




## Anti Bullying Policy

### Introduction

### Key people / dates

|   |  |   |
|---|--|---|
|  | Designated Safeguarding Lead (DSL) team    | L.Moxom (DSL), C.Hasker (Deputy DSL/Headteacher) J.Sherborne (Deputy DSL) |
|   | Online-safety lead                         | L.Moxom   |
|   | Online-safety / safeguarding link governor | S.Kenworthy Wright  |
|   | PSHE/RSHE/RGU lead                         | L. Moxom  |
|   | Network manager / other technical support  | Featherstone High School IT Department                                    |
|   | Social media leads                         | L.Moxom, A.Thompson   |
|   | Date this policy was reviewed and by whom  | November 2024, L.Moxom  |
|   | Date of next review and by whom            | November 2025, L.Moxom  |

*This policy will be reviewed at least annually, and following any concerns and/or updates to national and local guidance or procedures*

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also takes into account the DfE statutory guidance [Keeping children safe in education 2024](#). The school has read Childnet's "[Cyberbullying: Understand. Prevent and Respond: Guidance for Schools](#)"

## 1. Definition of bullying

1.1. Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017).

1.2. Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

1.3. Bullying behaviours can occur face to face or online, also known as cyber bullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

1.4. Bullying can be a form of child-on-child abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

1.5. Bullying is not having a single argument or fight with someone. It isn’t saying something bad to someone once when you are angry. Bullying is intentional and it is several times on purpose, over a period of time. In school we use the acronym STOP for children to remember that bullying is Several Times On Purpose. Our Antibullying Charter was developed together with pupils. See appendix A.

### Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get ‘a rise’ out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

### Banter

The dictionary describes banter as: ‘the playful and friendly exchange of teasing remarks’. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter:

- Friendly Banter- There’s no intention to hurt and everyone knows its limits.
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public.

1.6 This policy will refer to ‘the person bullying’ and ‘the person being bullied’ rather than ‘bully’ and ‘victim’, both of which can be defined as negative labelling.

1.7 Bullying can take many forms. The 4 main types are:

- **Physical** bullying (hitting, punching, kicking, spitting, tripping, pushing, breaking or

- taking property and any inappropriate touching)
- **Verbal** bullying (name calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism or sarcasm)
- **Emotional/Indirect** bullying (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection.)
- **Cyber** bullying (sending nasty phone calls, text messages or emails/chat rooms). Linked to schools Acceptable Use Policy (ICT), online safety policy and social media policy. (See Cyberbullying Section)

1.8 Some bullying is done because a child is deemed to belong to a certain group. This is labelled as 'prejudice based bullying' and includes:

- bullying related to race, religion, nationality or culture (racist bullying)
- bullying related to SEND (Special Educational Needs or Disability)
- bullying related to appearance or physical/mental health conditions
- bullying related to sexual orientation (homophobic bullying)
- bullying related to gender (sexist, sexual and transphobic bullying)
- bullying related to young carers, children in care or otherwise related to home circumstances.

## 2. Our mission

2.1 The policy is based on our school's vision 'Together we achieve'. The values that underpin our school are **respect**, **resilience**, **determination** and **self belief**. Our values based school nurtures curiosity and creativity through a rich, varied and inspiring curriculum. Teaching and Learning is the focus of all we do and we encourage children to explore and express themselves and reach their full potential to be caring, conscientious and confident citizens of tomorrow.

2.2. We have a strong focus on wellbeing in our school and the children are encouraged to express their emotions and discuss feelings in terms of their wellbeing. We use the '[5 ways of wellbeing](#)' as a focal point in discussions about mental health and wellbeing.

2.3 Our aim is to prevent bullying incidents and act appropriately and fairly towards both the person being bullied and the person who is bullying should incidents occur.

## 3. Responsibilities

3.1. The Senior Leadership Team has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies.

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Identifying and tackling bullying behaviour appropriately and promptly
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents

- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

3.2 All members of our school community are expected to behave, communicate and positively engage in a way that reinforces our values for everyone, every day. This includes governors, senior leadership, teaching and non-teaching staff.

