

Anti-Bullying Policy 2026-2027 (To be reviewed July 2027)

Introduction

Wood Green Academy believes that every student has a right to equality as laid out by the Equality Act 2010. Students will not be discriminated against because of their: sex; race; disability; race, religion or belief; sexual orientation; because of a pregnancy/maternity or because of a gender reassignment. Wood Green Academy will ensure that when applying this policy, Safeguarding will be taken into account and reasonable adjustments will be made for students with Special Educational Needs and Disabilities. The writing and implementation of this policy is in accordance with the guidance from the Department for Education's 'Preventing and tackling bullying'.

This policy should be read in conjunction with the Behaviour Policy, the Equal Opportunities Policy, the E-Safety Policy and the **'Keeping Children safe in Education Guidance'**.

This policy was drawn up in collaboration with:

- ☐ Anti-bullying Ambassadors (trained by the Diana Award)
- ☐ School Council
- ☐ Staff
- ☐ Parents
- ☐ Governors

Affirmation

Wood Green Academy recognises that bullying behaviour is a serious issue. We recognise the damage it can cause to the education of the target, the perpetrator and the student body as a whole. We are committed to challenging the assumption that bullying behaviour is inevitable and are working towards its complete eradication. Wood Green Academy also believes that every student has a right to enjoy his/her learning and leisure free from bullying behaviour. It will not tolerate any behaviour that causes distress to any member of its community

Aims

The aim of this policy is to provide a definition of bullying and to provide some basic guidelines for:

- ☐ The prevention of bullying.
- ☐ The reporting of bullying (both within school and to the Local Authority.)
- ☐ The recording of incidents of bullying.
- ☐ Supporting the target.
- ☐ Supporting the perpetrator.
- ☐ Sanctions.
- ☐ Communication.

Definition of Bullying

‘Repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.’

Repeated = doing something more than once

Intended = doing something on purpose, not an accident

Negative behaviour = one of the **VIP**

VIP

Verbal - Unkind words directed at someone in person e.g. body shaming, offensive language or discriminatory language.

Indirect - Unkind actions that happen behind someone’s back/ not to their face e.g. isolating, damaging property, photos without consent.

Physical - Unkind actions that enter someone’s personal space without their permission e.g. spitting, throwing an object, physical force.

Upstander - Someone who witnesses bullying behaviour

Definition of Cyber bullying

Cyber bullying is the misuse of digital technologies or communications to bully a person or a group, typically through message or actions that are threatening and/or intended to cause offence, anxiety or humiliation.

Types of cyberbullying

Flaming/Trolling: The use of extreme and offensive language to cause a reaction and distress.

Catfishing: Creating fake profiles on social networking sites, apps and online.

Outing/exposing: Coaxing someone into sharing their personal information and distributing it without their consent or permission.

Cyber stalking: Repeated messages that include threats of harm, harassment etc. that makes someone fear for their safety.

Exclusion: Intentionally leaving someone out of group messages, online apps, gaming sites and other online engagement.

Online sexual harassment: Sending unwanted images/messages of a sexual content. Might include persuading someone into sending images /doing something they are not comfortable with.

Denigration: To speak damagingly of someone or to criticise in a derogatory manner.

Behaviour that is classed as bullying behaviour includes:

Verbal: name calling, persistent teasing, mocking, taunting and threats

Physical: any degree of physical violence, intimidating behaviour, theft or the intentional damage of possessions

Emotional: excluding, tormenting, ridiculing, humiliation, setting people up and spreading rumours

Sexual: includes harassment, inappropriate sexual language, derogatory comments about physique, jokes etc.

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Bullying behaviour can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation or because a child is adopted or has caring responsibilities.

Effects of Bullying Behaviour

Children who are targets of bullying behaviour are more likely to:

- ☐ Have low self-esteem.
- ☐ Develop depression or anxiety.

- ☐ Become socially withdrawn, isolated and lonely
- ☐ Have lower academic achievements due to avoiding or becoming disengaged with school
- ☐ Be unable to form trusting, healthy relationships with friends or partners in the future

Children who frequently use bullying behaviour are more likely to:

- ☐ Drop out of, or be excluded from school
- ☐ Engage in criminal behaviour
- ☐ Develop depression or anxiety
- ☐ Be abusive towards their partners, spouses or children as adults

Children who witness bullying behaviour are more likely to:

- ☐ Feel powerless
- ☐ Live in fear and guilt

Prevention

Wood Green Academy is fully aware that a school's response to bullying does not start at the point at which a child has been bullied. We have a more sophisticated approach in which school staff proactively gather intelligence about issues between students which might provoke conflict and develop strategies to prevent bullying occurring in the first place.

