

# Behaviour and Anti-Bullying

Monday 7<sup>th</sup> July



# What we will cover:

## **1 Changes to the Behaviour and Relationships Policy**

How parent feedback has informed the new policy

## **2 Approaches to Anti-Bullying**

Respect and cooperation are frequently mentioned.

## **3 Survey data**

Pupil and parent surveys

## **4 Next steps for the school**

Respect and cooperation are frequently mentioned.

## **5 Answering parent questions**



# Overview of Behaviour and Relationships Policy

This policy aims to promote an environment where everyone feels happy, safe and secure, and where pupils become positive, responsible and increasingly independent members of the school community.

# Key changes to the policy

## Unconditional Positive Regard

Our new policy aligns with the Positive Regard approach to behaviour. Themes now included are unconditional positive regard, regulation and debrief

## Inclusive practise (SEN)

Behaviour management at Oakwood aims for all children to reach our high expectations for behaviour, including children with SEND. Adaptations to the educational and protective consequences provided to these children if a behaviour incident has occurred can be made to meet the specific needs of each pupil.

## Clarification on the journey for children who need more support

- Individual programme of support
- Positive behaviour plans
- Permanent exclusions used as a last resort
- Physical intervention

# Anti-Bullying

## Definition of bullying

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.” (Source:DfE Preventing and Tackling Bullying, 2017)

## Types of bullying

There are many types of bullying encompassed in our anti-bullying policy. We will discuss this briefly today.

## Proactive approaches to anti-bullying

At Oakwood, we have several ways we proactively prevent bullying from taking place. This ranges from staff training, curriculum lessons delivered to children and special events which take place in school.

## Responding to bullying - in school and parents

The school has a number of measures to respond to bullying currently, including working with parents and children. We will discuss the role of parents and provide useful links which parents may find helpful.

# Anti-Bullying

## Types of bullying

Bullying can happen to anyone and happen anywhere. We do not shy away from the fact that bullying can happen at Oakwood. It is likely when any group of humans come together there will be relationships which do not function properly. Just as this happens with adults, we recognise it happens with children who are still developing their understanding of the world and how to interact with others.

### Types of bullying include but are not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics)

# Anti-Bullying

## Measures to prevent bullying

Staff training takes place regularly to ensure that all members of the school community understand what constitutes bullying and are aware of signs that bullying might be taking place. This training also includes regular safeguarding updates on 'Keeping Children Safe In Education' (KCSIE, 2024). Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum.

## Proactive approaches to anti-bullying

- Golden Rules and school values
- Behaviour policy
- Assemblies
- Protective Behaviours assemblies
- Jigsaw PSHE lessons
- Additional whole class sessions where appropriate
- Nurture and pastoral support for individuals or groups
- Early meetings with parents who are concerned their child might be being bullied.
- National 'Anti-Bullying Week' held to raise further awareness
- E-Safety integrated into the curriculum and shared with parents through workshops to raise awareness of cyber-bullying

## Work with pupils:

Pupils are taught to speak to an adult if they are concerned there is bullying happening.

They also learn:

- what constitutes bullying and what to do about it.
- to develop the skills to resist bullying and to deal with bullying.
- that it is unacceptable to be a 'bystander' and do nothing when they are aware of incidents of bullying.

Pupils are also taught that it 'is OK to tell' about bullying.

# Anti-Bullying

## Responding to bullying concerns

If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Hertfordshire Children's Services or Early Help if a child is felt to be at risk of significant harm.

Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy and the school behaviour policy. If required, the Anti-bullying lead will collaborate with professionals at other settings.

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern and the class teacher informed if this person is not them.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Anti-bullying lead will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The Deputy Headteacher, Anti-bullying lead or another appropriate member of leadership staff will gather information from all parties involved.
- If bullying includes racist abuse then it should be reported to the Headteacher to be recorded according to the school's racist incident procedures.
- Staff will use CPOMS to record a clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.

# Anti-Bullying

## Tackling bullying

Pupils who have been bullied will be supported by a variety of approaches which may include:

- Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the Anti-bullying lead, or an adult they feel safe talking to.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff and engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Integrated Children Services or support through the Child and Adolescent Mental Health Service (CAMHS).

