

WOODHOUSE ACADEMY

Anti-Bullying Policy

Reviewed: Summer 2026
To be reviewed: Summer 2028

1. Policy Development and Consultation

This policy has been developed following a consultation process involving key stakeholders across the school community, including pupils, parents/carers, and staff. Stakeholders were invited to share their views, experiences, and suggestions regarding current practice and areas for improvement.

The feedback has been carefully reviewed and considered during the drafting of this policy. Wherever possible and appropriate, stakeholder recommendations have been incorporated to ensure that the policy reflects the needs, values, and expectations of our school community.

This collaborative approach supports our commitment to continuous improvement and helps ensure that the policy is practical, effective, and responsive to the experiences of those it is designed to support.

2. Policy Statement

At Woodhouse Academy, we are committed to providing a safe, caring, inclusive and respectful environment where all pupils can learn, achieve and thrive. We believe every child has the right to feel safe and valued, free from fear, intimidation, discrimination or harassment. Bullying of any kind is unacceptable and will not be tolerated.

This policy reflects the views of pupils, parents and staff gathered through consultation and demonstrates our commitment to creating a culture in which:

- Kindness, respect and inclusion are actively promoted
- Bullying is prevented wherever possible
- Concerns are reported without fear
- Incidents are addressed promptly and consistently
- Pupils receive effective support
- Parents are informed and involved appropriately
- Staff are trained and confident in responding to concerns

3. Aims

The school aims to:

- Promote a positive culture of respect and inclusion
- Prevent bullying through education and early intervention
- Provide clear definitions and examples of bullying
- Encourage pupils to report concerns
- Ensure all concerns are taken seriously
- Establish consistent procedures for reporting and investigation
- Provide support for all pupils involved
- Work effectively with parents and carers
- Fulfil statutory safeguarding and equality duties
- Monitor effectiveness through robust data analysis and stakeholder feedback

4. Legislative and Statutory Framework

This policy has been developed with reference to: The Education and Inspections Act 2006, The Equality Act 2010, The Children Act 2004, The Human Rights Act 1998, Keeping Children Safe in Education (KCSIE), Working Together to Safeguard Children 2026, Preventing and Tackling Bullying (DfE), Behaviour in Schools: Advice for Headteachers and School Staff, Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Staffordshire Safeguarding Children Partnership guidance and Staffordshire County Council safeguarding and inclusion guidance.

5. Definition of Bullying

Woodhouse Academy adopts the Department for Education definition:

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally.”

The school recognises that some incidents may initially appear isolated but may become bullying when viewed as part of a wider pattern. The school also recognises that subtle, hidden and relational forms of bullying can be particularly damaging and must be taken seriously.

6. Types of Bullying

The following outlines the main types of bullying, although it is not an exhaustive list and other behaviours may be considered bullying:

- **Verbal Bullying:** Name-calling, insults, offensive comments, threats, mocking, rumour/gossip spreading, friendship manipulation, public humiliation
- **Social (relational) Bullying:** Excluding someone from a group, damaging friendships or social relationships, exclusion/isolation
- **Physical Bullying:** hitting, kicking, pushing, tripping, intimidation, damage to belongings
- **Cyberbullying:** abusive or hurtful messages, social media harassment, group chat exclusion, sharing images without consent, online threats such as bullying through gaming platforms
- **Prejudicial Bullying:** Bullying motivated by race or ethnicity, religion or belief, disability or SEND, sex, sexual orientation, gender reassignment, family circumstances (such incidents may also be recorded as discriminatory incidents or hate incidents)

7. Roles and Responsibilities

Stakeholder	Role and Responsibilities
Governors	<ul style="list-style-type: none">- Monitor implementation of this policy- Review bullying data- Hold leaders accountable for outcomes- Ensure compliance with statutory requirements- Evaluate effectiveness through review
The Assistant Principal (supported by SLT)	<ul style="list-style-type: none">- Lead implementation- Ensure staff training- Monitor incident patterns- Report to governors- Promote a positive culture- Review trends and hotspots

The Key Stage Leads	<ul style="list-style-type: none"> - Coordinate investigations - Monitor vulnerable pupils/groups - Monitor Arbor records - Communicate with families - Coordinate support and intervention - Promote a positive culture
Staff	<ul style="list-style-type: none"> - Take concerns seriously - Challenge bullying behaviour - Record incidents on Arbor promptly - Follow procedures consistently - Support pupils appropriately - Participate in training
Pupils	<ul style="list-style-type: none"> - Treat others with respect - Report concerns - Support peers appropriately - Act as responsible bystanders
Parents and Carers	<ul style="list-style-type: none"> - Report concerns promptly - Work collaboratively with the school - Support agreed actions and interventions

8. Reporting Procedures

<p>Pupils may report concerns to any member of staff they feel comfortable speaking with, including:</p> <ul style="list-style-type: none"> · Form tutors · Subject teachers · Heads of Year · SEND staff · Safeguarding staff · Senior leaders · Any trusted adult 	<p>Parents may report concerns through:</p> <ul style="list-style-type: none"> · Email · Arbor · Telephone · Face-to-face meetings
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9. Investigation Procedures

	Timeframe	Actions
Stage 1: Concern raised	Within 1 school day	<ul style="list-style-type: none"> - Concern acknowledged - Immediate safeguarding risks assessed - Arbor record created - Relevant staff informed
Stage 2: Investigation	Within 3 school days	<ul style="list-style-type: none"> - Pupil spoken to - Alleged perpetrator(s) spoken to - Witnesses consulted - Previous Arbor records reviewed - Online evidence considered where appropriate
Stage 3: Decision		<p>Leaders will determine</p> <ul style="list-style-type: none"> - Whether bullying has occurred

		<ul style="list-style-type: none"> - Appropriate sanctions - Support required - Safeguarding implications
Stage 4: Parent communication	Within 5 school days	<ul style="list-style-type: none"> - Parents informed - Actions explained - Support outlined
Stage 5: Follow-up	Ongoing	Additional monitoring may continue where required

10. Arbor Recording Procedures

All bullying concerns will be recorded on Arbor and should include:

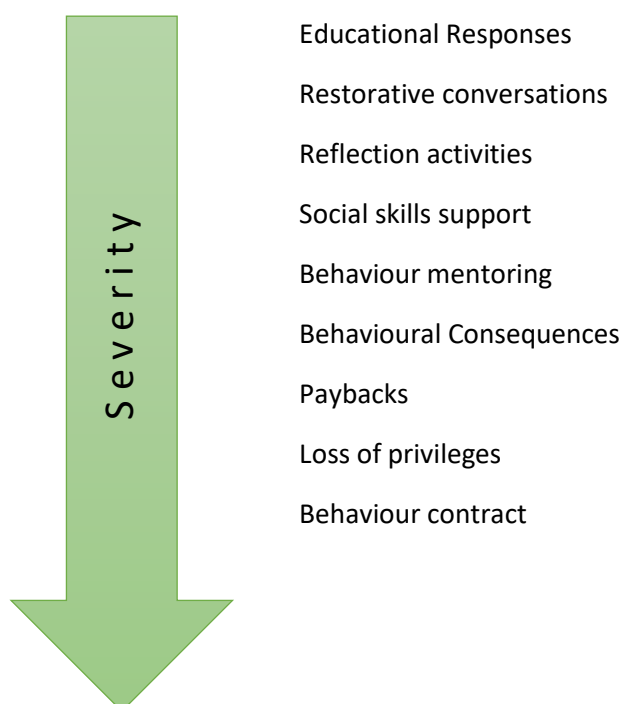
- Date and time
- Location
- Pupils involved
- Type of bullying
- Description of incident
- Parent contact
- Outcomes

Leaders will use Arbor data to identify:

- Repeat incidents
- Repeat perpetrators
- Vulnerable pupils
- Hotspot locations
- Emerging trends

11. Responses and Consequences

Responses will be proportionate and educational. Possible actions include:



Internal exclusion

Fixed-term suspension

Repeated bullying behaviour will result in escalating interventions.

