

Anti-Bullying Policy

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Reviewing Panel: Standards, staffing and curriculum (SSC)

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Although bullying at Woodlands School is rare, bullying can occur in schools and many other areas of society and can be very painful and distressing for the victim.

We do not tolerate bullying of any kind at Woodlands School, we believe that the children have the right to feel happy, safe, and included to work in a secure and safe environment where learning can take place without any harassment, intimidation or fear. This Policy has been drawn up by the whole school community and we are committed to develop an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

Statement of Intent

The Governors and the staff at Woodlands School acknowledge the effects bullying can have on a pupil's self-esteem and their work. We therefore do all we can to prevent bullying by developing a school ethos in which bullying is regarded unacceptable.

As a school we believe:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength and not weakness.
- All members of our community will be listened to and taken seriously.
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Children and young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Children and young people should be involved in decision-making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.
- We tackle bullying best by encouraging an environment where individuality is celebrated and can develop without fear.

As a school, to keep in line with the Anti-Bullying Quality Mark (ABQM), the school ensures that each of the following topics has been reviewed and implemented:

- Governance
- Whole School Policy
- Active pupil involvement
- Curriculum
- E-Safety
- Leadership
- Parent involvement
- Regard for vulnerable pupils
- Staff involvement
- Whole School strategic development

It is the responsibility of the Anti-Bullying Ambassador/Champion to update the policy and implement it in the school in order to meet the criteria outlined by the ABQM.

Definition:

Bullying may be characterised by the fact that it is:

- Deliberately hurtful.
- Often repeated over a period that intentionally hurts another individual either physically or emotionally.
- Difficult for those being bullied to stop the process or defend themselves (imbalance of power).

'Bullying-type behaviours' are those that satisfy one of the three criteria and will also be addressed and recorded in order to prevent escalation to bullying.

Bullying may occur in the form of:

- Physical violence.
- Threatening behaviour, such as extortion.
- Direct and indirect verbal abuse, such as name calling and false rumour.
- Extreme teasing and taunting.
- Sexual intimidation and discrimination.
- Inappropriate use of the Internet, Social Network sites and mobile/hand-held devices.
- Damage to personal possessions and property.
- Excluding people from groups/making someone isolated.
- Sexism.
- Comments about sexual orientation and/or gender (homophobic, biphobic, transphobic bullying).*
- Comments related to SEND (Special Educational Needs or Disability).*
- Racism.
- Incidents relating to Coronavirus and pupils isolating or testing positive.
- Sexual bullying/child-on-child abuse.

*Please refer to the Equality Act, 2010 (<https://www.gov.uk/guidance/equality-act-2010-guidance>).
Updated in 2015.

All members of the school should be actively discouraged from participating in any form of bullying and encouraged to develop attitudes and strategies that will enable them to deal effectively should they be bullied themselves.

Aims

1. To ensure that all members of the school community are able to work and relax in a happy and supportive environment without the fear of being bullied.
2. To develop a school culture in which bullying is not tolerated in any form and is immediately reported by all members of the school community to the appropriate authority.
3. To encourage staff to be vigilant and to act promptly and firmly to deal with all forms of bullying.
 - We will show commitment to overcome bullying through practising zero tolerance.
 - We have a safe environment where all pupils can learn without anxiety and measures are in place to reduce the likelihood of bullying.

Objectives

1. To raise whole school awareness of the fact that bullying is an unacceptable feature of life at the school and will not be tolerated.
2. To reduce the number and frequency of incidents of bullying.
3. To develop a better understanding of the problems associated with bullying through AROE, AROE lessons and tutor time activities.
4. To improve assertive personal skills that will encourage the individual to deal with the bully in an appropriate and effective manner.
5. To make pupils aware of confidential sources where they may go for help and advice.
6. To monitor and record details of those who perpetrate bullying behaviours and whose behaviour has been successfully modified as a result of the policy.

Strategies for Preventing Bullying:

- Have trained anti-bullying ambassadors for the school.
- Have dedicated 'anti-bullying weeks' each year.
- Involve all members of the school community in supporting the bullying policy through assemblies, the AROE curriculum and tutor time activities.
- All pupils and parents / carers are required to sign the 'Code of Conduct' before joining the school. This states that: "It is expected that pupils will not be involved in any kind of bullying".
- Keep detailed records of reported incidents of serious and repetitive bullying.
- Encourage victims to report situations where they need support to help stop the bullying behaviour and use the support systems available in school such as learning support, peer mentors, form tutors and year teams.
- Ensure that management styles encourage an appropriate school ethos.
- Ensure that staffs act as good role models.
- Identify and support at an early stage those individuals who may be particularly vulnerable to bullying.
- Staff to be on duty around the grounds and premises before and after school during break and lunchtimes.
- Liaise with primary schools to identify potential pupils that may be at risk of experiencing/perpetrating bullying behaviours before they join the school in Year 7.
- Promote and remove the stigma associated with mental health.

