Inspire Partnership Academy Trust

Anti-bullying Policy

Woodside Primary School

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Approved by:	CEO
Policy Owner:	Trust Inclusion Leader
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1. Aims

Bullying of any kind is unacceptable and will not be tolerated at Woodside Primary School. At our school the safety, welfare and wellbeing of all pupils and staff is a key priority. We take all incidents of bullying seriously and it is our duty, as a whole school community, to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those which will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

2. Values

At Woodside, we are a value-based school and we pride ourselves in instilling these values into the hearts of our pupils, thus underpinning everything we do. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn and be themselves in a relaxed and secure atmosphere. Everyone at our school is equal and treats each other with respect and kindness. Bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a ***TELLING*** school. This means that anyone who knows that bullying is happening is expected to tell the staff.

3. Links to legislation and guidance

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE's latest statutory guidance "Keeping Children Safe in Education" and incorporates principles from the DfE non-statutory guidance "Preventing and tackling bullying and harassment of school staff" (July 2026) The setting has also read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law.

- These may include (but are not limited to):
- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

4. Definition of bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The **STOP** acronym can be applied to define bullying – **S**everal **T**imes **O**n **P**urpose.

The nature of bullying can be:

- **Attacking property** – such as damaging, stealing or hiding someone's possessions.
- **Cyber**: such as using text, email, or other social media to write or say hurtful things about someone. This explicitly includes the generation or sharing of AI-generated content, deepfakes, and non-consensual self-generated intimate images/videos
- **Physical** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone.
- **Psychological** – such as deliberately excluding or ignoring people.
- **Verbal/emotional** – such as name-calling, spreading rumours, using derogatory/offensive language, or threatening someone. In line with KCSIE 2026, persistent verbal abuse (such as targeted criticism or belittling) is recognised as a form of emotional abuse and will be escalated to the DSL where safeguarding thresholds are met.
- **Misogyny/Harassment** - any behaviour, language, or "banter" that reinforces negative, discriminatory, or hostile attitudes toward individuals based on their sex, which intersects directly with harmful sexual behaviour and child-on-child abuse.

Bullying can be based on any of the following things:

- **Appearance or health conditions**
- **Culture or class**
- **Gender** (sexist bullying)
- **Gender identity** (transphobic bullying)
- **Race** (racist bullying)
- **Related to another vulnerable group of people**
- **Related to home or other personal situation**
- **Religion or belief**
- **Sexual orientation** (homophobic or biphobic)
- **Special Educational Needs** (SEN) or **disability**

Incidents can occur between pupils, which cannot be deemed as bullying. Such incidents will follow our behaviour policy. Pupils will be encouraged to settle any disagreements through discussions to restore mutual respect.

It is important for pupils to know what bullying is not so that they are able to keep themselves happy and safe and to understand what can be resolved within a child-to-child situation or when an adult needs to intervene.

Bullying is not;

- Occasional loss of temper
- Hurting by accident

- Falling out with friends
- Minor disagreements
- Not choosing to be someone's friend
- Isolated, low-level incidents of unkind behaviour

No form of bullying will be tolerated and all incidents will be taken seriously.

5. Responsibilities

Trustees

Trustees hold the Trust Education Leader accountable for monitoring and reviewing this policy.

Trust Education Leader

The Trust Education Leader holds the Headteacher's accountable for implementing this policy in their school.

School Staff

The headteacher has overall responsibility for ensuring the anti-bullying policy is communicated to and followed by the whole school community so that it upholds its duty to promote the safety and well-being of all pupils. The headteacher will ensure that disciplinary measures are applied fairly, consistently and reasonably to all cases. The headteacher will nominate a member of the senior leadership team to take overall responsibility for anti-bullying.

The Deputy Headteacher is the Senior Leader responsible for anti-bullying. They can be contacted directly through the school office.

All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, kitchen staff) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. We will endeavour to make sure all incidents are dealt with fairly and consistently, no matter the member of staff who deals with it.

Parents/Carers

Parents/carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.

Parents/carers should encourage their child not to retaliate but should support and encourage them to report the bullying. Parents/carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office to speak to a member of staff.