Pupils who have perpetrated bullying will be helped by a variety of approaches which may include:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
  - If online, requesting that content be removed and reporting accounts/content to service provider.
- Following actions as set out in the school's Behaviour Policy.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or this could include support through Early Help or Integrated Children Services or support through the Child and Adolescent Mental Health Service (CAMHS).

# Anti-Bullying

## Role of parents

### Role of parents

In the first instance, parents should familiarise themselves with this policy in conjunction with the school's behaviour policy.

If parents suspect their child is being bullied or is bullying others, in the first instance they should arrange an appointment to meet with their child's class teacher. It is important that parents report any persistent behaviour that undermines their child's sense of well-being.

All incidents, however small, will be taken seriously by school staff. A Bullying Concern Form (available on the school website) will be jointly completed.

Where parents are informed about their child behaving in a way that has been identified as bullying behaviour, the school expects parents to support and cooperate with the actions of teachers and leaders to support all children involved.

# Anti-Bullying

## Useful links

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
  - Childline: [www.childline.org.uk](http://www.childline.org.uk)
  - Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
  - Childnet: [www.childnet.com](http://www.childnet.com)
- DfE 'Cyberbullying: advice for headteachers and school staff': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability)
  - Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
  - Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
  - Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
  - Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)
    - Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
    - Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)
- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
  - Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [Sexual and sexistbullying \(anti-bullyingalliance.org.uk\)](http://Sexualandsexistbullying(anti-bullyingalliance.org.uk))
- Childnet Project DeShame (Online Sexual Harassment and Bullying): [www.childnet.com/our-projects/project-desham](http://www.childnet.com/our-projects/project-desham)

# Feedback from Children - over 1/3 of the children were surveyed

"I know an adult has done something about it because teachers are there to help you."

"People's behaviour depends on their mood. If they are calm they behave. If they are agitated they struggle to behave."

"Our calm corner works."

"I like how people behave because everyone is really kind and they always look after school property."

"Sometimes people act like they have too much energy or they are over-excited or over-energetic."

"I feel good because we don't always have to talk about bad things."

"Adults do something about what I have told them, but it might not seem like it because they're doing it somewhere else so people can feel safe at school and don't get embarrassed."

"People on your safety network can help you."

sharing

helping others  
empathy

saying thank you

sitting still

staying quiet and  
sometimes silent

listening  
putting your hand up

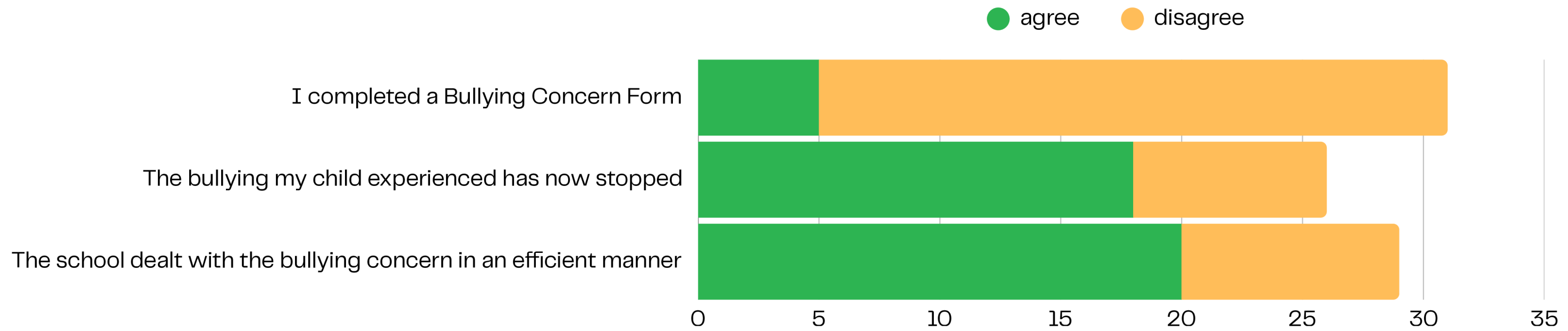
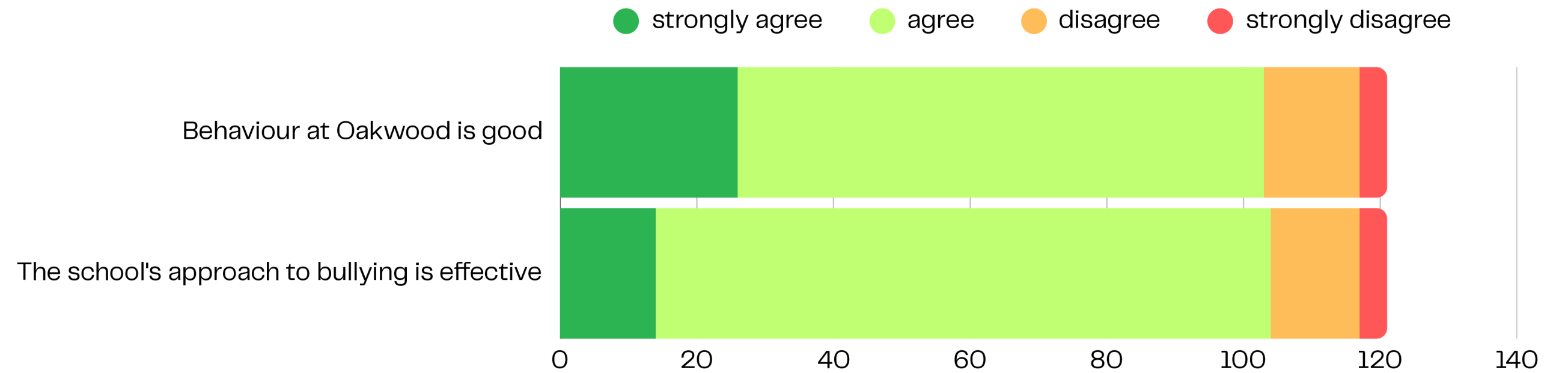
doing work well  
working hard