3.3. Parents/carers to support their children and work in partnership with the school.

3.4 We ensure that pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.

3.5. We report back to parents/guardians regarding concerns on bullying, dealing promptly with complaints.

3.5. We utilise support from the Local Authority and other relevant organisations when appropriate.

## 4. Policy consultation process

4.1 This policy was reviewed and adapted in response to curricular changes which were informed by the school's data.

- Staff were consulted during INSET.
  - Pupils were consulted through pupil voice and the School Council
  - Governors were consulted during governing body meetings.
- The policy was then reviewed and adapted in response to these inputs.

4.2 To involve 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 have to play to prevent bullying.
- Regularly canvas children and young people's 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.
- 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 in order to address the problems they have.

4.3 To involve parent/s carers we will:

- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Engage parents with the PSHE curriculum through whole school events linked to Anti

Bullying.

- 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.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

## 5. Our Aims

5.1 At Woodlands Academy we take all forms of conflict, friendship problems, and bullying behaviour seriously.

Our aims are:

- To provide a safe and secure environment for all children in our care.
- To create a happy, nurturing atmosphere in which both parents and staff work together for the welfare of the students.
- To ensure everyone is mutually valued and respected regardless of gender, race, sexual orientation, beliefs and ability.
- To encourage children to adopt agreed standards of behaviour and values in order to develop a sense of self-discipline and to take responsibility for their own actions.

## 6. Signs and symptoms of a child being bullied

6.1 A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine or is unwilling to go to school (school phobic)
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens self-harm
- Cries themselves to sleep at night or has nightmares/bedwetting
- Regularly feels ill in the morning/ tummy aches
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go “missing”
- Has unexplained cuts or bruises
- Becomes unreasonable when dealing with school issues
- Stops eating
- Is frightened to say what’s wrong
- Gives improbable excuses for any of the above

## 7. Strategies for preventing bullying behaviour

7.1. Woodlands Academy recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious

consequences for mental wellbeing.

7.2. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

7.3. Early identification is the most effective way in minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the person doing the bullying needs to understand that their behaviour is unacceptable and must stop. They may also need support to change their behaviour and explore the underlying reasons for bullying.

7.4 Children are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:

- Speaking to their teacher/TA or any member of support staff
- Speaking to a parent/ carer who then may contact the school in any of the ways listed.
- Speaking to their School Council representative or Safeguarding group representative.
- Using the worry box in their classroom or worry button online to write down any concerns

## 8. Our Whole School Approach

8.1. Issues surrounding friendships and bullying behaviour are taught through the Personal, Social, Health and Economic Education (PSHE) Curriculum. Children are taught to explore some of the ups and downs of relationships, including the positive aspects and benefits of friendships and the negative aspects of peer conflict. Through the PSHE curriculum, we have open discussions about recognising and accepting differences and challenge practice/ language which does not uphold the values of tolerance, non-discrimination and respect towards others. Pupil's SMSC development will be developed when learning about bullying by ensuring pupils:

- Respect each other including people from different religious, ethnic and socio-economic backgrounds
- Recognise the difference between right and wrong
- Understand the consequences of their actions
- Understand the effects of their behaviour on others

8.2. In school we create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others. We have 'safe spaces' for all pupils, e.g calming corners.

8.3. Whole School Assemblies are also used to discuss bullying and raise children's awareness of what bullying looks like, and how they can respond. Every celebration assembly we award certificates to children showing one of the school values.

8.4. Circle Time provides opportunities for more detailed discussions and role play activities to explore the nature of bullying and to discuss any whole class concerns.

8.5. The School Council and the Safeguarding group will provide a forum for discussing any bullying issues and for the children to decide ways of preventing it and supporting those who are bullied.

8.6 All staff will monitor behaviour and intervene when it becomes inappropriate in order to prevent bullying from developing. Staff on playground duty will inform class teachers of any incidents. All bullying related incidents are to be logged on CPOMS, to ensure we are

monitoring behaviour and noticing concerning patterns.