Strategies for Dealing with Bullying:

- Create an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
 - Consider all opportunities for addressing bullying in all forms through the curriculum and a range of approaches; assemblies, displays, peer support and the school's pupil voice
 - Provide support for pupils who experience bullying
 - Offering high level of adult supervision both inside and outside of the school building.
 - Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
 - Raise mental health and wellbeing awareness.
 - Training provided for Anti-bullying and Wellbeing Ambassadors.
 - All incidents reported to Wellbeing team / Wellbeing Ambassadors or Safeguarding team and Heads of Year or Assistant Heads of Year.
 - Microsoft Teams group for Anti-Bullying ambassadors to report incidents and share advice and ideas.
 - Using the school's social media platforms, such as Instagram and Twitter, to post useful and relevant information.
1. Keep detailed records of reported incidents of serious and repetitive bullying.
 2. Add to individual pupil records details of bullying and include the action taken.
 3. Develop home/school links to support those families which are affected by bullying at school.
 4. Log and highlight all bullying incidents via the incident reporting system (Satchel one and/or MyConcern).
 5. Sanctions and support for bullies which, depending upon each case, could result in one or more of the following:
 - Withdrawal of privileges.
 - School detention.
 - Parents to be contacted by phone &/or letter.
 - Inclusion.
 - Suspension.
 - Permanent exclusion.
 - Liaison with outside agencies.
 - Counselling.
 - Sessions with the 'Well-Being team' and/or Anti-Bullying Team (ambassadors and staff lead) in school.
 - Restorative Justice meetings

Pupil procedures for reporting bullying

- Talk to an adult that you trust and take a friend with you if it helps.
- Talk to a trained Anti-Bullying Ambassador.
- Do not listen to the bully when they say that you will be in trouble if you talk to someone. You are not doing anything wrong – they are.
- What you say will be passed to your Head of Year/Assistant Head of Year and dealt with quickly and confidentially. You will be taken seriously.



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Staff procedures for reporting bullying

- Be vigilant and watch for early signs of distress.
- Listen carefully to reports of bullying and reassure pupils that telling someone is not a sign of weakness.
- Offer immediate support and help and use professional judgement to assess the nature and seriousness of the incident.
- Report incidents to the relevant safeguarding, HOY, AHOY and Anti-bullying Lead as well as any other staff involved e.g. Aspirations.
- Inform Anti Bullying Champion of the reflection form to add to the Bullying database.
- The Head of Year will then liaise with all concerned and obtain written statements from:
- The victim/the bully/any witnesses including whoever first reported the incident.

Parent procedures for reporting bullying

If your child is being bullied or is bullying in school:

- Ensure you adhere to procedures laid down by our school.
- Contact the school and ask to speak to your child's form tutor, Assistant Head of Year or Head of Year.
- Talk the problem over with the member of staff.
- Give feedback to the schools anti-bullying Lead/Pastoral Deputy Head Teacher/Heads of Year.
- Work with the school to promote your child to have positive role model behaviour.
- Encourage your child to speak to a friend/Anti-bullying Ambassador at break time or lunch time.

Roles of Pupils:

- To abide by the schools Anti-Bullying Policy.
- To report any incidents of bullying to a member of staff whether directed at themselves or somebody else.
- To take full responsibility for personal behaviour and actions and treat one another with respect and kindness.
- Support the schools peer support systems (Anti-Bullying Ambassadors).
- Be an Upstander, not a Bystander to Bullying.
- Abide by Pupil Wellbeing Policy.

Roles of the Teachers/Staff at Woodlands;

- Support and deliver a peer support system to provide our young people with a voice and initiatives to take action against bullying.
- Enable young pupils to create emotionally healthy relationships founded on concern for others and empathy for others people's feelings.
- Believe in preventing bullying in school before it happens, rather than solely dealing with its consequences.
- Abide by the school's Anti-Bullying Policy.
- To report any incidents of bullying whether it is over-heard, witnessed or directed at them via email/SatchelOne to the Anti-bullying lead, Assistant Head of Year or Head of Year.
- Support the schools peer support systems (Anti Bullying Ambassadors).
- Attend/complete relevant CPD centred around bullying and it's prevention.

