



Woodside Group Anti Bullying Policy

Introduction

This policy is based on DfE guidance “*Preventing and Tackling Bullying*” July 2017 and also considers the DfE statutory guidance “*Keeping Children Safe in Education*” Sept 2024.

1. Policy aims and objectives

The Woodside Group is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

This policy outlines what the Woodside Group will do to prevent and tackle all forms of bullying:

- To work towards the elimination of all forms of bullying at the school
- To enhance the Student Behaviour Policy which confirms the school expectations with regard to bullying;
- To involve all members of the school community in countering bullying;
- To enable students, staff, and parents to understand what constitutes bullying and their specific responsibilities, including how to respond to incidents of bullying;
- To ensure that there are strategies to minimise the risk of child-on-child abuse and procedures;
- To enable parents to feel confident that bullying will be dealt with effectively by the school;
- To inform all members of the school community that bullying behaviour will not be tolerated

2. Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Student Behaviour Policy
- Online Safety Policy
- Safeguarding & Child Protection Policy
- Equality, Diversity & Inclusion Policy

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3. Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

4. Responsibilities

It is the responsibility of:

- The Headteacher to communicate this policy to the school community, and to ensure that disciplinary measures are applied fairly, consistently and reasonably
- The Head of Compliance to take a role in monitoring and reviewing this policy
- All staff, including: senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly
- Parents/carers to support their children and work in partnership with the school to enable pupils to abide by this policy; this includes reporting incidents of bullying to school staff

5. Definition of bullying

Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying is unwanted, aggressive or intimidating behaviour that involves a real or perceived power injustice. There is intention to hurt the other person. The behaviour is repeated, or has the potential to be repeated, over time.

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Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

6. Forms and types of bullying covered by this policy

There are different types of bullying:

- **Psychological** - being excluded from groups, gossiping and rumours etc
- **Cyber** - abusive text messages, internet messages etc
- **Verbal** - threats, name calling, racism, taunting, offensive comments, homophobia etc
- **Physical** - punching, kicking, scratching, pushing, throwing objects at someone, taking belongings etc
- **Bullying via technology** - this includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- **Prejudicial bullying** (against people/pupils with protected characteristics):
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying
 - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

7. School ethos

Woodside Group's community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school can help to create a safe and disciplined environment, where students are able to learn and fulfil their potential.



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Prevention

"A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place." (*Department for Education - Preventing and tackling bullying, July 2017*)

Preventing bullying behaviours can be possible through a range of proactive measures. At the Woodside Group, we look for every opportunity to prevent bullying type behaviours from happening. Some of the actions the school takes to prevent bullying include:

- Ensuring that students engage in discussions around commonalities and differences which allow for peer engagement and understanding of each other and their interests. This will be facilitated through half termly structured afternoons but also through the day to day steering of conversations related to this
- Recognising and celebrating Anti Bullying week through a structured process linked to the Anti Bullying Diana award focussed on opportunity for reflection on inclusion, wellbeing and community.
- Engaging in a termly wellbeing initiative based around the aspects of the Anti Bullying Diana award to empower students to demonstrate inclusivity and kindness/respect.
- The issue of bullying is included in the curriculum and classwork e.g. English.
- Bullying is addressed through the PSHE programme and is aligned with the standards of the PSHE Association.
- Daily reinforcement of British Values through the school curriculum, to include the responsibility to respect others
- Anti-bullying week is dedicated to raising awareness of bullying and reminding staff and students of their responsibilities to report it
- Students must hand in mobile phones/devices on arrival to school. This is partly to prevent bullying via technology/cyber-bullying.
- Staff have been trained to be vigilant and to watch and listen for any bullying type behaviours, no matter how small.
- Students are supervised by staff at all times during the day, which helps to ensure there are no 'dead spaces' where bullying can take place undisturbed.



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- Student group dynamics/lessons are carefully considered using any relevant information about the relationships between specific students

Our school:

- Monitors and reviews our Anti-bullying policy and practice on a regular basis, and at least annually
- Supports staff to promote positive relationships to help prevent bullying
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with additional SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our Compliments & Complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including that which student's perceive as a joke) which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and

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- tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

Involvement of students

We will:

- Review and update one page profiles with students to create an inclusive and supportive peer environment where pupils can recognise and understand the struggles of others, practising support strategies and enabling a culture of kindness and respect
- Commit to the training of a group of students who will become Anti bullying Ambassadors for the school, working closely with the student Health and Wellbeing secretary to raise awareness of and prevent incidents of bullying across Woodside
- Involve students to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Canvas students' views on the extent and nature of bullying through the Student Council.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve students in anti-bullying campaigns in school and embedded messages in the wider school curriculum.
- Utilise student voice in providing student-led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to students who have been bullied and to those who are bullying to address the problems they have.