8.7. Participation in Anti Bullying Week each year raises awareness of bullying.

8.8. Workshops with parents based on anti-bullying strategies and policies.

8.9. Staff INSET session on anti-bullying strategies and safeguarding procedures.

8.10 Data will be collected (Health Related Behaviour Survey, Anti-Bullying Questionnaires by pupils and parents) and analysed to identify achievements, areas for development and school needs. This will inform planning and staff are regularly updated through INSETs and staff meetings. Work samples (photos, lesson evaluations, pupil's self-assessments, photos of displays, pupil's work) will be collected during Anti-Bullying Week by the PSHE Lead.

## **9. Responding to bullying**

9.1. We have clear systems to report any type of bullying. Pupils should initially report bullying to their class teacher. The school will log all concerns in the most appropriate format, using CPOMS. This may also be used to identify trends and inform preventative work in school.

9.2. Parents or guardians should report their initial concerns about possible bullying to their child's teacher, either verbally or using the class email address.

9.3. The management of a bullying incident will involve dialogue between the relevant combination of staff and pupils. In more persistent cases the dialogue may include parents and/or supporting agencies, (e.g. Education Psychology Service, Ealing Mental Health Team). 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).

9.4. Parents of any children involved in bullying will be contacted and kept informed by the designated member of staff.

9.5. Sanctions and support for individuals will be implemented, in line with the schools Behaviour Policy, in consultation with all parties concerned.

These might include:

- Official warnings to cease offending or withdrawal of certain school privileges, e.g. playtime/ lunchtime play.
- Involvement of the Neighbourhood Schools officer (the Police)
- Exclusion from certain areas of school premises, e.g. playground, working out of class.
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion
- Parents of those involved will be informed of any action taken.
- Records will be kept on students' files.

## 10. Cyber/ online bullying

10.1 Cyberbullying (or online bullying) is bullying using technologies, particularly over the internet or via mobile and gaming networks. It can be done by an individual or a group of people to deliberately and repeatedly upset someone else.

10.2 Cyberbullying can be an extension of face-to-face bullying, with technology providing an additional route to harass an individual or group. It can also be a way for someone being bullied face-to-face to retaliate.

10.3 Cyberbullying can be carried out by individuals or groups who are known to the person being bullied. There are also cases where individuals have been cyberbullied by people or groups they have never met.

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

10.4 Children at Woodlands Academy learn about the importance of keeping themselves safe online using the SMART rule (Childnet). T stands for 'Tell' someone about anything online that might be worrying, upsetting or confusing. Talk to an adult you trust like a teacher, parent or helpline like Childline. Children are also taught about the 4Cs through whole school assemblies and the computing curriculum.

- We encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- We 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.

10.5 Woodlands Academy encourages parents/guardians to take responsibility for their child's internet usage. This includes their child's use of all social media platforms and how their child interacts online with other members of the respective community. This will not only help protect their child online but also other members of the Woodlands Academy community. Further safeguarding guidance and advice can be found in the 'Safeguarding and Child Protection Policy'.

10.6 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 bullying to ensure that it does not happen again.

10.7 We 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 person who is bullying, as well



as ensuring access to any additional help that they may need. We will inform the police if a criminal offence has been committed.

10.8 We 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. They are taught about digital responsibility and their digital footprint.

10.9 Where a child or group of children deny involvement in bullying behaviour the children concerned will be observed and monitored. The child being bullied may be asked to record and report any incidents which cause them concern. Parents/ carers will be made aware of the incident.

10.10 Woodlands Academy recognises that any member of the academy community – student, staff member, parent or guardian – can be involved in and be affected by cyberbullying. Cyberbullying can take place between pupils; between pupils and staff; between parents and guardians and pupils; between parents and guardians and staff; and between staff members.

## 11. Supporting Adults

11.1 Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable. A staff code of conduct is shared with staff and reviewed regularly.

11.2 Adults (staff and parents) 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 headteacher.
- 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.

