Woodside Academy

Anti-Bullying Policy

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This policy should be read in conjunction with:
Safeguarding Policy
Positive Relationships and Behaviour Policy
E-safety policy
Keeping Children Safe in Education (KCSIE) 2026

Introduction

At Woodside Academy we are aware that pupils may be bullied in any school or setting and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and wellbeing of our pupils.

In line with the *Equality Act 2010* it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

We are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children's Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.

This policy is closely linked with our Positive Relationships and Behaviour Policy, our Safeguarding Policy, our Code of Conduct and the school's aims, visions and values.

Woodside Academy actively promotes positive interpersonal relations between all members of the school community. This policy has been developed through careful consultation which involved a whole school approach, including children/young people, parents/carers and all school staff.

Principles and Aims

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment. We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

- Pupils have a right to learn free from intimidation and fear
- The needs of the victim are paramount
- Schools will not tolerate bullying behaviour
- Bullied pupils will be listened to
- Reported incidents will be taken seriously and thoroughly investigated
- Alleged perpetrators and any witnesses will receive appropriate support and intervention as necessary

Bullying Definition

At Woodside Academy, we have adopted the Diana Award's definition of bullying:

'Bullying is repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe'

Types of Bullying Behaviour - VIP (as suggested by Diana Awards Anti-Bullying Ambassadors training)

Verbal bullying is the repeated, negative use of speech, sign language, or verbal gestures to intentionally hurt others, e.g. using hurtful words, discriminatory or offensive language, or swear words.

Indirect bullying is the repeated, negative use of actions, which are neither physical nor verbal, to intentionally hurt others e.g. spreading rumours, purposefully excluding another person, damaging or stealing someone's property, or cyberbullying.

Physical bullying is the repeated, negative use of body contact to intentionally hurt others, e.g. kicking, punching, slapping, inappropriate touching, or spitting.

Cyberbullying is the repeated, negative use of technology to intentionally hurt others e.g. posting unwanted pictures or messages, accessing another person's account without permission, creating fake accounts to impersonate or harass someone, and sharing other people's private information online.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked after children
- Children with Special Education Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals – disadvantaged pupils
- Gypsy, Roma and Traveller children
- Children for whom English is an additional language
- Children who are perceived to be, or identify as gay, lesbian, bisexual or transgender.

Bullying Prevention

Preventing and raising awareness of bullying is essential to keeping incidents in our school to a minimum. Through assemblies as well as RSHE lessons, pupils are given regular opportunities to explore what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to communicate to an adult in school if they are concerned that someone is being bullied.

At Woodside Academy, the priority given to pupils' personal development, including their spiritual, moral, social and cultural development underpins all that we do and is embedded within the school. Our values of respect, trust, kindness and honesty permeate throughout the children's learning and underpin the aims and values of the school. We are committed to ensuring our policy effectively prevents and tackles bullying. As such, we engage in a number of ongoing consultation processes. These include:

- Awareness raising programmes (Curriculum & parent information sessions and workshops)
- Survey/questionnaires distributed to pupils, parents and whole school staff
- Obtaining the views of elected student representatives e.g. Woodside School Council and Wellbeing Ambassadors
- Seeking the views of parents at Progress Review Days, workshops events.
- Monitoring evaluation and review

- Review of our Positive Relationships and Behaviour Policy, including the sanctions and rewards.

Responsibilities of all Stakeholders

The Responsibilities of Staff

Our staff will

- Foster our pupils' self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied, to the bully, and others who may be witnesses, along with knowing the importance of telling an adult about bullying if it happens
- Be alert to signs of distress and other possible indications of bullying
- Listen to children who have been bullied, take what they say seriously and act to support and protect them
- Report suspected cases of bullying to the SLT responsible for the phase the child(ren) are in, as well as the Class Teacher
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures

The Responsibilities of Pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances

Anyone who becomes the target of bullying should:

- Try to communicate this to a trusted adult – potentially someone from their 'Safe Circle'

The Responsibilities of Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising and supporting their children to report any bullying to their class teacher
- Advising their children not to retaliate violently to any forms of bullying
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken
- Informing the school of any suspected bullying, even if their children are not involved
- Co-operating with the school, if their children are identified as being involved in unkind behaviours, try to ascertain the truth.

The Responsibilities of All

Everyone should:

- Work together to combat and, hopefully in time, to eradicate bullying

Preventative Measures

- School leaders will promote an open and honest anti-bullying ethos, which secures whole-school community support for the anti-bullying policy
- Specific students have received mental health training and are Woodside's Wellbeing Ambassadors
- RSHE lessons are taught throughout the curriculum and used to discuss issues around diversity, tolerance and anti-bullying themes
- The curriculum will continue to offer opportunities for pupils to develop social and emotional skills such as empathy and resilience which are highly relevant to reducing bullying
- The use of creative learning through art, music, poetry, drama and dance to develop understanding of feelings and enhance pupils' social and emotional literacy
- Anti-Bullying themes such as Friendship, working together, celebrating diversity and online safety throughout the academic year
- Gathering information and data on views and experiences of pupils, staff and parents in relation to bullying to help the school to monitor, evaluate/review and improve its anti-bullying work
- Monitor and where necessary, adapt the school environment to ensure pupils have enjoyable and rewarding experiences in both lessons and at unstructured times
- Encourage parents/carer involvement through an 'open door' approach for access to staff. Staff are available to meet with parents/carers before and after school and Contact Books are used as a regular tool for information sharing
- Assemblies and the school's values and learning goals underpin a clear, anti-bullying message · Restorative Approaches are used when dealing with incidents of conflict and reported bullying
- Staff, including lunchtime interactive play leaders have appropriate training in this area
- Having peer support schemes (including; Wellbeing Ambassadors)

Additional measures used to promote positive behaviour can be found in our Positive Relationships and Behaviour Policy.

Procedures for dealing with incidents of bullying behaviour

Response to the needs of bullied pupils

1. CPOMs behaviour logs are in place and are completed by staff. These are analysed by the Class teacher, Phase Lead, SLT and Pastoral Support Team to track and identify any patterns which may formulate into incidents of bullying behaviour towards a particular child.
2. Actions to be taken reported to the pupil (alleged victim) and parent. A report will also be made to the parents of any other pupils involved.
3. Restorative Approaches used to discuss the issues and agree how these are to be resolved, for any pupils involved. A report will be kept on CPOMs of this. Parents will also receive feedback about these agreements and any sanctions.
4. Follow up systems to ensure that agreements are sustained, such as checking in with a Pastoral Support Mentor and close monitoring by class staff team.

Response to the needs of perpetrators

Pupils accused of displaying bullying behaviours will:

1. Have the opportunity to record what has happened in a supported way, usually with a member fo staff hearing their account and writing a statement.
2. Take part in a Restorative Approaches meeting to discuss the issues raised in a fair way.
3. Time to discuss the incident(s) with a Support Mentor and, if necessary a programme is put in place to support the pupil's understanding of how to change the undesired behaviours

It may be necessary to put in place a sanction for bullying behaviour displayed by an individual. The sanctions will provide an opportunity to reflect on what has taken place and also provide the opportunity for pupils to put right the harm they have caused. Where change is not observed in the behaviour, a meeting will be called between

parents and a member of SLT. As a last report, fixed-term suspension or permanent exclusion may be necessary.

Continuous Professional Development of staff

All staff will receive training annually through the school's programme of Continuing Professional Development and induction procedures for new staff.

Monitoring and Review

The policy will be reviewed with pupils, parents, staff and governors through a process of consultation biannually in the autumn term.