging interaction and developing social skills. These activities are facilitated by trained Inclusion Ambassadors, play leaders and adults to ensure positive engagement.

The school grounds serve as an essential space where children learn to interact, build relationships and navigate the risks associated with physical play in a safe and supportive environment.

Playtimes

Midday supervisors have an important role in supporting anti-bullying in our school. They are actively involved in decision-making and the implementation of the anti-bullying policy. They have appropriate training in encouraging positive behaviour and cooperative play, as well as in how to appropriately respond to incidents of bullying

Support to the child

- Children are assured that all staff are available to listen to and support them. Staff follow Child Protection guidance to handle reports, disclosures, and observed concerns appropriately.
- Helpline numbers are readily accessible to children.
- Children are informed about what information is being recorded, the context in which it is recorded, and the reasons for doing so.
- Children are encouraged to speak openly about bullying or any other issues affecting them. Efforts are made to remove barriers that might prevent them from approaching adults.
- Anyone reporting bullying—whether the victim, bystander or the individual exhibiting bullying behaviour—will be listened to carefully and supported.
- All reported bullying incidents are investigated impartially, ensuring all parties involved are heard with care and fairness.
- Children being bullied will be supported and assistance given to uphold their right to play and live in a safe environment that allows their healthy development.
- Those who bully will be supported and encouraged to stop bullying through the Support Group Approach (see below).

Procedures

- **Report incidents:** Any incidents should be reported to the class teacher. (A PDI form is completed internally – See appendix 2)
- **Initial discussion:** All incidents will be reviewed with the affected child to assess the most suitable course of action moving forward.
- **Record and escalate:** In cases of bullying, staff will record the incidents and/or escalate them to the Headteacher, who is also the Designated Safeguarding Lead.
- **Parental involvement:** To address these concerns, parents will be notified that we will be implementing a Support Group Approach, providing an opportunity to come together, share experiences and receive guidance.
- **Support Group Approach:** The Support Group Approach—a ‘no blame’ strategy—will be implemented and monitored. As part of this approach, the parents of the children involved will not initially be informed.
- **Parental involvement:** If the Support Group Approach is unsuccessful, the parents of the child exhibiting bullying behaviour will be involved in determining future actions. This will include developing a collaborative plan, which may involve referrals to external agencies. The primary focus will remain on keeping the targeted child safe, with close monitoring of the child who is bullying.
- **Exclusion procedures:** If necessary and deemed appropriate, exclusion procedures will be implemented.

The Support Group Approach

The Support Group Approach, also known as the Shared Group Response, was developed by George Robinson and has been widely adapted by anti-bullying organisations. In a school setting, this approach empowers children to reflect on their behaviour and make positive changes with minimal input from a facilitator, typically a teacher or trained adult. Facilitators receive training and support in this method and are committed to maintaining an objective role throughout the process.

For the approach to be implemented, the target of the bullying must agree that it is the right course of action for them. If a child does not agree, it is understood that they are choosing to accept the current situation rather than seek change. In cases where a child prioritises remaining in an unsafe situation over resolving the problem, this may indicate deeper emotional needs. In such circumstances, the school will work in collaboration with the SENCO and the child’s parents or carers to secure additional external support tailored to their needs.

Steps of the Support Group Approach

Step One:

The facilitator meets with the child who has experienced bullying. They support the child in expressing their feelings, which can be done through drawing, poetry, or talking, depending on what the child finds most comfortable.

Step Two:

The facilitator convenes a group of approximately eight children, including the identified perpetrators, bystanders, and peers who are positive role models. The target child is not included in this group.

Step Three:

The facilitator explains to the group how the target child feels, using the child's own words or expressions. No accusations are made, ensuring the focus remains on understanding and empathy rather than blame.

Step Four:

Each member of the group is invited to suggest ways they can help the target child feel happier. Suggestions are accepted without prompts, allowing the group to take ownership of their ideas.

Step Five:

Responsibility for resolving the issue is handed over to the group. The facilitator works with them to agree on specific actions, which are documented on a "Record of Action Taken" form [refer to Appendix 1]. A follow-up meeting with the group is scheduled, typically within a week, or earlier if agreed upon.

Step Six:

The facilitator follows up with separate meetings for the group and the target child to review progress and celebrate successes. If the target child still perceives an issue, additional meetings may be arranged to continue addressing their concerns.

The key to the success of this approach is the dynamics of the chosen group and the monitoring of the situation. This approach ensures the safety of all concerned by allocating no accusation or blame to anyone but allowing everyone to take responsibility for improving the situation.