11.3 Adults (staff and parents) 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.

## **12. Supporting Pupils**

12.1 Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.
- 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.
- Providing ongoing support; this may include: working and speaking with staff, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

## **13. Education and Training**

13.1 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 and celebrating differences throughout the curriculum and other activities, such as: through displays, assemblies, shared reading texts, peer support, the school/student council, etc.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.
- 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 take into account 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.

## **14. Health & Safety and Safeguarding**

14.1 Confidentiality

- Pupils will be made aware that some information cannot be held confidential and that their best interests will be maintained.
- Disclosure or suspicion of possible abuse
- See School policy for the procedures for dealing with child sexual abuse based on the

- LEA guidelines
- and recommendations. This policy is available on request.

#### 14.2 Dissemination Of The Policy

All staff members and governors will receive a copy of this policy. Copies are available from the office on request. It is available on the school website.

#### 14.3 Awareness Creation

In addition to promoting anti – bullying policies during anti – bullying week it is important to find as many other outlets as possible for promoting anti – bullying policies.

Links with other policies

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Social Media Policy
- Equality Plan
- PSHE Policy
- Complaints Policy

Links to legislation

There are a number of 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

#### 14.4 Complaints

The Governing Body has established a formal complaints procedure and this may be used by a parent/carer if necessary. Please refer to the complaints policy available on our website.

## 15. Useful links and supporting organisations

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Childline: [www.childline.org.uk](http://www.childline.org.uk)

Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)

Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

MindEd: [www.minded.org.uk](http://www.minded.org.uk)

NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)

The BIG Award: [www.bullyinginterventiongroup.co.uk](http://www.bullyinginterventiongroup.co.uk)

PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)

The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)

Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

Young Guardians: [www.youngguardians.net](http://www.youngguardians.net)

Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:  
[www.cafamily.org.uk](http://www.cafamily.org.uk)

Cyberbullying

Childnet International: [www.childnet.com](http://www.childnet.com)

Digizen: [www.digizen.org](http://www.digizen.org)

Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)

Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

UK Council for Child Internet Safety (UKCCIS): [www.gov.uk/government/groups/uk-council-for-childinternet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-childinternet-safety-ukccis)

Race, religion and nationality

Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)

Kick it Out: [www.kickitout.org](http://www.kickitout.org)

Report it: [www.report-it.org.uk](http://www.report-it.org.uk)

Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)

Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)

Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)

Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)

Gender / sexual identity

Barnardos LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq)

Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)

EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)

Proud Trust: [www.theproudsttrust.org](http://www.theproudsttrust.org)

Academics Out: [www.academics-out.org.uk](http://www.academics-out.org.uk)

Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

Sexual harassment and sexual bullying Ending Violence Against Women and Girls (EVAW):  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

A Guide for Schools: [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-AcademicsGuide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-AcademicsGuide.pdf)

Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)

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

[www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexualand-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexualand-gender-related)

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017):  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## Appendix A

### What is bullying?

'Bullying is the repetitive, intentional hurling of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'


Anti bullying Alliance

| Physical  | Verbal   |
|---|--|
| Punching, kicking, spitting, hitting, tripping, pinching, pushing, inappropriate touching etc.            | Teasing, name calling, sarcasm, threats, spreading rumours etc.                                    |
| Emotional   | Cyber (online)   |
| Hurling people's feelings, leaving them out, talking about them behind their back, blackmailing them etc. | Saying unkind things by text, e-mail, on social media / gaming platform chats, sharing photos etc. |


If the action is intentional and it happens several times on purpose, its time to say STOP!


Several Times On Purpose

Be a buddy, not a bully



Woodlands Academy





Anti- Bullying Charter


2024/25

At Woodlands Academy, the governors, staff and pupils work together to:

- Make our school a safe and happy place.
- Understand when it is bullying: Several Times On Purpose.
- Always help STOP bullying by Start Telling Other People.

Our children know that bullying will not be tolerated. We have a [Going for Green system behaviour policy](#).

### Who can help?



Friend

Family

Headteacher and Assistant Headteacher

Teacher

Teaching assistant

Our 'young leaders' in school (see our leaders board)

Our Safeguarding team (see our safeguarding board)

School councillors