Roles of the Anti-Bullying Ambassador;

- Support and deliver a peer support system to provide our young people with a voice and initiatives to take action against bullying.
- Strives to provide other young people with the confidence and ideas to lead their school's anti-bullying work, to enabling them to create emotionally healthy relationships founded on concern for others and empathy for others people's feelings.
- Provide ideas and support to change the way the whole school approaches and perceives bullying.
- Believe in preventing bullying in school before it happens, rather than solely dealing with its consequences.
- To empower young people and staff members by providing knowledge of what bullying is and how to tackle it.
- Attend meetings led by the Anti-bullying lead and participate in training.
- Abide by the pupils and schools Anti Bullying Policy.
- Support the Anti Bullying lead to achieve and sustain the Anti-Bullying Quality Marks for the school.
- Swap ideas via Teams and report incidents they witness or being reported to them.

Role of the Anti-Bullying Lead;

- Support and deliver a peer support system to provide our young people with a voice and initiatives to take action against bullying.
- Strives to provide other young people with the confidence and ideas to lead their school's anti-bullying work, to enabling them to create emotionally healthy relationships founded on concern for others and empathy for others people's feelings.
- Provide ideas and support to change the way the whole school approaches and perceives bullying.
- Believe in preventing bullying in school before it happens, rather than solely dealing with its consequences.
- To empower young people and staff members by providing knowledge of what bullying is and how to tackle it.
- Driving this key role within the pastoral team, ensuring a reduction of bullying incidents within the school and its community.
- Leading the school to achieving and sustaining the Anti-Bullying Quality Marks, UK.
- Raising pupil, staff and our community's awareness of the school stance and expectations of anti-bullying, in the form of tutor time activities/competitions, assemblies, anti-bullying week, staff bulletin, newsletters, presenter screens, school website and social media.
- Promoting and managing the Anti-Bullying phone line/text messaging service and social media posts.
- Leading anti-bullying drop-in sessions and secure zones during pupils' non timetable time.
- Leading Anti-bullying Ambassadors, coordinating pupil training and timetabling peer to peer sessions.
- Coordinating an anti-bullying presence within community events such as family consultation evenings, preparing for success evenings, information events.
- Managing and analysing bullying, racist and homophobic incidence logs, identifying and communicating trends with the pastoral team.
- Managing, analysing and compiling the bullying exit surveys in conjunction with pastoral team
- Preparing anti-bullying reports (including logs and data) for the Senior Leadership Team (SLT) and Trustees.
- Liaising with the Pupil Voice and responding to issues raised.
- Maintaining and updating whole school anti-bullying policies and website.
- Provide staff CPD opportunities to develop understanding and prevention of bullying and to distinguish between bullying and 'bullying-type behaviours'.

Role of the SLT Lead regarding Anti-bullying:

- Support the Anti-bullying Lead with the Anti bullying Action Plan for the school.
- Support in leading the school to achieving the Anti-Bullying Quality Mark, UK.
- Promoting the Anti-Bullying phone line, text message service and post box.
- Promoting the Anti-Bullying work in Governor reports.
- Promoting the Anti-Bullying work in Senior Leadership Team Meetings.
- Support the Anti-Bullying Lead in Parent Meetings
- Support and deliver a peer support system to provide our young people with a voice and initiatives to take action against bullying.
- Enable young pupils to create emotionally healthy relationships founded on concern for others and empathy for others people's feelings.
- Believe in preventing bullying in school before it happens, rather than solely dealing with its consequences.
- Support the schools peer support systems (Anti Bullying Ambassadors).

Role of the Governors regarding Anti-bullying:

- Support the Anti-bullying Lead with the Anti bullying Action Plan for the school.
- Support the Anti-Bullying Lead in Parent Meetings.
- Review the Anti-Bullying Policy with the Anti-Bullying Lead to ensure all areas are covered in regards to Anti-Bullying.
- Approve the Anti Bullying policy every three years.
- Support the schools peer support systems (Anti Bullying Ambassadors).

Cyber-bullying:

This usually happens through calls or text messages on mobile phones as well as through social media platforms/apps and emails. Bullying of this sort can be a criminal offence.

Making offensive calls are also seen as a criminal offence; do not be afraid to tell a member of staff or the police, they take cyber-bullying very seriously.