concentrating on the  
board

tidying the classroom  
picking up coats

kindness

# Feedback from Parents



# Next steps for Oakwood - Behaviour

## **Review child and parent views**

As we are currently in the process of updating the Behaviour Policy, we will use child and parent feedback to make suitable changes and adaptations.

## **Behaviour curriculum**

We want our pupils to have the knowledge and skills to behave in a kind and ambitious manner. To do this we are creating a behaviour curriculum which will explicitly teach all children at Oakwood positive behaviours suitable for their developmental stage.

## **Embed unconditional positive regard**

Senior leaders at the school have attended informative training on Positive Regard and have passed this training to all current staff. New staff to the school will learn about our approach in their behaviour induction to the school. Relationships will be at the heart of what we do in the next academic year.

This also aims to ensure greater consistency between staff and classes in the next academic year.

# Next steps for Oakwood - Anti-bullying

## **Review parent views**

Initially, we will review parent comments on our recent survey. Although, largely positive, there are concerns that we wish to explore further.

## **Adopt new guidance from HfL partner**

We have recently met with HfL partners to discuss approaches to anti-bullying and how we can develop our policy and responses. This will be implemented in our new policy in the new academic year.

## **Communication**

It was clear from the parents survey that communication was an issue both in reporting and following up on concerns. As such, this is an area where we will see change in our policy and practice.

## **Development of curriculum**

It is our aim to develop our curriculum to reflect diversity, teaching children about the lives of others. Furthermore, anti-bullying will be impacted by the creation of our new behaviour curriculum and its inclusion in our timetable.

# Parent questions

## **Where does the school sit on collective/class punishments?**

Although it is not something we would use frequently, it is sometimes necessary. In situations where it is difficult to identify those children responsible for a disruption, whole class consequences are necessary. However, we would always apologise to those children affected by this who are not responsible. We would explain to them that sometimes things are unfair but there are reasons for this.

## **How do the current safeguarding guidelines for kids restrict the ability of teachers to be effective in controlling bullying behaviour of students?**

Safeguarding guidelines do not prevent teachers from effectively controlling bullying. As we have discussed today, we have a number of ways of supporting all of those children involved in bullying situations. We are not allowed to discuss consequences with those outside of a child's family by GDPR as all children have the right to privacy. We do not discuss other children with parents.

## **Is there any way to let the school know about a child's behaviour anonymously?**

We feel it is unlikely that there would be a scenario where behaviour should be reported anonymously. There are many reasons why reporting anonymously would not be appropriate such as preventing any follow-up conversations or an inability to clarify a situation with the person involved. It is also essential that we are able to debrief with those involved to ensure support is in place for those individuals moving forward.