12. Support for Pupils

	Possible avenues of support
Pupils <i>experiencing</i> bullying	<ul style="list-style-type: none">- Trusted adult support- Wellbeing check-ins- Safe spaces- Friendship support- Mentoring- Counselling referrals- SEND support where appropriate
Pupils <i>displaying</i> bullying behaviour	<ul style="list-style-type: none">- Behaviour mentoring- Emotional regulation support- Restorative work- Family support- External agency involvement

13. Prevention Strategy

Woodhouse Academy will adopt a **proactive approach** through the curriculum, PSHE, assemblies and pastoral time.

We will hold regular assemblies addressing:

- Respect
- Inclusion
- Online safety
- Anti-bullying themes

We will include pupils in:

- Pupil Voice
- School Council
- Pupil surveys
- Focus groups

We will encourage parental support via

- Parent Engagement
- Parent surveys
- Online safety guidance

- Policy consultation

Staff will receive annual training covering:

- Recognising bullying
- Cyberbullying
- Arbor recording
- SEND and vulnerability
- Managing parental concerns

14. Online Bullying

The school recognises that online bullying increasingly affects pupils' wellbeing. The school may intervene where behaviour outside school:

- Impacts learning
- Affects wellbeing
- Creates safeguarding concerns
- Damages relationships within school

15. Vulnerable Pupils

Additional consideration will be given to:

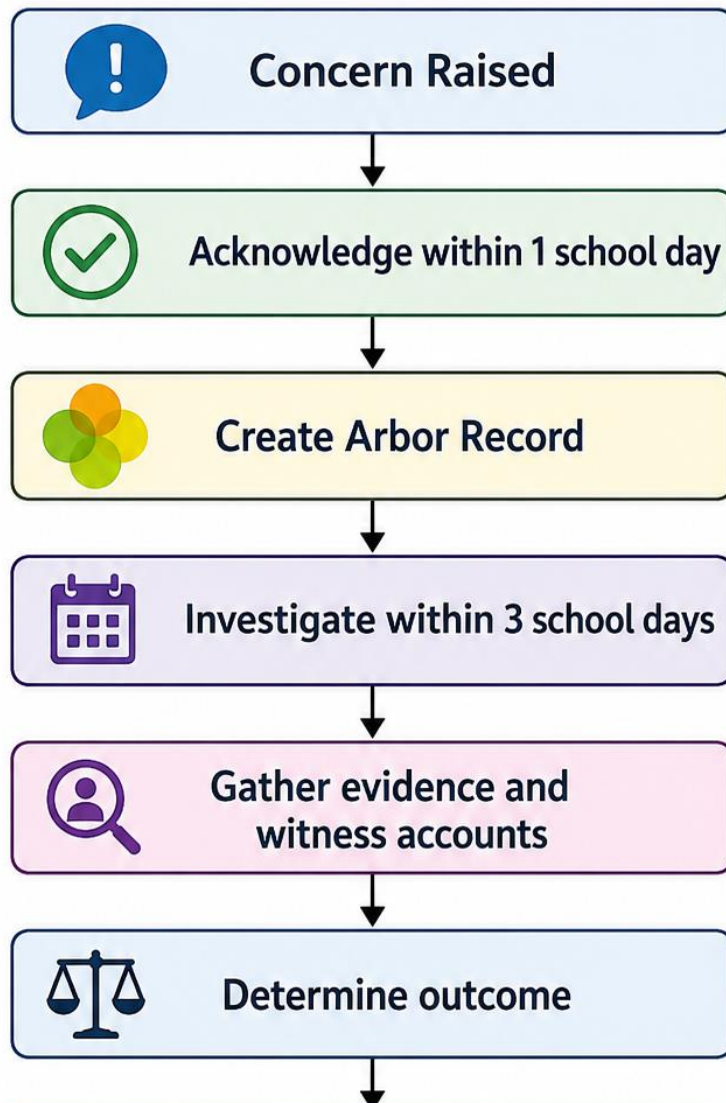
- Pupils with SEND
- Looked After Children
- Previously Looked After Children
- Young Carers
- Pupils with protected characteristics
- Socially isolated pupils
- Pupils experiencing mental health difficulties

16. Monitoring and Evaluation

The effectiveness of this policy will be evaluated through:

- Arbor incident data
- Attendance information
- Safeguarding data
- Pupil voice surveys
- Parent surveys
- Staff surveys
- Governor monitoring visits

Anti-Bullying Investigation Flowchart



ANTI-BULLYING INVESTIGATION RECORDS (ARBOR)

Bullying: Stage 1 - Concern Raised

Date of Incident: _____

Time of Incident: _____

Location: _____

Pupils Involved: _____

Alleged Victim(s): _____

Alleged Perpetrator(s): _____

Witnesses: _____

Details: _____

Bullying: Stage 2 - Investigation


- Pupil Voice (victim)
- Pupil Voice (alleged perpetrator)
- Witness Accounts
- Evidence: _____
- Details: _____

Bullying: Stage 3 - Decision


Following investigation, this incident is:

- Confirmed Bullying
- Friendship Conflict
- Unkind Behaviour
- Peer Conflict
- Unfounded Allegation
- Insufficient Evidence

Actions Taken

-  **Support for Victim**
- Check-in meetings
- Restorative conversation
- Safe space identified
- Pastoral support
- Other: _____

Consequences for Perpetrator

-  **Warning**
- Reflection task
- Restorative work
- Red Payback
- Behaviour support plan
- Internal exclusion
- Suspension
- Other: _____



GOVERNOR MONITORING








Safeguarding and Supporting Pupils

GOVERNORS WILL REVIEW:

- ✓ Bullying Incidents
- ✓ Repeat Incidents
- ✓ Repeat Perpetrators
- ✓ Online Bullying
- ✓ SEND-Related Concerns
- ✓ Parent Complaints



GOVERNOR CHALLENGE QUESTIONS

-  How do we know pupils feel safe?
-  Which locations are hotspots?
-  Are vulnerable pupils disproportionately affected?
-  What does Arbor data tell us?
-  How effective is our preventative work?



Governors play a vital role in monitoring safeguarding in school, ensuring that pupil welfare is prioritised and that effective measures are in place to address key issues such as bullying, online safety, and support for vulnerable pupils.



WOODHOUSE ACADEMY

WORKING HARD, WORKING TOGETHER AS A COMMUNITY, WORKING FOR THE FUTURE.

At Woodhouse Academy, we take a **proactive** approach to building a safe, respectful and inclusive community where **everyone** can learn, grow and achieve.

OUR PREVENTATIVE STRATEGY

We adopt a proactive approach through the curriculum, PSHE, assemblies and pastoral time.



REGULAR ASSEMBLIES THAT INSPIRE

We will hold regular assemblies addressing:



Respect



Inclusion



Online safety



Anti-bullying themes



PUPILS AT THE HEART

We will include pupils in:



Pupil Voice



School Council



Pupil surveys



Focus groups



STRONG PARTNERSHIPS WITH PARENTS

We will encourage parental support via:



Parent Engagement



Parent surveys



Online safety guidance



Policy consultation



EMPOWERING OUR STAFF, SUPPORTING EVERY PUPIL

Staff will receive annual training covering:



Recognising bullying



Cyberbullying



Arbor recording



SEND and vulnerability



Managing parental concerns



OUR VALUES IN ACTION



RESPECT

We treat everyone with kindness, consideration and dignity.



ENCOURAGEMENT

We support and uplift one another to build confidence and believe in potential.



WORKING HARD

We give our best every day and take pride in all that we do.



ASPIRATION

We aim high, set goals and strive for excellence in everything we do.



RESILIENCE

We learn from challenges, persevere and keep going, even when it is difficult.



DETERMINATION

We are committed to our goals and take positive action to achieve them.



TOGETHER, WE PREVENT. TOGETHER, WE ACHIEVE. TOGETHER, WE SUCCEED.