



ALLEESTREE
WOODLANDS
SCHOOL

Anti-Bullying Policy and Guidance

DATE OF POLICY ADOPTION BY GOVERNORS:	13 th June 2022
AUTHOR/S OF POLICY:	Stephen Roe
DATE OF LAST REVIEW:	June 2022
DATE OF NEXT REVIEW:	Under Review

Enabling aspiration and achievement through delivery of a knowledge-rich curriculum
underpinned by our CORE values:

COURAGE

OPTIMISM

REGARD

ENDEAVOUR

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1. Statement of Intent

Allestree Woodlands School fosters a welcoming, relational culture of safety and responsibility where all members of our school community are safe, accepted and listened to. It is a place where all students feel safe and can learn. Our CORE values instil an expectation that all students show regard for each other and have the courage to do what is right in terms of reporting and responding appropriately to incidents of bullying. Our inclusive curriculum celebrates diversity and promotes tolerance and mutual respect of others. Bullying of any kind is not accepted at our school. If bullying does occur, all students are able to report bullying and know that incidents will be dealt with promptly, proportionately and effectively. We are an anti-bullying school; this means that anyone who knows that bullying is happening is expected and encouraged to inform members of staff who will take appropriate action.

2. Key Changes – March 2022

- Key Principles for Governors moved to first three paragraphs.
- CORE values incorporated
- Homophobic bullying, gender-based bullying, Harmful sexual behaviours and different families added to definitions.
- SEND statement added
- Linked Policies updated
- Head of House changed to Head of Year
- Governor reporting added
- Governor expectations included
- Updated reporting procedure added
- Guidance for students updated
- Staff responsibilities updated
- Exclusion changed to suspension

- Confidentiality statement updated
- Logging form updated
- Student Voice findings
- Available support and outside agencies updated.

3. Aims of the Policy

- All students feel safe and all students can learn.
- To foster an environment in which our CORE values are known, understood and demonstrated in the way members of our school community conduct themselves.
- To make it clear that all forms of bullying are unacceptable; we have a zero-tolerance of any form of bullying. It is in direct contradiction to our CORE values.
- To encourage and empower students to report all bullying incidents.
- To enable all staff to deal with bullying quickly and effectively.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes, their behaviour and understand why it needs to change.
- To liaise with students, parents and other stakeholders; including an annual report to governors.
- To ensure all members of the school community feel responsible for combating bullying.
- To ensure consistency in practice within the school community.
- To link directly with other key policies, including policy the Behaviour and Safeguarding policies.

4. Intended Outcomes

- All parents and students have access to and had opportunity to comment upon the school anti-bullying policy.
- There are effective listening and reporting systems for students and staff within the school.
- Parents have a point of contact in school if they are concerned about their child. In the first instance this is always the child's Form Tutor or Head of Year.
- All staff have the necessary training, skills and confidence to deal with incidents of bullying effectively and promptly.
- No student's educational opportunities and achievement are disadvantaged due to bullying.
- All stakeholders are involved in dealing effectively with reporting, recording, monitoring and if necessary referring bullying incidents.
- There is effective communication with parents and stakeholders on the subject of bullying through newsletters, the school website, parents' meetings and other appropriate methods.
- All incidents of bullying are recorded and appropriate use is made of the information and, when necessary, shared with relevant organisations.
- Report to Governors annually

5. CORE Values when responding to bullies and bullying

Allestree Woodlands School believes that:

- bullying is undesirable and unacceptable – *optimism and regard*
- bullying is a problem to which solutions can be found - *optimism*
- seeking help and openness are signs of strength and demonstrate - *courage and optimism.*
- all members of the school community will be listened to and taken seriously – *optimism and regard*
- bullying prevents students achieving their full potential and affects standards of achievement and aspirations - *endeavour*
- everyone has the right to work and learn in an atmosphere that is free from fear – *regard and endeavour*
- all of us have a responsibility to ensure that we do not abuse or bully others – *courage and regard*
- young people should be encouraged to seek support in school if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously – *courage and optimism*
- young people should be involved in decision making about matters that concern them – *courage and optimism*
- we all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse – *optimism and regard*

6. The National and Legal Context

This policy takes full account of the school's legal obligations under the Education Inspections Act of 2006 to:

- promote the well-being of students in school
- develop a policy which encourages good behaviour and respect for others on the part of students and, in particular preventing all forms of bullying amongst students
- establish procedures for dealing with complaints about bullying.

Throughout the curriculum, students are encouraged to take responsibility for themselves and other members of the school community and to learn positive social behaviour and strategies such as assertiveness. The standards and values of the school are emphasised through our code of conduct and CORE Values, which are integral parts of both our academic and pastoral curriculum.

7. Definition of Bullying

The 2017 DFE Guidance "Preventing and Tackling Bullying defines bullying as:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities or a child's family circumstances.

Bullying can be categorised as below. This list is not exhaustive.

Verbal bullying – name-calling, taunting, mocking, making offensive comments and teasing.

Physical bullying – kicking, hitting, punching, pushing and pinching.

Emotional bullying - producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, forcing others to do things against their will and taking belongings or money.

Cyber bullying – offensive text messaging, voice messaging, e-mailing, social media posts and sending degrading images by phone or the internet.

Racist Bullying – racially offensive language, graffiti and gestures.

Gender and homophobic bullying – offensive language, gestures or graffiti related to sexuality or gender.

Harmful sexual behaviour – unwanted physical contact or sexually abusive comments.

Bullying can take place between students, between students and staff, between staff, by individuals or groups, face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation or quite often in the presence of others.

People who are victims of bullying frequently, but not exclusively, are bullied as a result of:

- race, religion or culture
- special educational needs or disability
- appearance or health conditions
- sexual orientation
- gender
- home circumstance including looked-after-children, young carers and different families.

8. Inclusion

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains an environment in which everyone feels safe and everyone can learn. Our school

policy has considered the six equality strands of race, ethnicity, gender, age, religion, disability and sexuality. This is to ensure that anti-bullying provision is administered in a sensitive and non-judgemental way.

Allestree Woodlands School is an Enhanced Resource Facility for students with varying degrees of hearing impairment. We pride ourselves on the service we provide for these students and the fully integrated way they are incorporated into the life of the school.

Children with special educational needs and disabilities or physical health issues

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional challenges in relation to bullying. All school staff are aware of the additional barriers which can exist when recognising, reporting and responding to bullying for those with SEND.

9. Procedures and Dealing with Incidents – A Whole School Approach

Role of students and staff in reporting and recording a bullying incident involving students

We encourage students to have the courage to do what they believe is right. We take the view that everyone has a responsibility to report incidents of bullying or to share their concerns with a member of the school community. Allestree Woodlands has a guide to reporting and dealing with bullying incidents. *See Appendix 1 for Anti-Bullying Immediate Response Chart.*

Staff Responsibilities

- To take all reports of bullying seriously and follow the agreed procedures.
- To listen to all parties involved in incidents of bullying
- To fully investigate incidents promptly
- To take appropriate action and to refer to Form Tutor and Head of Year
- To record and log any incidents of bullying as required / directed
- To share with parents of the victim and bully the incidents of serious and /or persistent bullying
- To implement all appropriate strategies to challenge and prevent bullying behaviour
- To promote relational and restorative approaches which facilitate communication and consultation in response to bullying incidents
- To implement interventions that are the least intrusive and most effective
- To plan and deliver anti-bullying content through PSHE as per the curriculum
- To deliver planned assemblies, provide outside agency content and drop-down sessions
- Guidance for students

If you are being bullied

- Report the incident in as much detail as possible to a friend or trusted adult in school
- Inform your parents
- Use the email safeguarding@woodlands.derby.sch.uk

Things you should report include

- what has happened to you
- how often it has happened
- who was involved
- who saw what was happening
- where it happened
- what you have done about it already

If you experience bullying on social media or whilst taking part in online gaming

- make sure you tell a friend or adult who you trust
- don't retaliate or reply
- save the evidence; do not delete anything
- make a note of exactly when a threatening message was sent.
- contact your service provider or look at their website to see where to report incidents
- be careful who you give your personal information to

Sharing with students

- in assemblies
- in PSHE lessons
- through displays around school

10. Sanctions

It is important for all schools to be open and transparent in the sanctions used for bullying incidents. Allestree Woodlands has set procedures to follow in implementing sanctions where a bullying incident has occurred. These sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases this may lead to suspension.

The revised DCSF Revised Guidance of September 2007, Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, Section 17, states, 'In cases where

a Head Teacher has permanently excluded a pupil for persistent and defiant misbehaviour, which would include racist or homophobic bullying...., the Secretary of State would not normally expect the Governors' Discipline Committee or an Independent Appeal Panel to reinstate the pupil'.

However, governors would need to examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

It is important to note that the DfE "Advice for School Leaders and Governing Bodies" states:

"Head Teachers have a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers the power to regulate students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre"

Although bullying itself is not actually classed as a criminal offence, some types of harassment or threatening behaviour and communication are. If staff feel that a criminal offence may have been committed, they may seek assistance from the police.

11. Preventing Bullying

The school has adopted a range of strategies, interventions and sanctions to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour including:

- CORE Values
- Woodlands Expects
- The Personal Development and PSHE Curriculum
- Restorative Practices
- Safeguarding email
- Peer counselling
- Student Voice
- Counselling (Learning Mentor, Wellbeing Centre, teaching staff, other outside agencies)
- Anti-Bullying Week – whole school assembly and activities
- Displays
- Training for all members of staff on anti-bullying policy and strategy
- Themed assemblies
- Live Performances
- Adherence to related policies including Safeguarding, Behaviour, Peer on Peer Abuse and Staff Code of Conduct
- Formal recording, reporting, analysis and intervention

- Strong response and follow up work for bullying of protected characteristics
- Use of behaviour contracts
- Agreed safe spaces
- Liaison with parent/carer/social worker /other agencies
- Consequences such as those in our behaviour policy may take place, up to and including the use of exclusions.
- Monitoring and follow up after incidents
- Reporting to Governors

12. Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to students safeguarding procedures must be followed when any disclosures are made. It is very rare for a pupil to request absolute confidentiality.

An underlying principle in supporting students at Allestree Woodlands is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although we cannot guarantee confidentiality students will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

For further information please refer to Allestree Woodlands School's Safeguarding Policy.

13. Monitoring Arrangements

This policy will be evaluated and updated where necessary tri-annually by the whole school. The views of students, parents and staff will be used to make changes and improvements to the policy on an ongoing basis. *This may initially show a rise in bullying due to awareness being raised.*

The senior leadership team will analyse the school's anti-bullying data, identify trends and evaluate the effectiveness of anti-bullying strategies. This will be reported to Governors on an annual basis.

14. Dissemination of the Policy

This policy is available to all staff and parents on the school's website. Hard copies will be made available on request to the school office.

