



Woodlane High School

achieving success in a nurturing environment

Woodlane High Anti-Bullying Policy

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General Policy Statement

At Woodlane High School our aim is to provide a safe, secure, caring and nurturing environment where everyone is valued and respected equally. We aim to provide an inclusive education where pupils develop independent learning skills and are taught according to need whatever their, gender, background, beliefs or abilities.

National legislation regarding, disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Gifted and Talented, Equal Opportunities and Health and Safety.

All the pupils at Woodlane High School have special educational needs and may present additional disabilities, e.g. multiple learning difficulties, sensory, physical, medical need, ASD, challenging behaviour or any combination of these. Our approach to anti-bullying therefore needs to take into consideration on the one hand, the impact of inappropriate behaviours on our physically and emotionally vulnerable pupils, while on the other, the influence of specific types of special needs on the behaviour of some children. While the school recognises this dilemma it is also dedicated to combating both the rare cases of 'true bullying' that may occur and the possible, while unintentional, incidents that may make pupils feel threatened, unsafe or afraid. The school will act promptly and firmly to combat bullying and aspects of behaviours that may impact upon the emotional and wellbeing of all, whenever and wherever it occurs.

Pupils will be made aware of how they can draw their concerns about bullying to the attention of staff in the confidence that these will be carefully investigated and, if substantiated, taken seriously and acted upon. All staff will be made aware of their responsibilities for ensuring the safety of more vulnerable pupils who, because of the impact of their special needs or additional language issues, are unable to communicate any issues that arise. We work closely with the School Council to hear their views and opinions. The school also regularly consults pupils through questions and pupil conferences.

Discouraging, preventing and responding to bullying

As outlined in our positive behaviour management policy the school believes that all children and adults in our community should have the right to:

- show respect for one another
- work together to enhance everyone's self-esteem
- establish a stable and safe social and learning environment

These rights lead to all members of the community having responsibilities, which are:

- to value others
- to allow others
- to learn to help keep others free from harm

Implicit in all this is that bullying is wrong.

What do we mean by 'Bullying' at Woodlane High School?

The school distinguishes between the inappropriate behaviours to others that arise through the impact of special educational needs and associated social or behavioural problems and those that occur through bullying. While not underestimating the impact of any inappropriate behaviour on the physical and emotional well-being of the recipient, the approach to the management of bullying will differ. Although this policy relates to the management of bullying within the school, inappropriate behaviours that impact on the physical and emotional welfare of others are unacceptable whatever the cause or context and will be addressed immediately (see Positive Behaviour Management Policy).

What is Bullying?

The Anti-Bullying Alliance UK defines bullying as:

'The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim.'

It can be directly physical or indirectly verbal such as intimidation through gesture, ignoring, spreading malicious rumours and excluding a person from a group. It can also take place through social media, mobile phones and the internet. Given the range of needs of our school population we must accept that bullying is a behaviour that we could see.

The main types of bullying are (outlined in detail in appendix A):

- Homophobic or gender identity bullying
- Racist bullying, including religious intolerance
- Bullying with regard to SEN or disability
- Bullying with regard to LA care, adoption or a carer

Bullying may take any or all of the following forms:

- Physical (hitting, kicking, theft)
- Verbal (name calling, cultural, anti-religious, sexual/sexist or racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)
- Cyberbullying (in all its forms including social websites, mobile telephones, text messages, photographs and emails)

We believe we are better able to be alert to bullying and to deal with it because we are a relatively small community. Given the group sizes, staffing ratios and the degree to which all staff know our pupils, we believe that we are able to monitor bullying and that some pupils have the confidence in staff they know well to raise their concerns.

We would expect that:

- All staff, governors, parents and pupils have an understanding of bullying
- Bullying is not to be tolerated
- All incidents are to be taken seriously

- That bullying is to be clearly monitored
- Clear procedures should be in place for discouraging and preventing bullying and for dealing with recognised incidents of bullying

Strategies for preventing bullying

All staff should be aware and watch for bullying. We have to recognise that some of our pupils are not able to express when they are being bullied and we have to be extra vigilant.

- Pupils to be encouraged to report bullying if they are able
- Prevent, de-escalate and stop any continuation of harmful behaviour
- Educate pupils through various methods (e.g. assemblies, projects, drama, stories, PSHE, Computing etc.) about the effects of bullying, how to prevent and spot bullying and the importance of respecting others
- Minor incidents of bullying will be dealt with by the classroom staff using the positive behaviour management strategies in use in the school, however they should be reported to senior management. Significant incidents will be dealt with by a member of the senior management team and staff will be alerted to incidents and the action taken through weekly staff meetings. Sanctions will be implemented for individual pupils who are bullying and parents of the victim and the bully(ies) will be informed and asked to support the school
- Raise awareness through staff training, in particular regular child protection training, which includes e-safety
- Follow up meetings will be arranged at least once (within the following week) to check on the victim and the bully(ies)
- Significant incidents will be recorded in a pupil's and one of the senior managers will contact parents to keep them informed