The school is committed to the complete eradication of bullying behaviour. In order to do this the school:

- ☐ Has used the Diana Award to train a team of 10 students across all year groups including 6th form, to support those students affected by bullying behaviour or those demonstrating bullying behaviour.
They are using the 'Say, Ask, Do' process of supporting students safely who are sharing their experiences and are aware of signs, effects and ways to offer support and use trusted adults and DSL when required.
- ☐ Will have an Anti-Bullying week each year to highlight the Anti-Bullying policy.
- ☐ Will deliver training to staff on the Anti-Bullying policy and other related issues through safeguarding updates.
- ☐ Will have links on the school website where students and parents can access external support about bullying
- ☐ Will have regular programmes on Life TV related to bullying and how to deal with it.
- ☐ Will ensure that all parents can access the Anti-Bullying policy via the school website.
- ☐ Will translate the Anti-Bullying policy into different languages as and when necessary.

- ☐ Will give information out to new year 7 parents on e-safety and bullying at the PIE.
- ☐ Will have information available in reception for parents who are concerned.
- ☐ Will ensure all students know who the peer anti-bullying ambassadors are in school.

Responsibilities of all Stakeholders

Our Staff will:

- ☐ Foster in our students self-esteem, self-respect and respect for others
- ☐ Demonstrate by example the high standards of personal and social behaviour we expect of our students.
- ☐ Discuss bullying with all classes, so that every student learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when 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 respective Year Leader and/or Deputy Headteacher in charge of behaviour.
- ☐ 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 Students:

We expect our students to:

- ☐ Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- ☐ Intervene to protect the student 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 bullies should:

- ☐ Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

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 their children to report any bullying to (Year Leader and/or Assistant Head teacher in charge of behaviour) and explain the implications of allowing the bullying to continue unchecked, for themselves and for other students.
- ☐ 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;
- ☐ Keep a written record of any reported instances of bullying
- ☐ Informing the school of any suspected bullying, even if their children are not involved;
- ☐ Co-operating with the school, if their children are accused of bullying, try to ascertain the truth. Point out the implications of bullying, both for the children who are the targets and for the perpetrators themselves.

Bullying outside school premises

Teachers have the power to discipline students for misbehaving outside the school premises 'to such an extent as is reasonable'. This can relate to any bullying incidents occurring anywhere off the school premises, such as on public transport, outside the local shops or in a town centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Head teacher should also consider whether it is appropriate to notify the police. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the student on school premises or elsewhere when the student is under lawful control of the staff member.

Peer Mentoring

Students from all year groups have been trained in communication skills with an emphasis on techniques that will enable them to effectively support peers of a similar age or younger who are experiencing, or have concerns about bullying.

Through the training provided to the peer mentor they will:

- ☐ know what a peer mentoring scheme is and its benefits.

- ☐ be equipped with the skills needed to be an effective peer mentor.
- ☐ have gained active listening skills
- ☐ be able to recognise the common issues faced by young people who are experiencing bullying
- ☐ have a practical understanding of the role of the teacher in supporting their peer mentoring scheme.

Reporting

The school is committed to removing the culture of secrecy from bullying. We recognise that many young people will be put off the idea of reporting bullying for fear that it may make the situation worse.

In order to promote the reporting of bullying, the school will:

- ☐ Carry out surveys including questions on bullying at least once a year allowing students to disclose if they are being bullied anonymously.
- ☐ Carry out internal questionnaires including questions on safety with both the student and parents at least once a year.
- ☐ Provide training for staff on how to deal with a disclosure about bullying.
- ☐ Deal with each disclosure about bullying sensitively and with a guarantee about anonymity if requested.
- ☐ YL/SSMs log any incidents of bullying on the Bullying log.
- ☐ Feedback to Governors once a term on incidents of bullying.

As with any other behaviour incident, in order to ensure the accuracy of reporting, written statements will be taken from the target, the perpetrator and any witnesses. These will be treated sensitively and kept confidential.

Recording

In order to monitor the frequency with which incidents of bullying take place, the school will record each incident of bullying centrally on the school MIS.