# Parent questions

## **What should we do to teach kids self defence when someone says they should do something they do not want to do?**

We do not advocate the use of self-defence in schools as this is not a reasonable response and often leads to further escalation of an incident. We teach children in school about the language of safety and ways they can deal with situations they do not want to be involved in. We would always direct children to use their stop signal with a firm use of the word 'Stop'. Following this, children should always seek adult intervention. If they do not feel this has led to the situation being deal with, they should seek further adult support. We teach this through our Protective Behaviours lessons as perseverance.

## **How to spot bullying and how to teach strategies on how not to bully?**

If you are concerned your child may be being bullied, look for a change in their behaviour or attitudes towards school. Although this can mean a variety of things as children get older, it can lead to an informative conversation with your child and their teacher. In any situation where you may have concerns, please speak with your child's class teacher immediately so that the situation can be monitored and any situations may be dealt with efficiently.

# Parent questions

**How can I stop other children bullying my child? How can I make my child understand if he is bullied by others to stay calm and bullying is bad?**

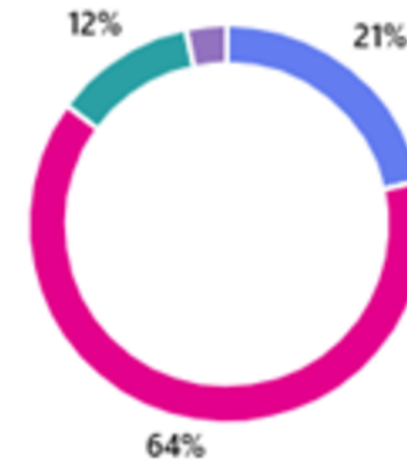
If you are concerned your child is being bullied, it is important to discuss this with your child's class teacher so that they may act on your concerns. As a parent, the most effective course of action is to speak with your child regularly about their wellbeing and relationships. Asking your child's class teacher for strategies that can be taught to children around dealing with bullying is a good step to take. This way, the messages from home and school will be consistent.

# Survey results - July 2025

1. I believe the behaviour at Oakwood Primary School is good.

[More details](#)

Strongly agree	26
Agree	77
Disagree	14
Strongly disagree	4



2. I feel the school's approach to Anti-bullying is effective

[More details](#)

Strongly Agree	14
Agree	90
Disagree	13
Strongly disagree	4

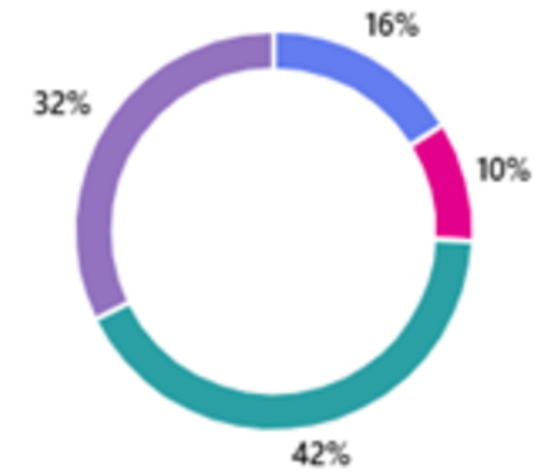


# Questions relating to bullying

4. When I felt my child was being bullied, I filled in a Bullying Concern Form on the school's website and handed it to the teacher or office.

[More details](#)

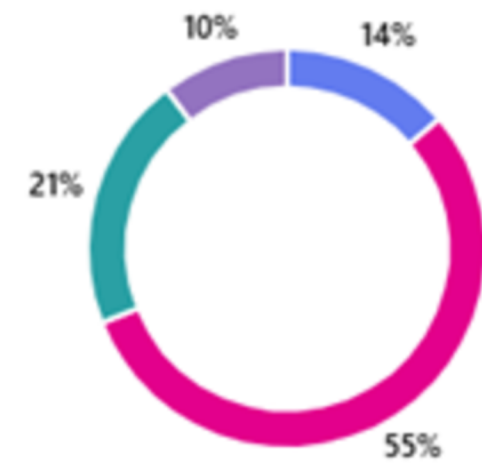
Yes	5
No	3
I wasn't aware of this form	13
I spoke to the teacher directly	10



7. The school dealt with my bullying concern in an efficient manner.

[More details](#)

Strongly agree	4
Agree	16
Disagree	6
Strongly disagree	3



# Thank You!