As well as the level of vigilance described, a range of strategies will be used to prevent bullying. These will include:

- Inform parents about the school policy and encouraging them to discuss bullying with their children
- Discuss bullying with pupils including specific opportunities in PSHE, assemblies, tutor time and project work
- Separate regular meetings with targeted groups to discuss behaviour
- Providing appropriate levels of staffing
- Providing quality experiences at breaks
- Close monitoring
- School rules re-established on needs basis
- Deployment of Attachment Awareness strategies
- Use of the school's sanction policy

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a Form Tutor or member of staff, such as the Safeguarding Lead

- Reassuring the pupil that action is being taken to address the issue to prevent it from recurring and that this may include disciplinary action
- Offering continued support to restore self-esteem and confidence by Form Tutor, with access to drawing and talking, Respond art therapy, friendship groups etc. where required
- A proactive PSHE programme and opportunities in Social Skills and SaLT sessions to deal with bullying issues

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and its effect on others
- Establishing the need to change; this might take the form of additional work with the Speech and Language Therapists (Circle of Friends, Social Stories etc.), Respond art therapy and Drawing and Talking and informing parents or guardians to help change the attitude of the pupil at home

Breaks and Lunchtimes

All staff, including TA's, should be aware of school policies on behaviour management and anti-bullying strategies.

All breaks are adequately supervised with each staff on duty assigned to an area and all pupils monitored at all times.

Efforts made through funding to provide activities and equipment to engage pupils in meaningful activities during breaks.

Parental/Carers involvement

Parents/Carers are encouraged to raise concerns with school and all concerns are followed up. Where a child/pupil is bullying others, parents will be informed (including the nature of sanctions being imposed). Should a pupil be excluded parents must bring son/daughter back into school for an interview. The interview will focus on causes of bullying and include possible actions to tackle these as part of any programme, which is established to modify the child's behaviour. Where a child has bullied or is being bullied and parents are involved there will be a focus on supporting the child and family and looking at ways of preventing the bullying, encouraging the pupil to report concerns and to look at ways of boosting self-confidence and esteem.

Appendix A:

Types of bullying:

Homophobic Bullying

Homophobic or gender identity bullying can be hard to identify because it may be going on in secret. Sometimes the pupil may not want to tell anyone about it in case they are assumed to be gay. Homophobic bullying looks like other sorts of bullying, but in particular it can include:

- Verbal abuse (including spreading rumours that someone is gay)
- Physical abuse
- Cyberbullying (using on-line spaces to spread rumours)

Responding to homophobic behaviour

- Consistently staff should make it clear that homophobic behaviour is unacceptable and ensure that pupils who experience it feel supported
- Staff should be sensitive when talking to pupils about incidents, taking into account the worries the pupils may have
- When an incident occurs, pupils should be informed that that homophobic language is offensive and will not be tolerated
- Follow steps outlined above in RESPONDING TO INCIDENTS OF BULLYING

Racist Bullying

Racism can be described as a prejudice or attitude, action or institutional structure which systematically treats an individual or group of individuals differently because of their race, religion or ethnicity. Racism can be overt and covert, conscious or unconscious.

Racist bullying is defined as *"any incident which is perceived to be racist by the victim or any other person"* (MacPherson 1999).

"Institutional racism consists of the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour and which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic people."
(MacPherson 1999)

Categories of Racist Behaviour

- Physical assault because of colour of skin and/or ethnicity
- Verbal abuse or threats, including derogatory name calling, insults, racist jokes, ridicule of individuals for cultural differences e. g. food, music, dress etc.
- Racist illustrations or graffiti Provocative behaviour, such as wearing racist badges or insignia

- Bringing racist materials, such as leaflets, comics or magazines into school; or accessing these materials online
- Incitement of others to behave in a racist way
- Racist comments, in the course of discussion in lessons or anywhere in school Refusal to co-operate with other people because of their ethnic origins

Responding to Racist behaviour

- Consistently staff should make it clear that racist behaviour is unacceptable and ensure that pupils who experience it feel supported
- When an incident occurs, pupils should be informed that that racist behaviour is offensive and will not be tolerated
- Follow Steps outlined above in RESPONDING TO INCIDENTS OF BULLYING

Bullying With Regard To SEN / Disability Discrimination

Woodlane High School takes the same view toward any form of discrimination or bullying based on Special Educational Needs or disability. Actions and sanctions will be implemented in the same way is outlined above for Homophobic and Racist Bullying.

The school will evaluate and make use of curriculum opportunities, such as PSCHE /SEAL/SMSC and Form time in order to instil respect for others. Additionally, the school will raise awareness of what homophobic or racist bullying or disability discrimination is, and how the school will respond, through staff training and whole school gatherings.