Pupils

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult. Pupils are also encouraged to report suspected bullying of a peer to a trusted adult.

6. Responding to bullying

The following steps may be taken when dealing with incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. The senior

leadership team must be notified immediately so they can review the incident and decide upon an appropriate course of action.

- If the school determines the incident to be an example of bullying, then they will ensure appropriate support is provided to the target of the bullying - making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate. Individual meetings will be held with any target of bullying to devise a plan of action which ensures they are made to feel safe and reassured that the bullying is not their fault.
- An appropriate member of staff will interview all parties involved.
- The Designated Safeguarding Lead (DSL) will be informed of all bullying issues where there are safeguarding concerns such as when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Consequences, in line with the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including Early Help or children's social care, if a child is felt to be at risk of significant harm.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken. The records should be kept by the school until the pupil leaves the school.

Bullying outside of school

Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

Cyberbullying

The ever-increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullying to take place.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:

- Hacking into someone's accounts/sites
- Posting prejudice / hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the alleged bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible.

This may include:

- Looking at use of the school systems;
- Identifying and interviewing possible witnesses;
- Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.

This may include:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law (the Education Act 201, the Education Act 1996) DfE 'Searching, screening and confiscation at school', DfE 'Preventing and tacking bullying' and the DfE Mobile Phones in School Policy.
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the perpetrator, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
    - Advising those targeted not to retaliate or reply;
    - Providing advice on blocking or removing people from contact lists;
    - Helping those involved to think carefully about what private information they may have in the public domain.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on Arbor and follow up actions and consequences, if appropriate, will be taken for pupils and staff found using any such language.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour which is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and

have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the Local Community Council. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

7. Support

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support. This may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, loss of break/lunch time, removal of privileges (including online access when encountering cyberbullying concerns), and internal, fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS).

Supporting adults

Our school takes comprehensive measures to prevent and tackle bullying among pupils; however, it is equally vital to recognise that the intimidation, harassment, or bullying of adults—including staff and parents—whether by pupils, parents, or other staff members, is completely unacceptable. In accordance with the DfE's July 2026 guidance, Preventing and tackling bullying and harassment of school staff, the Trust recognises their legal duties as employers to ensure all staff are actively supported, respected, and protected in the workplace.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the head teacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.

Instigating disciplinary, civil or legal action as appropriate or required.

8. Preventing and tackling bullying

Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child-on-child abuse).
- Recognise the potential for children with SEN and disabilities to be disproportionally impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology positively and responsibly.
- Enforce a mandatory mobile phone free environment by default across the school day.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

9. Monitoring and reviewing

The headteacher is responsible for reporting to the Local Community Council on how the policy is being enforced and upheld, via the termly report on pupil behaviour. The Local Community Council members are in turn responsible for monitoring the effectiveness of the policy via the termly updates and by in-school monitoring through the lens of staff, parent and pupil voice.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers, Local Community Council and Trustees.

10. Further resources of information

Specialist Organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional effects caused by bullying.

Childline

Family Lives

Kidscape

MindEd

NSPCC

PSHE Association

Restorative Justice Council

The Anti-Bullying Alliance

The Diana Award

Victim Support

Young Carers

Young Minds

Cyberbullying

ChildNet

Internet Watch Foundation

Think U Know

UK Safer Internet Centre

The UK Council for Child Internet Safety

Internet Matters

Digizen

DfE 'Cyberbullying: advice for headteachers and school staff'

DfE 'Advice for parents and carers on cyberbullying'

LGBT

Barnardo's LGBT Hub

Metro Charity

EACH

Proud Trust

Schools Out

Stonewall

Race, religion and nationality

Anne Frank Trust

Kick it Out

Report it

Stop Hate

Tell Mama

Educate against Hate

Show Racism the Red Card

SEND

Mencap

Changing Faces

Anti-bullying Alliance SEND programme of resources

Council for disabled children

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW) A Guide for Schools

Disrespect No Body

Anti-bullying Alliance: Preventing and responding to Sexual Bullying

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying