



Anti-Bullying Policy

Motivate • Educate • Achieve

Date of Policy: November 2022

Reviewed: April 2025 in consultation with staff

Ratified by the Full Governing Body: 20 May 2025

Date of Next Review: May 2026

Aims and Objectives

At Woodcock Hill Primary School, we recognise that bullying is unacceptable and can damage children's individual and educational needs. We therefore do all we can to prevent it, by developing a school ethos in which bullying is not tolerated under any circumstances (please refer to our Positive Behaviours Policy). This Policy aims to ensure a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities about the eradication of bullying in our school.

The Anti-Bullying Policy should be read in conjunction with our Behaviour, Equal Opportunities, Acceptable Use of IT, Sexual Harassment and SEN Policies.

This Policy is written to reflect and support our **School Values**:

At Woodcock Hill Primary School, we are *respectful, ambitious, creative, inclusive, independent* and we *persevere*.

Definition of Bullying

We define bullying as:

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.' (Anti-Bullying Alliance)

We follow the Birmingham City Council Statement on Discrimination and Bullying:

'Birmingham schools and educational settings will not discriminate against anyone on the basis of gender, disabilities, ethnicity, faith, age, sexual orientation, transgender identity, pregnancy or marriage according to the Equality Act 2010. Legally, we expect every educational setting to log any form of discrimination or bullying and demonstrate how they act to ensure all our children and staff are treated equally and fairly.'

We expect that all schools in Birmingham will prevent and tackle homophobic, biphobic and transphobic bullying and language and talk about different family models. Under the Education and Inspections Act 2006 Head teachers must, with the advice and guidance of governors and the assistance of school staff, identify and implement measures to promote good behaviour, respect for others and self-discipline amongst pupils and to prevent all forms of bullying.'

Types of Bullying

Cyber Bullying (online bullying)

Cyberbullying is using the internet, email, online games or any digital technology to threaten, tease, upset or humiliate someone else.

[Find out more about Cyber bullying from Childline](#)

Homophobic/Biphobic Bullying

Homophobic/Biphobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different.

[Find out more about Homophobic/Biphobic bullying from Bullying UK](#)

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Identity Based Bullying

Children and young people are too often bullied in schools because of their race, faith, gender, disability, sexual orientation or trans status, irrespective of whether those differences are real or perceived.

All schools must show due regard to the public sector equality duty (PSED). This means the school leadership team needs to actively consider this duty when developing an anti-bullying policy and when reviewing evidence of bullying at school to ensure that efforts to prevent and tackle discriminatory bullying are targeted and effective.

The PSED covers those with 'relevant protected characteristics': age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

[Find out more about Identity based bullying from the Anti-bullying Alliance](#)

Race and Faith Targeted Bullying

Race and faith targeted bullying is bullying that is perceived by the victim or any other person to be racist or bullying that targets a person's faith.

All incidents of racist bullying in schools constitute a racist incident. However not all racist incidents would constitute racist bullying. To determine if racist incident/s are bullying, it is important to have a shared whole-school understanding of what bullying is.

[Find out more about Race and Faith targeted bullying from the Anti-bullying Alliance](#)

SEND Bullying

Disabled children and those with SEN are more likely to experience bullying in school.

[Find out more about SEND bullying from the Anti-bullying Alliance](#)

Sexual Bullying

Any bullying behaviour, whether physical or non-physical, that is based on a person's sexuality or gender. It is when sexuality or gender is used as a weapon by boys or girls towards other boys or girls – although it is more commonly directed at girls. It can be carried out to a person's face, behind their back or through the use of technology.

[Find out more about Sexual bullying from Beyond bullying](#)

Transphobic Bullying

Transphobic bullying is bullying based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects young people who are trans but can also affect those questioning their gender identity as well as students who are not trans but do not conform to gender stereotypes.

[Find out more about Transphobic bullying from Beyond bullying](#)

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

Ring Leaders, who through their position of power can direct bullying activity

Assistants/Associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)

Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing

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Outsiders/Bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour

Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying. Some children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

Responsibilities and Roles

The Behaviour Coordinator has overall responsibility for implementing this Policy; they are supported as necessary by the Pastoral Lead and SENCO. In the event of very serious bullying, the Head Teacher may become involved.

All incidents of racist and/or homophobic bullying must be reported to the Governors at the next meeting of the full Governing Body as part of their Head Teacher's Report.

The Behaviour Coordinator will include bullying as part of their termly Behaviour Report to Governors.

Procedures

We positively encourage all pupils to take responsibility for their behaviour and its consequences and to make a commitment to take action to end the bullying and provide support for the bullied pupil. Research shows that bullying will stop in less than 10 seconds nearly 60% of the time when peers intervene. (Pepler, *Bullying in Schools: How Successful Can Interventions Be?* (2007).

At Woodcock Hill Primary School, we encourage the bystander to get involved and not just watch and collude, to report incidents or support someone getting bullied.

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience through PHSE and pastoral support.
- Consider all opportunities for addressing bullying including through the curriculum, through PHSE, through displays, through peer support, Circle Time, interventions by the Pastoral Lead, and through the School Council.
- Train all staff to identify bullying and follow school policy and procedures on bullying.
- DSLs will ensure that vulnerable children are supported and protected from bullying or becoming a bully.
- When necessary, create "safe spaces" for vulnerable children (e.g. nurture groups at lunchtimes).

Teachers are required to record all incidents of bullying on the school's management information system (SIMS). The Behaviour Coordinator regularly checks MyConcern to ensure that all incidents are logged and resolved. Major incidents are recorded on the school's My Concern when DSL's will be informed.

If following investigation, bullying is seen to have occurred, the school's standard system of sanctions will be applied (see Positive Behaviours Policy) and parents/carers will be informed.

There are 'Buddy Benches' in both the Infant and Junior Playgrounds to help pupils who may feel excluded or upset.

Every year, the school has an Anti-Bullying Week; this forms the theme in whole school, Key Stage and class assemblies.

Involvement of Pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas pupils' views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

Involvement and Liaison with Parents and Carers

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about prejudice-based and discriminatory bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline

Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk

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- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/ukcouncil-for-internet-safety
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Special Educational Needs and Disabilities (SEND)

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disabilitytheeducationpeople.org
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srrc.org/educational

LGBTQ+

- Barnardo's LGBTQ Hub: www.barnardos.org.uk/what-we-do/our-work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

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Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexistbullying/investigating-and-respondingsexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-de