The following information will be recorded:

- ☐ The target's name.
- ☐ The perpetrator's name.
- ☐ Their form.
- ☐ If the student is a looked after child (LAC).
- ☐ Whether or not they wish to remain anonymous.
- ☐ Brief details about the alleged incident.

- ☐ Who dealt with it.
- ☐ What action was taken.
- ☐ Whether the target was satisfied with the school's response to the incident.

The school recognises how traumatic being the target of bullying can be. We are committed to providing each target with the support they need to continue with their education in an environment free from the fear of bullying. In order to do this the school will:

Target support

- ☐ Arrange a letter of apology from the perpetrator of the bullying.
- ☐ Discuss with the student what support they feel that they need.
- ☐ Discuss with the parents what support they feel their child needs.
- ☐ Make referrals to external agencies if necessary.
- ☐ Offer a meeting with the perpetrator of the bullying.

Support for the Perpetrator

The school recognises that bullying can damage the education of the perpetrator as well as the target. Students that bully will be offered a range of support.

This will include one or more of the following:

- ☐ Supervised break and lunchtimes.
- ☐ Mentoring from Student Support Manager.
- ☐ Use of the school's report system.
- ☐ A Pastoral Support Programme.
- ☐ A referral for support from the SEN department's nurture group.
- ☐ A referral to Inclusion Support.
- ☐ If the bullying has involved actual or attempted extortion, a referral to the school's police officer.

Tackling Bullying

Sanctions

It is important for the target of bullying, the perpetrator and the school community as a whole that there are clearly defined consequences for any act of bullying. Each case will be dealt with individually, but the types of sanctions available to the school are:

- ☐ A period of exclusion in the school's Internal Exclusion Unit.
- ☐ Withdrawal of break times and lunchtimes.

- ☐ Fixed term exclusion.
- ☐ Permanent exclusion.

Communication

Whenever an allegation about bullying is made, the parents, Form Tutor and Year Leader of both the target and perpetrator will be informed. In cases of extortion the school's police officer will be informed.

Safeguarding and Young People

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm'. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Criminal Law

Although bullying itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Appendix A

Teaching and Non -Teaching Staff Policy Implementation

Watch and note down early signs of distress in pupils.

Always listen, take seriously and act upon **ALL** information you receive

Initially establish the facts

Inform the appropriate Year Leader and record appropriately on MIS -
a joint decision will then be made how to proceed.

The person assuming responsibility should then take the following steps in
recording the incident

- a. Written statements, dated and signed, should be taken from all parties present
- b. The member of staff should record their discussions with all parties.

If necessary, the member of staff should contact Assistant Head (B&A) or
Deputy Head (SA&W) for further support and advice before proceeding

Decide what action should be taken and what support will be needed

Inform parent/guardian of bully/bullies of the unacceptable nature of
the behaviour and the consequences of any repetition. This may involve
use of the school's sanctions for unacceptable behaviour

Further counselling will be available for both bullies and victims

Bullying will be reported to Governors on a termly basis and will also be
logged on school MIS

INSET will be provided for all staff as necessary

Appendix B

Students Policy Implementation

- ☐ REMEMBER that all students have a right not to be bullied.
- ☐ To report bullying is a positive way of improving the school for everyone.
- ☐ Remember that no one deserves to be bullied. You should not feel ashamed if it happens to you.
- ☐ If you are bullied you should tell someone you trust as soon as possible.
- ☐ You should ask parents/ family or teachers or other staff for help and advice.
- ☐ If you see someone else being bullied you should not stand by. Watching and doing nothing can suggest support for the bully.
- ☐ If you see another student being bullied you should tell an adult **at once**

REMEMBER – IT IS SAFE TO TELL



Appendix C

Parents / Other Adults Policy Implementation

Watch and note down early signs of distress in children
e.g. reluctance to come to school
a pattern of minor illnesses
damaged possessions / clothing
missing items of equipment
aggression to brothers/sisters
mood swings / character changes
(these symptoms may not always be an indication of bullying but of some other difficulty so you are advised to contact school to discuss them)

Listen, take seriously and act upon all information you receive.
Try to establish Who? What? When? And Where?

If you think your child is being bullied please contact school
IMMEDIATELY and speak to the Year Leader or a senior member of staff

With the appropriate member of staff, devise strategies that will help your child and provide him/her with support inside and outside school

DO NOT ENCOURAGE YOUR CHILD TO HIT BACK
It will only make matters worse

Encourage your child **NOT** to try to meet the bully's demands.
It will only make matters worse