

Woodlands Secondary School	Anti-Bullying Policy	
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Date	Review Date	Author	Nominated Governors
October 2025	October 2026	Sandra Clarke	N/A
Website	Statutory Policy	Source	Ratification Date
Yes	No		October 2025

INTRODUCTION

Bullying is 'Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally' (DfE Preventing and Tackling Bullying, July 2017)

At Woodlands we use the phrase **BOO** to help students understand what bullying is:

Being Mean (causing harm – by word or action)

On purpose (intentional)

Over and over again (repeated)

We regard bullying behaviours as those that are directed at another person(s) with some knowledge that it causes, or may cause them physical or emotional harm e.g. anxiety, distress or unhappiness and the behaviours are repeated.

We acknowledge that due to their complex profound or severe learning difficulties, some of our students may not be able to understand the impact of their actions on others and it will therefore be difficult to label their behaviour as bullying; however, the school is still responsible for ensuring that other students are protected from challenging behaviours

Bullying behaviours can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed by digital devices (cyberbullying) such as sending inappropriate messages or offensive or degrading images by phone, through websites, social media sites and apps or via the internet. This list is not exhaustive.

Bullying is often misinterpreted. It is not a single one off incident but is repeated over time. It may involve a number of one off incidents involving the same perpetrator but a number of victims. Since it involves the abuse of power, a fight between two young people of similar age and stature is not bullying even if one wins. All these things must be tackled but they are not examples of bullying and may be described as **relational conflict**. It is important that everyone involved with a school knows the definition of what bullying is and what bullying is not.

Bullying is wrong and damages individual students. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

At Woodlands we aim to produce a safe and secure environment where all can learn without anxiety.

We believe that all students have the right to feel and be safe and to know that they will always be listened to and appropriate actions taken.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected to the school aware of our opposition to bullying and to make clear each person's responsibilities with regards to eliminating bullying in our school.

Forms of Bullying

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying relating to race, religion or culture.
- Bullying related to special educational needs or disability
- Bullying relating to appearance or physical or mental health conditions.
- Bullying relating to sexual orientation (homophobia)
- Bullying of young carers, students in care or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying
- Bullying via technology – cyberbullying

The role of the Headteacher and the Leadership Teams.

It is the responsibility of the Headteacher and the leadership teams to implement the school's anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the policy and know how to deal with incidents of bullying.

The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher and leadership teams will ensure that all staff receive sufficient training to be equipped to deal with incidents of bullying.

The role of staff

Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place.

Staff actively support anti bullying strategies by teaching students directly about bullying issues, including cyberbullying and how to seek help.

If staff witness an act of bullying or if it is reported to them, they will do all they can to support the student who is being bullied.

Issues will be dealt with promptly. This may involve counselling and support for the victim of bullying and considering the consequences of this type of behaviour for the student who has carried out the bullying. Staff will explain why the action was wrong and we will endeavour to help the students to change their behaviour in the future. This will be managed by Department Leaders, in collaboration with class teachers.

Parents of the victim and the bully should both be informed of the situation by the class teacher or Department Leader. Parents should be reassured that we are aware of the situation and informed of how we are dealing with it. Parents should be offered the opportunity to discuss issues further at this point.

If a student is repeatedly involved in bullying other students, this will be escalated to the Assistant Head with responsibility for Pastoral Care and Safeguarding.

Parents and carers will be invited into the school to discuss the situation and to look at ways to support the student to change their behaviour. Meetings will be followed up with a letter and the Assistant Head/Department Leader will follow up on the meeting to see if the situation has improved or whether further action is required.

In more extreme cases or when these initial discussions have proven ineffective, the Assistant Headteacher may escalate the matter to the Headteacher who may refer to the Suspensions and Exclusions policy.

Recording and monitoring incidents

If any adult witnesses an act of bullying they should record the event on CPOMs.

Where students have the cognitive ability to understand that their actions are directed at another person with some knowledge that it causes, or may cause them, anxiety, distress or unhappiness these will be tagged as 'bullying' within CPOMs.

Department Leaders and the Senior Leadership Team should be notified of these incidents on CPOMs.

The incident should be recorded under the name of the alleged bully and the victim added as a 'linked student'.