The advantages of this approach are that it empowers children to take responsibility for changing the behaviour of the group.

Research shows a high success rate in stopping bullying behaviour in the early stages.

Monitoring

This policy will be monitored by the Safeguarding Lead Governor (SLG) and reported to the Board of Governors. Incidents of alleged bullying will be discussed confidentially with the SLG, the policy and practice will be reviewed at least annually and modified at least annually and as required.

Useful contacts

Childline - 0800 1111 www.childline.org.uk

NSPCC Helpline - 0808 800 5000

Kidscape - 020 7823 5430 www.kidscape.org.uk/advice

DfE advice and guidance

- The Children's Act 1989; 2004
- Section 89, Education and Inspections Act 2006
- The Equality Act 2010: Equality duty 2011
- Preventing and tackling bullying: Advice for head teachers, staff and governing bodies 2014
- OFSTED Schools Inspection Guidance 2015
- The Communications Act 2003

Monitoring interviews with targeted pupil

Date:	Monitored by:	Further action taken:
Feelings:		
Impact:		
Date:	Monitored by:	Further action taken:
Feelings:		
Impact:		
Date:	Monitored by:	Further action taken:
Feelings:		
Impact:		
Date:	Monitored by:	Further action taken:
Feelings:		
Impact:		
Date:	Monitored by:	Further action taken:
Feelings:		
Impact:		
Date:	Monitored by:	Further action taken:
Feelings:		
Impact:		
Date:	Monitored by:	Further action taken:
Feelings:		
Impact:		

Targeted pupil's reported feeling of safety after Support Group intervention:



10 9 8 7 6 5 4 3 2 1



10 being 'very safe' and 1 being 'very unsafe'

Appendix A

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FORM PDI 1

PREJUDICE DRIVEN INCIDENT INTERNAL REFERRAL FORM (internal school use only)

Used to notify headteacher/named member of Leadership team as soon as possible after incident has taken place.

Each incident to be referred separately.

Incident ref. no.

Nature of alleged incident and those involved

Nature of alleged incident Tick (✓) appropriate box(es) below.

RACISM	RELIGION or BELIEF related	HOMOPHOBIA	SEXIST/SEXISM	SEN/DISABILITY related
AGE	If 'Other', state nature of prejudice			

Name(s) of alleged target(s)/aggrieved person(s)
N.B. There may not be a specific person who is targeted

Name(s) of alleged perpetrator(s)

Alleged victim(s)	✓	M /F	Further information (e.g. year group of pupil)
Pupil			
Teaching staff			
Other staff			
Parent/carer			
Governor			
Visitor			
Other			

Alleged perpetrator(s)	✓	M /F	Further information (e.g. year group of pupil)
Pupil			
Teaching staff			
Other staff			
Parent/carer			
Governor			
Visitor			
Other			

Name(s) of possible witness(es)

Type of incident

Tick (✓) all boxes in table below that apply.
 See below for explanation of categories.

Possible		M	Further information
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Physical assault	
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witness(es)	✓	/F	(e.g. year group of pupil)
Pupil			
Teaching staff			
Other staff			
Parent			
Governor			
Visitor			
Other			

Physical harassment	
Graffiti	
Cyber bullying/harassment	
Written comments/drawings (not graffiti)	
Verbal abuse	
Abuse of/damage to personal property	
Non-co-operation/disrespect	
Other	

Types of incident

Physical assault includes a range of violent actions, from criminal attacks involving hitting, kicking and possibly the use of weapons, to pushing someone or tripping them up.

Physical harassment includes 'minor intimidation' which may be cumulative in effect, such as jostling in a queue or using offensive gestures. It also includes physical, non-verbal mimicry.

Graffiti includes offensive writing and/or drawings in places where they can be widely seen, such as on walls, on desks and in lavatories.

Cyber bullying/harassment includes offensive writing and/or images conveyed through electronic media, e.g. the internet, emails, mobile phones.

Written comments/drawings (not graffiti or cyber bullying/harassment) includes offensive writing and/or drawings in places where they cannot be widely seen, such as on pieces of paper, in exercise books or on mobile phones (text messaging).

Verbal abuse includes derogatory name-calling, insults and overtly racist 'jokes'; threats and incitement of others to behave in a racist way; and ridicule of a person's speech, background, religion and/or culture.

Abuse of/damage to personal property includes hiding a pupil's bag, spoiling or destroying a piece of work, deliberately breaking something, damaging clothing, etc.

