

YARDLEY WOOD COMMUNITY PRIMARY SCHOOL



Anti-Bullying Policy

Autumn 2025

To be reviewed autumn 2028

School Aims

At Yardley Wood we aim to provide the best possible opportunity for every child to fulfil his/her potential, both academically and as a responsible citizen.

It is our policy:

- To help each child to develop fully, according to his/her level of maturity and ability, and to cater for every child's particular needs
- To develop valuable skills and positive attitudes necessary to lead happy and fulfilled lives
- To provide a good grounding in speaking and listening, reading, writing and mathematics. To develop investigate skills, knowledge and understanding in science and technology, and to provide experiences and learning opportunities in all other subject areas, providing breadth and balance to the curriculum
- To build a happy school society based on mutual respect and a real sense of caring for one another. That every child experiences success and feels that he/she is a valued member of the school community
- To enable children to know the difference between right and wrong; to encourage in each a sense of responsibility and high standards of personal behaviour; to equip them to make a positive contribution to the community
- To encourage children to take a pride in their school and in the efforts and achievements of its members
- To help and support those children who have particular difficulties with their learning or behaviour, or who have special gifts or talents
- To provide children with a range of activities outside the classroom that will enrich, stimulate and foster a greater involvement in school life
- To keep parents well informed about school and their children's work; to involve parents in the life and work of the school; to enlist the support and co-operation of parents

Aim

Whilst the prime focus of Yardley Wood Community Primary School is to secure the best educational provision for the child, the school recognises that the safety, welfare and care of children are paramount. We are therefore committed to the highest standards in protecting and safeguarding the children entrusted to our care at all times.

We will ensure that arrangements are in place for:

- all reasonable measures to be taken to minimise the risks of harm to children's welfare;
- all appropriate actions to be taken to address concerns about the welfare of a child, or children, working to agreed local policies and procedures in full partnership with other local agencies;
- all persons working at this school to be made aware of this policy.

We recognise that some children may be the victims of bullying.

In order to protect our children, we aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to
- Recognise what bullying looks like
- Respond to cases of bullying
- Monitor and support children who have been the victims of bullying through increased pastoral care
- Monitor and support perpetrators of bullying through increased pastoral care
- Use the curriculum to raise children's awareness, build confidence and skills to address bullying early on
- Work closely with both victim and perpetrator's parent/carers to offer support and advice.

Yardley Wood Community Primary School will support all children by:

- Encouraging self-esteem and appropriate self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school.

We use the following working definition of bullying:

Bullying is a continuing situation that takes place over a period of time. "I am bullied if I am afraid of it happening again tomorrow." Random acts of aggression or unkindness do not constitute bullying,

Bullying can take a number of forms:

- Physical bullying – thumping, pinching, tapping, poking, kicking, punching, tugging etc. Anything that involves physical contact intended to cause discomfort.

- Verbal bullying – name calling, insults, comments about family, racist comments, a repeated sound or phrase, sexist comments or threats.
- Bullying by gesture – a look, a stare (e.g. crossing fingers in the sign of the cross, “injection”, tickling chin).
- Bullying by extortion – demanding sweets, money, toys etc.
- Bullying by exclusion – leaving out from a game, discussion, classroom or social activity.
- Online behaviours that include any of the above including and not exhaustive of: using others information or pictures without permission, pretending to be another pupil with ill intent or risking another’s safety by sharing inappropriate information or material.

A bully is defined as:

A person or group behaving in a way which might meet needs for excitement, status, material gain and does not recognise or meet the needs and rights of the other person/people harmed by the behaviour.

The definition of a victim stands as:

A person or group that is harmed by the behaviour of others and who does not have the resources, status, skill, ability to counteract or stop harmful behaviour.

Victims can be categorised as passive, provocative, colluding, false bullying or willing victims.

It is understood by staff and pupils alike that none of these behaviour characteristics are acceptable, and that everyone has the potential to be a bully. Neither do staff accept excuses like “I was just...” or “It was only...”. In the vocabulary of bullying “just” and “only” do not exist.

Teachers are expected to deal with all cases of bullying that come to their attention. This involves time spent interviewing the bully, the victim and any witnesses, in an attempt to achieve a clear picture of what has been happening. Opportunity for a restorative approach between the pupils will be given if appropriate.

Having researched an incident the teacher must then decide if sanctions must be imposed. These take the form of withdrawal from the rewards system within the classroom or the loss of playtime. Incidents are logged electronically and parents are informed of both incident and sanction.

Should the bullying continue parents are informed and invited to come to school “regarding a bullying/bullied situation”. It is important to involve them

in the early stages where ever possible before a situation has developed further.

Depending upon the seriousness of the situation, bullying can result in a fixed term or total exclusion. Whatever the response it must be seen to be consistent and applicable to all.

It is important that every adult in school is seen to respond against bullying and that opportunities are taken in Circle Time, Assemblies, Class Reflection, and Extended Writing, PSHE, Thrive and other curriculum areas such as 'Roots of Empathy' to open up discussion and encourage the children in our care to disclose to us.

Teaching and Learning

- The curriculum will be used to raise children's awareness and build confidence so that they have a range of strategies to support their own protection and understanding of protecting others.
- The school will promote child support services through assembly and display of contact information, e.g. Childline

Review

This policy will be reviewed every 3 years by Safeguarding Committee unless the need arises to review sooner.

Autumn 2025
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Policy approved by the Governing Board:

Signed Chair of Governing Board

Date