The role of Parents and Carers

Parents or carers who are concerned that their child is being bullied, or who suspect that their child may be a perpetrator of bullying, should contact their child's teacher immediately.

Parent and carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Parents and carers are required to attend any meetings regarding bullying issues involving their child.

Parents and carers have a responsibility to monitor, supervise their children's use of technology at home and to intervene when necessary to ensure their child is communicating in a safe and appropriate way.

Students

We will

- Ensure that students know how to express worries and anxieties about bullying,
- Ensure that students are aware of the range of consequences which may be applied to those engaging in bullying.
- Involve students in anti-bullying campaigns in school and embedding messages in the wider curriculum.
- Offer support to students who have been bullied and to those who are bullying, in order to address the problems they have.

Links with other policies

This policy links with a number of other school policies including:

- Behaviour policy
- Complaints policy
- Safeguarding and Child Protection policy
- E safety and Acceptable Use policies
- Suspension and Exclusions policy

Supporting the bullied:

It is important that the victims of bullying are supported. Being bullied at any age is traumatic. It is important for schools to live up to their ideals by offering support which is sympathetic, timely and effective. Examples of how schools might support those perceived to have been bullied are:

- Offering an immediate opportunity to discuss the experience with an adult of the victim's choice.

- Reassuring the student that something can be and will be done to stop the bullying.
- Offering continuous support over a period of time as appropriate.
- Restoring self-esteem and confidence.
- If a child is repeatedly bullied by different people consideration should be given to helping them to learn particular skills.
- Opportunity to access counselling or another therapeutic service.

Helping the Bully and those who have been bullied:

The definition for bullying used in this document includes references to persistence, and the deliberate abuse of power. There are many who believe that this negative behaviour can be transformed through disciplinary means. The ultimate sanction for the persistent bully, when all other strategies have failed is permanent exclusion. Lesser sanctions also exist in less persistent cases. However, it is not unusual for a bully to be unable to explain why they have chosen their victim or to be unable to appreciate the feelings, which their actions have engendered in the victim who often doesn't want the bully punished, but simply to stop.

There has been considerable debate as to whether bullies should be helped rather than punished. Whatever the views about punishing bullies, it is unlikely to be sufficient on its own to put a stop to the behaviour. Unless there is a change in attitude or environment then the effects of punishment are likely to be short lived.

Perpetrators often become bullies for fear of bigger bullies. It is easier to go along with a bullying group than to stand against them and become a victim oneself. A successful response to a bullying incident must include the change of behaviour of bullies to promote good social relationships.

Preventative responses to bullying can include:

Mediation:

This involves collaborative problem solving by the bullied and the bully in the presence of a third party. It concentrates on the future rather than dwelling on the past not apportioning blame. It acknowledges feelings as well as facts as being important. Bullies often take out their negative feelings on others, which may be exacerbated by the reaction of others. Mediation can enable all parties to move forward in a positive supportive way.

Restorative justice:

Restorative justice brings victims and bullies together to decide on a resolution to a particular incident, It's about putting victims' needs at the centre of the school's actions and finding positive solutions to bullying by encouraging bullies to face up to their actions.

Peer support:

Research has shown that victims are much more likely to report incidents of bullying to their peers rather than to an adult. It is sensible therefore to involve children and young people in the handling of bullying.

APPENDIX 1

Advice agencies, Help lines and Websites

The following Agencies offer information, leaflets and some give advice on individual cases.

Anti-Bullying Alliance

Resources include: Anti-Bullying Week materials; a Monthly e-bulletin; briefings; and many other resources for professionals.

www.anti-bullyingalliance.org.uk

Tel: 020 7843 1901 (general information, not a helpline)

ChildLine (ChildLine in partnership with schools)

Offers information for children in distress www.childline.org.uk

Tel: 0800 1111 (24-hour helpline)

NSPCC

Provides information and support for children, young people and families

www.nspcc.org.uk Tel: 0808 800 5000 (24-hour helpline)

Parentline Plus

Parentline Plus works to offer help and support through an innovative range of free, flexible, responsive services - shaped by parents for parents.

www.parentlineplus.org.uk

Tel: 020 7284 5500 (for general information only)

Parentline: 0808 800 2222 – 24-hour helpline for parents