Non-co-operation/disrespect may be deliberate, such as ignoring or ostracising a person; but acting disrespectfully may also be unwitting, resulting from a lack of awareness or knowledge on the part of the perpetrator. Whether intentional or not, any such incidents need to be taken seriously and referred, recorded and reported.

Other incidents includes anything that does not fit into any of the above categories.

Details of alleged incidents

Form PDI 1 (cont.)

Date/time of incident

Place where incident occurred

<p>What happened? <i>If there is insufficient space below, further papers may be attached to this form.</i></p>

<p>Action already taken. Please provide brief details, if known. <i>If there is insufficient space below, further papers may be attached to this form.</i></p>
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Person reporting incident

A third party may need to complete this form on behalf of the pupil/person reporting the incident.

Name of person completing form

Name of person reporting incident (if different)

How person reporting incident can be contacted (if not at school)

Person reporting incident	✓	Gender (M/F)	Further information (e.g. year group of pupil)
Pupil			
Teaching staff			
Other staff			
Parent			
Governor			
Visitor			
Other			

- Was the person reporting the alleged incident the target? Yes No
 - Did the person reporting the alleged incident witness the incident (i.e. 3rd party)? Yes No
 - Did the person reporting the incident hear about it from someone else? Yes No
- If 'Yes' to the last question, who informed the person? How did the person get to hear about it?

.....

- Has the person reporting the incident notified anyone else? Yes No
- If 'Yes' to the last question, to whom else has it been referred?

.....

Signed by person reporting incident Date

PREJUDICE DRIVEN INCIDENT INTERNAL RECORDING FORM (internal school use only)

Used to record actions taken by the school in response to allegations of prejudice driven incidents reported through Form PDI1.

Ref. no.

(Same as that on Form PDI 1)

Does the alleged incident constitute a safeguarding/ child protection issue? Yes No

If 'Yes', then the incident must not be investigated further by the school, in which case the rest of this form becomes irrelevant. Instead, the incident must be referred **immediately** to the person in the school who is responsible for safeguarding and the SET procedures followed. The incident will need to be logged as a prejudice driven incident if substantiated.

If 'No', then the rest of this form can be used to log actions taken in response to the alleged incident.

Further details of those allegedly involved	Name(s)	Ethnicity (must be entered where known)	Religion	Whether disabled	Whether pupil with SEN	Whether 'looked after' child
Target(s)/aggrieved person(s)						
Perpetrator(s)						

1. Investigation of alleged incident

1.1 How was the allegation investigated?

If there is insufficient space in the grid below, further papers may be attached to this form.

Date/time	Action	Outcome

1.2 Names of those involved who have been informed of the outcome of the investigation (e.g. the alleged target(s)/perpetrator(s); parents/carers; the person who reported the incident):

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1.3 As a result of the investigation, was the allegation substantiated? Yes No

If the allegation was substantiated, section 2. overleaf should be completed

2. Actions taken in response to substantiated incident FORM PDI 2

(cont.)

2.1 Record of actions taken.

If there is insufficient space in the grid below, further papers may be attached to this form.

Date/time	Action	Outcome

2.2 PDI 3 form sent

Yes No

2.3 Police informed (only necessary in incidents of a very serious nature)

Yes No

2.4 Parents/carers of target(s)/aggrieved person(s) informed

Yes No

2.5 Parents/carers of perpetrator(s) informed

Yes No

2.6 Parents/carers of witness(es) informed:

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FORM PDI 3

PREJUDICE DRIVEN INCIDENT REPORT FORM

To be used to report serious and/or persistent prejudice driven incidents to the Police/other agencies where appropriate.

Ref. no.

(School to enter ref. no., corresponding to that on Forms PDI 1 and PDI 2)

School reporting incident

Name of school Telephone number of school

Address of school

Name of school contact Position in school

Signed Dated

Details of incident

Nature of alleged incident Tick (✓) appropriate box(es) below.

RACISM	RELIGION or BELIEF related	HOMOPHOBIA	SEXIST/SEXISM	SEN/DISABILITY related
AGE	If 'Other', state nature of prejudice			

Date/time

Place

Have the Police been informed? Yes / No

Other agencies that have been informed:

Type of incident	✓
Physical assault	
Physical harassment	
Graffiti	
Cyber bullying/harassment	
Written comments/drawings (not graffiti)	
Verbal abuse	
Abuse of/damage to personal property	
Non-co-operation/disrespect	
Other	

Description of incident
No personal names are to be used, perpetrator(s) excepted

Action taken in response to incident
No personal names are to be used, perpetrator(s) excepted