Cyberbullying

Cyberbullying can be defined as *the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else*. Cyberbullying is a sub-set or 'method' of bullying. It can be used to carry out all the different 'types' of bullying (such as racist bullying, homophobic bullying, bullying related to SEN and disabilities, religion or gender identity based bullying), but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the bullying. Cyberbullying can include a wide range of unacceptable behaviours, including harassment, threats and insults, and like face-to-face bullying, cyberbullying is designed to cause distress and harm.

Cyberbullying can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, cyberbullying does differ in several significant ways to other kinds of bullying, e. g. the invasion of home/personal space, the difficulty in controlling electronically circulated messages, and even in the profile of the bully and target.

E-Safety

Woodlane High School E-Safety policies are embedded within the Anti- bullying policy and are intended to consider all current and relevant Issues, in a whole school context, linking with other relevant policies, such as the Child Protection and Behaviour Management.

As with all other risks, it is impossible to eliminate those risks completely. It is therefore essential, through good educational provision to build pupils' resilience to the risks to which they may be exposed, so that they have the confidence and skills to face and deal with these risks.

E-Safety encompasses not only Internet technologies but also electronic communications such as mobile phones and wireless technology. It highlights the need to educate children and young people about the benefits, risks and responsibilities of using information technology and provides safeguards and awareness for users to enable them to control their online experiences. The Internet is an open communications channel, available to all. Applications such as the Web, e-mail, blogs and social networking all transmit information over the fibers of the internet to many locations in the world at low cost. Anyone can send messages, discuss ideas and publish material with little restriction. These features of the Internet make it an invaluable resource used by millions of people every day. However, it needs to be used safely.

Much of the material on the Internet is published for an adult audience and some is unsuitable for pupils. In addition, there is information on weapons, crime, radicalisation, terrorism and religious extremism and racism that would be more restricted elsewhere. Pupils must also learn that publishing personal information could compromise their security. The aim of this policy is to ensure appropriate steps are taken to make the virtual world a safe one for all members of the school community.

The School will ensure that staff have appropriate training regarding e-safety. The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, laptops, mobile phones, webcams etc. place an additional risk on our children. All should be aware of the dangers of sexting of putting children in danger. Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships.

The best protection is to make pupils aware of the dangers through curriculum teaching particularly PSHE and sex education. Protection is Prevention.

The issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material
- **contact:** being subjected to harmful online interaction with other users
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm

National Guidance

National guidance suggests that it is essential for schools to take a leading role in e-safety. The British Educational Communications and Technology Agency (Becta) in its "Safeguarding Children In a Digital World" suggested:

"That schools support parents in understanding the issues and risks associated with children's use of digital technologies. Furthermore, Becta recommends that all schools have acceptable use policies, and ensure that parents are aware of the procedures for e-safety within the school. Recognising the growing trend for home-school links and extended school activities, Becta recommends that schools take an

active role in providing information and guidance for parents on promoting e-safety messages in home use of ICT, too.”

The Byron Review (2008) "*Safer Children in a Digital World*" stressed the role of schools:

“One of the strongest messages I have received during my Review was about the role that schools and other services for children and families have to play in equipping children and their parents to stay safe online. To empower children and raise the skills of parents, I make recommendations to Government in the following areas: delivering e-safety through the curriculum, providing teachers and the wider children’s workforce with the skills and knowledge they need, reaching children and families through Extended Schools and taking steps to ensure that Ofsted holds the system to account on the quality of delivery in this area. ”

The Equalities Act

<http://www.homeoffice.gov.uk/equalities/equality-act>

Principles of E-Safety

When thinking about the areas of risk, it is useful to remember the four Cs:

1. **Content** - exposure to age inappropriate material, inaccurate or misleading information, socially unacceptable material (e.g. inciting violence, extremism, terror hate, intolerance and radical views) and illegal material (e.g. images of child abuse).
2. **Contact** - grooming using communication technologies leading to sexual assault and/or child prostitution, recruit or contact members of terrorist/extremist organisations.
3. **Commerce** - exposure to inappropriate advertising, online gambling and financial scams.
4. **Culture** - bullying via websites, mobile phones or other communications technologies. The downloading of copyrighted materials, such as music and films may involve children in illegal activities or any other actions that contravene British values.

All staff have read and understood Online Safety within 'Keeping children safe in education' 2016.

- The School will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding
- The School acknowledges that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology
- It is recognised that with advancement of 3G and 4G that material can be accessed by pupils. Whilst some filters provided by the school will minimize the majority of inappropriate content it is recognized that not all can be accounted for. The teaching in lessons of PSHE and within the ICT curriculum and external bodies will emphasise what is deemed appropriate or not. Close monitoring of use of mobile phones in-particular for younger pupils will be maintained. If it felt that children are in breach, measure will be put in place to ensure inappropriate content will not

be downloaded and the school reserves the right of total confiscation. The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media. For the complete E Safety Policy, please see Staff Handbook

- The School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the schools designated child protection person should be informed immediately) Pupils should not give out their personal details, phone numbers, schools, home address, computer passwords etc.
- Pupils should adhere to the school policy on mobile phones