Types of Cyber-bullying:

- Abusive text messages – Text messages that upset, embarrass, humiliate, intimidate or frighten that can be abusive or unacceptable.
- Frightening phone calls – Calls that include silence for confusion and worry, verbal abuse, threats of physical violence and intimidation.
- Picture messages – To upset, embarrass or humiliate. Sometimes an individual does not know a picture has been taken or they may not want it to be shared. This could also include videos been taken on mobile phones and can be distributed on the internet.
- Internet bullying – This is via internet and social networking sites. Text and pictures can be used to humiliate, frighten, intimidate and or upset others.

Strategies for dealing with Cyber-bullying:

1. Always let an adult know (Save all context to show them – Do not delete anything you feel needs to be disclosed).
2. If you are keeping evidence, put it in a separate folder and do not look at it, this is for staff, Police or your internet/phone provider for evidence.
3. Most social networking sites have buttons to report abuse.
4. Social networking sites have buttons that enable blocking from certain people and places.
5. Don't respond to negative abuse.
6. Be careful who you give your contact details to (Make a note of who you give your details to).
7. If numbers are withheld, mobile phone companies may be able to trace the account still.

If all else fails:

- a. Change your email address.
- b. Change your phone number.
- c. Stop looking through social networking sites.

LGBTQ+

Woodlands School welcomes every pupil and makes it clear that homophobic, biphobic and transphobic bullying is unacceptable.

Equality Act 2010

- As a school we promote equality of opportunity and foster good relations. This means doing more than just tackling homophobic, biphobic and transphobic bullying by taking proactive steps to support LGBT pupils and promoting respect and understanding of LGBT people and issues across the whole school community.
- As a school we must protect any pupil taking steps to reassign their sex, whether those steps are social (for example changing their name, the pronoun they prefer and the way they dress or look) or include medical intervention (for example accessing hormone therapy or having surgery).

Education and Inspections Act 2006

- To ensure we promote the safety and wellbeing of all pupils in our care, including those who are lesbian, gay, bisexual and trans and those experiencing homophobic, biphobic or transphobic bullying.

Below are examples designed to help teachers and other school staff to understand different types of bullying and offensive language.

Homophobic bullying is bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Homophobic bullying may be targeted at pupils who are, or who are perceived to be, lesbian, gay or bi. It can also suggest that someone or something is less worthy because they are lesbian, gay or bi. Homophobic bullying is also often targeted at pupils who have lesbian, gay or bi family members, and pupils who do not conform to gender stereotypes or are seen to be 'different' in some way.

Biphobic bullying is bullying based on prejudice or negative attitudes, beliefs or views specifically about bisexual people. Biphobic bullying may be targeted at pupils who are openly bisexual, those who are questioning their sexual orientation, or pupils who are suspected of being bisexual. Biphobic bullying may target pupils with negative stereotyping (for example suggesting that they are greedy) or assume that being bisexual is a phase.

Transphobic bullying is bullying based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects young people who are trans but can also affect those questioning their gender identity as well as pupils who are not trans but do not conform to gender stereotypes.

Homophobic language. This could be the casual derogatory use of the word 'gay' to mean something negative or the use of explicit homophobic terms.

Sexist language. There are often similarities between homophobic, biphobic and transphobic bullying and sexist language, bullying or attitudes. Sometimes a language or bullying incident may fit into more than one category.

Child-on-child abuse may include bullying but is not limited to this. The Anti-Bullying Alliance (ABA) defines bullying as: "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power." It can happen face-to-face or online.

Bullying outside the school premises:

The school is not directly responsible for bullying outside the school premises but we understand that bullying can occur outside the school gates and on the way to and from school. The bullying may be actioned by pupils from our own school, pupils from other schools or by people who do not attend school. Where a pupil/parent/carers reports bullying of the school premises, we will:


- Talk to the pupils about how to avoid or handle bullying outside of school.
- Talk to the key pastoral or safeguarding staff of the other school of whose pupils are bullying.
- Talk to the police.

Feedback and concerns

We recognise that there may be times when parents/carers feel that we have not dealt well with an incident of bullying and we would ask that this be brought to the Head Teacher's attention.

The school will regularly monitor and evaluate our policy to ensure it is being consistently applied. Any issues identified will be incorporated in the school's action plan.

Woodlands School aims to comply with Section 22 of the Education (No 2) Act of 1986 by maintaining an ethos and environment which will encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual.


Signed: _____
Head Teacher

4th March 2024
Dated: _____


Signed: _____
Chair of Governors

4th March 2024
Dated: _____