15. Linked Policies

Behaviour Policy

Behaviour and Well Being Statement

Safeguarding Policy

Equalities Policy

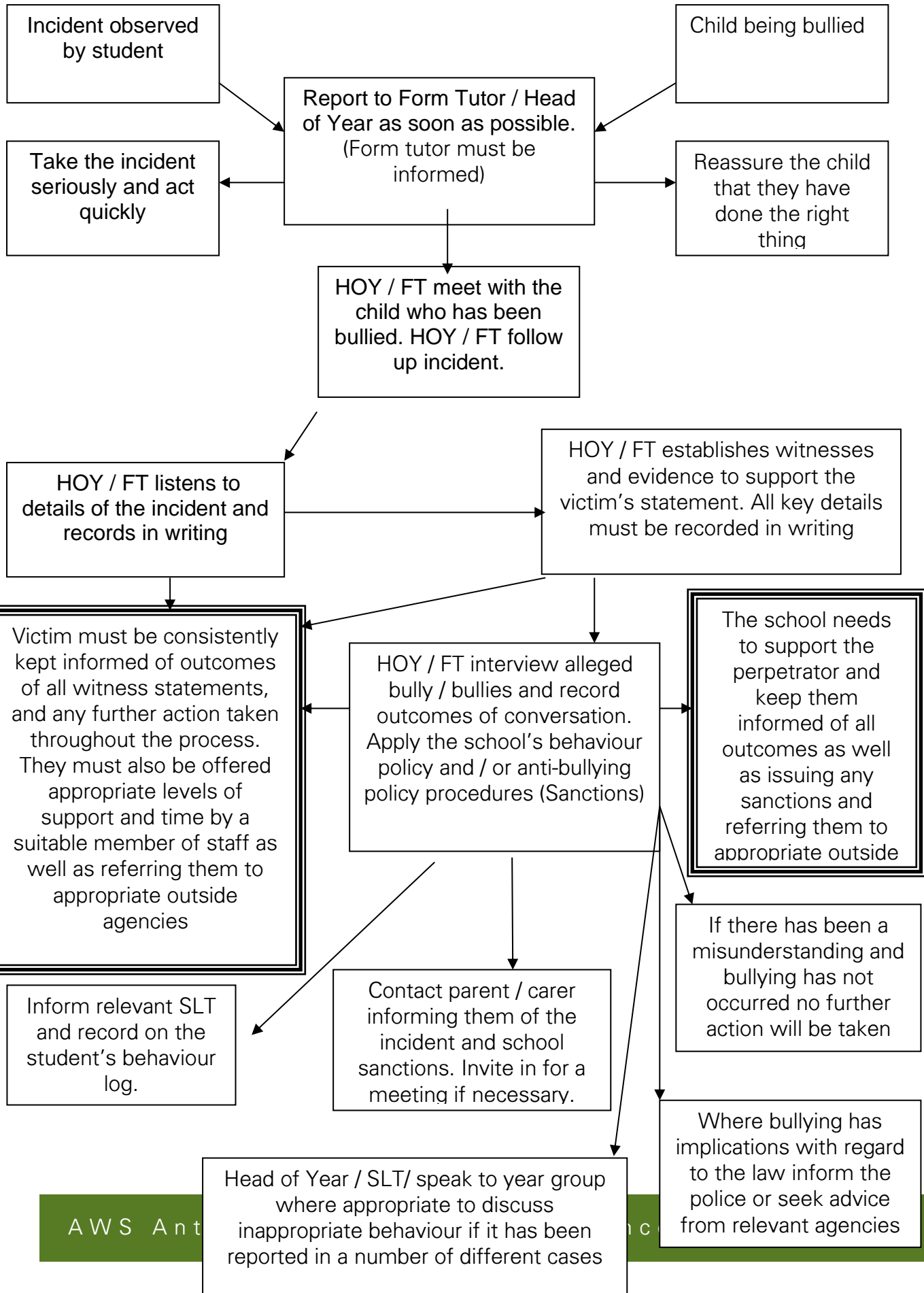
Exclusion from Schools Policy

16. Policy Approval and Review

Review date: UNDER REVIEW

Hard copies of this policy can be obtained on request from the school office. Tel: 01332 551921

Appendix 1 - Anti-Bullying Immediate Response Chart



Appendix 2 – Bullying reporting form

Bullying Log Details Form

Incident details

Date of Incident _____

Time of Incident _____

Location of Incident _____ Staff Involved _____

Name of Student	Form	Aggressor/Target/Witness/Bystander/Participant

Type of Bullying	Main (tick only one)	Description of Incident:
Bullying – Young carers, looked after children	<input type="checkbox"/>	
Bullying – Appearance or Health Condition	<input type="checkbox"/>	
Bullying – Intimidation	<input type="checkbox"/>	
Bullying – Race, Religion or Culture	<input type="checkbox"/>	
Bullying – SEN or Disabilities	<input type="checkbox"/>	
Bullying – Sexist or sexual bullying	<input type="checkbox"/>	
Bullying – Sexual Orientation	<input type="checkbox"/>	
Cyberbullying	<input type="checkbox"/>	
Bullying – Name Calling	<input type="checkbox"/>	
Bullying – Physical Violence	<input type="checkbox"/>	
Bullying - Gender	<input type="checkbox"/>	
Homophobic Language	<input type="checkbox"/>	
Racist Language	<input type="checkbox"/>	
Language relating to disability	<input type="checkbox"/>	
Language relating to Gender	<input type="checkbox"/>	


Status	Main (tick only one)	Description of resolution/outcome:
Further intervention required	<input type="checkbox"/>	
Resolved	<input type="checkbox"/>	
Review in 1 week	<input type="checkbox"/>	
Review in 2 weeks	<input type="checkbox"/>	
Review in 3 weeks	<input type="checkbox"/>	
Review in 6 weeks	<input type="checkbox"/>	
Unresolved	<input type="checkbox"/>	

Parents/Carers Informed by

Telephone	Email	Fax	Letter
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Action Taken	Main (tick only one)	Date Action taken	Action taken by (staff member name)
Full Day Withdrawal	<input type="checkbox"/>		
Half Day Withdrawal	<input type="checkbox"/>		
Daily Report	<input type="checkbox"/>		
Detention	<input type="checkbox"/>		
Fixed Period Exclusion	<input type="checkbox"/>		
Discussed with Student	<input type="checkbox"/>		

Appendix 3 - Support Helplines, APPs and Websites

Agency	Phone	Website	Online Chat
AWS Safeguarding Email Email to report bullying directly to school staff		Safeguarding@woodlands.derby.ch.uk	
Childline Free confidential service where you can talk about anything you want.	0800 1111 Free 24/7	www.childline.org.uk	
Stop it now Help if you are worried about your online behaviour or someone else's.	0800 1111 Free 24/7	www.childline.org.uk	
Kooth Free, anonymous online counselling and support for young people.		www.kooth.com Mon-Fri- 12:00 to 22:00 Sat-Sun- 18:00 to 22:00	
CEOP Reporting online abuse, sexual abuse or consent		www.ceop.police.uk/safety-centre/	
Shout Crisis text messenger service	Text 85258	www.giveusashout.org	