8. Responding to incidents of bullying

The following steps should be taken when dealing with incidents of bullying reported to the school:

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- If bullying is witnessed, suspected or reported, the incident will be addressed, and where appropriate, dealt with immediately by the member of staff who has been approached or witnessed the concern/incident
- The DSL will be informed of all bullying issues where there are safeguarding concerns
- 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 incident will be investigated by one or more of the following, who will interview all parties involved:
 - Headteacher
 - Head of Base
 - Designated Safeguarding Lead (DSL)
 - Deputy Designated Safeguarding Lead (DDSL)
- If the incident is considered to be a 'Level 3' behaviour, the Headteacher will ensure that a 'BIG' form (Behavioural Investigation for Growth) is actioned. The purpose is to create a meaningful action plan in order to manage student behaviour and create a positive pathway forward. Parental involvement is considered essential and will be sought at the appropriate times.
- 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
- Sanctions, as identified within the Student Behaviour Policy, and support will be implemented in consultation with all parties concerned
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services



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including early help or children's social care, if a child is felt to be at risk of significant harm

- Where the bullying of, or by students takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the Student Behaviour Policy
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures, as follows:
 - The staff member involved should record the incident via the dedicated portal form (*RHB Incident Form 1*) for their school/base
 - Once the incident investigation has taken place, and actions/outcomes identified, the Headteacher/DSL should record these via the dedicated portal form (*RHB Incident Form 2*) for their school/base
 - If the incident was deemed to be a 'Level 3' behaviour, a BIG form should be completed, in addition to the above portal forms

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - Looking at use of the school systems;
 - Identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.

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- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the perpetrator, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and students regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

Supporting pupils

Students who have been bullied will be supported by:

- Reassuring the student and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence
- Providing ongoing support; this may include: working and speaking with staff, offering therapeutic sessions, 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



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include support through Early Help or Children Social Work Service, or support through the Children and Adolescents Mental Health Service (CAMHS).

Students who have perpetrated bullying will be helped by:

- 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 the service provider.
- Sanctioning, in line with the Student Behaviour Policy; this may include carrying out restorative measures, removal of privileges (including online access when encountering cyberbullying concerns).
- 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 referrals to Early Help, Children Social Work Service, or the Children and Adolescent's Mental Health Service (CAMHS).

Supporting adults

Our school takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by students, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the Student Behaviour Policy
- Reporting offensive or upsetting content and/or accounts to the service



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provider, where the bullying has occurred online.

- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

9. Useful links and supporting organisations

General:

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk

The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

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SEND:

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

Anti-Bullying Alliance: Cyberbullying and children and young people with SEN and disabilities:

[www.cafamily.org.uk/media/750755/cyberbullying_and_send - module final.](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final)

DfE: SEND code of practice:

www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying:

Childnet: www.childnet.com

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

The UK Council for Child Internet Safety (UKCCIS)

www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

DfE 'Cyberbullying: advice for headteachers and school staff':

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

Race, religion and nationality:

Anne Frank Trust: www.annefrank.org.uk

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk

Stop Hate: www.stophateuk.org

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Tell Mama: www.tellmamauk.org

Educate against Hate: www.educateagainsthate.com

Show Racism the Red Card: www.srtrc.org/educational

LGBT:

Barnardo's LGBT Hub:

www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

Metro Charity: www.metrocentreonline.org

EACH: www.eachaction.org.uk

Proud Trust: www.theproudtrust.org

Schools Out: www.schools-out.org.uk

Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying:

Ending Violence Against Women and Girls (EVAW)

www.endviolenceagainstwomen.org.uk

A Guide for Schools:

www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf

Disrespect No Body:

www.gov.uk/government/publications/disrespect-nobody-campaign-posters

Anti-bullying Alliance: Preventing and responding to Sexual Bullying:

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual

Anti-bullying Alliance: Advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

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