



Woodkirk Academy

# **ANTI-BULLYING AND HARASSMENT POLICY**

**Reviewed and approved by the  
Teaching & Learning Committee  
on 1 March 2016**

1. Woodkirk Academy is committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Our main aim, in terms of bullying, is to reduce to an absolute minimum the number of incidents that occur and to deal with **all** incidents of bullying in a fair but firm way. Mr D Watson, Year Tutor, is the Anti-Bullying and Harassment lead member of staff, supported by Mr D Currie Vice Principal Behaviour & Safety.
2. To ensure this aim is fulfilled we take the following steps:
  - 2.1. Be explicit about what bullying is so that everyone in the school community is aware of our stance.

## **2.2. What is bullying?**

- 2.2.1. Bullying is defined as:  
‘the **repetitive**, intentional hurting of one person by another(s), where the relationship involves an imbalance of power’.
- 2.2.2. Bullying can be:
  - 2.2.2.1. Emotional – being unfriendly, excluding, tormenting.
  - 2.2.2.2. Physical – pushing, kicking, hitting, punching or any use of violence.
  - 2.2.2.3. Racist – racial taunts, graffiti, gestures.
  - 2.2.2.4. Sexual – unwanted physical contact or sexually abusive comments.
  - 2.2.2.5. Homophobic/Transphobic – focussing on the issue of sexuality/gender identity.
  - 2.2.2.6. Verbal – name calling, sarcasm, spreading rumours, teasing.
  - 2.2.2.7. Cyber – all areas of the internet, such as e-mail and social networking site misuse, mobile threats by text messaging and calls, misuse of associated technology ie camera and video.
- 2.2.3. There are many definitions of bullying but most have these things in common:
  - 2.2.3.1. It is deliberately hurtful behaviour.
  - 2.2.3.2. It is usually difficult for the victims to defend themselves.
  - 2.2.3.3. It can be physical (hitting, taking belongings, etc.) verbal (name calling, insulting, etc.) or indirect (spreading rumours, excluding from social groups, etc.).
  - 2.2.3.4. It often includes intimidation or extortion.
  - 2.2.3.5. It can be opportunist or long term.
  - 2.2.3.6. It can be carried out by individuals or groups.
  - 2.2.3.7. It cannot be accepted in any of its forms however trivial a single incident may seem.

## **2.3. Harassment**

- 2.3.1. Harassment is unwanted conduct which annoys, alarms or abuses another person. It is conduct which is known; or ought reasonably to be known, to be unwelcome. It can be directed at an individual or group and is found by the recipient to be offensive, objectionable, undignified, humiliating or creating a hostile environment.
- 2.3.2. Engaging in a pattern of behaviour that is directed against that other person, being a pattern of behaviour that includes doing any of the following specified acts to the other person on at least two separate occasions within a period of 12 months.

- 2.3.2.1. Watching, loitering near, or preventing or hindering access to or from, that student's place of residence, or any other place that the person frequents for any purpose;
- 2.3.2.2. Following, stopping, or accosting that student;
- 2.3.2.3. Entering, or interfering with, the property of that student;
- 2.3.2.4. Making unwelcome contact with that person (whether by telephone, correspondence, or in any way);
- 2.3.2.5. Giving offensive material to that person, or leaving it where it will be found by, given to, or brought to the attention of, that person;
- 2.3.2.6. Acting in any other way that would cause a reasonable student in those particular circumstances to fear for his or her safety;
- 2.3.2.7. Harassment via social networks.

This list is intended only as an illustration and is not an exhaustive list. All forms of behaviour that are deemed to be harassment are unacceptable and both cannot and will not be tolerated at the Academy.

## **2.4. Signs and symptoms**

- 2.4.1. A student may indicate by signs or behaviour that he or she is being bullied. All adults in school and parents should be aware of these possible signs and should investigate if a student:
  - 2.4.1.1. Is frightened of walking to and from school.
  - 2.4.1.2. Doesn't want to go to school on the school/public bus.
  - 2.4.1.3. Asks to be driven to school.
  - 2.4.1.4. Changes their usual routine.
  - 2.4.1.5. Begins to truant.
  - 2.4.1.6. Becomes withdrawn, lacking in confidence.
  - 2.4.1.7. Starts stammering.
  - 2.4.1.8. Attempts or threatens suicide or runs away.
  - 2.4.1.9. Cries themselves to sleep or has nightmares.
  - 2.4.1.10. Feels ill in the morning.
  - 2.4.1.11. Begins to under-perform at school.
  - 2.4.1.12. Comes home with clothes torn or damaged possessions.
  - 2.4.1.13. Has possessions which go 'missing'.
  - 2.4.1.14. Asks for more money than usual or starts stealing.
  - 2.4.1.15. Has unexplained cuts or bruises.
  - 2.4.1.16. Comes home hungry (money/lunch has been 'lost' or stolen).

These signs and behaviours could indicate other problems but bullying should be a possibility and investigated.

## **2.5. Why is it important to respond to bullying?**

- 2.5.1. Bullying is extremely hurtful
  - 2.5.2. No-one deserves to be a victim of bullying
  - 2.5.3. Everyone has the right to be treated with respect
  - 2.5.4. Students who bully also need help
- 2.6. We will always respond promptly and aim to be effective with regard to instances of bullying in any form. All staff and students need to feel confident that a consistent approach will always be taken with regard to bullying issues.
  - 2.7. We recognise the need to promote awareness of bullying to ensure:
    - 2.7.1. The safety and well being of all students, including issues of self-confidence and self-esteem.
    - 2.7.2. The effect of bullying on educational achievement.

- 2.7.3. The importance of providing a model for supportive behaviour, including the consequences of bullying behaviour going unchallenged by **all** members of the school community.
- 2.7.4. All students are fully aware of the consequences of being involved in bullying in all its forms.

## 2.8. Sanctions

There will always need to be some form of sanction when a student has been found to bully or harass another student or member of staff. However, significant discretion is required to ensure a fair outcome. The nature of the sanction imposed is at the discretion of the Vice Principal Behaviour & Safety working in conjunction with the Principal. Sanctions available include:

- 2.8.1. Official warnings to cease offending, ie letter home.
- 2.8.2. Parents invited to school to meet Year Tutor or Vice Principal.
- 2.8.3. A formal letter of apology to the person who has been bullied or harassed.
- 2.8.4. Detention.
- 2.8.5. Exclusion from certain areas of school premises.
- 2.8.6. Involvement of, and liaison with, other agencies, for example the Police
- 2.8.7. Minor fixed term exclusion – internal or external.
- 2.8.8. Major fixed term exclusion – internal or external.
- 2.8.9. Educated in another institution off site.
- 2.8.10. Permanent exclusion.

## 2.9. Academy Procedures

- 2.9.1. **All** cases of bullying will be recorded using, for example, incident slips, report sheets, cause for concern sheets, etc. Incidents will be logged by staff on SIMS.
- 2.9.2. **All** repeated cases will be officially recorded in the Hate Crime ('**HIR**') personal behaviour log (HIRS on SIMS).
- 2.9.3. The victim(s) will be asked to record events in writing.
- 2.9.4. **All** cases of serious or persistent bullying will be dealt with at Vice Principal Behaviour & Safety level or above.
- 2.9.5. In **all** cases of serious or persistent bullying parents will be involved.
- 2.9.6. Persistent bullies will be subject to isolation from the school community via the Pupil Support Area or they will be subject to an external exclusion or internal exclusion in the ALC.
- 2.9.7. Support will be provided for **all** students who have been subjected to bullying.
- 2.9.8. Parental complaints will **always** be investigated and in-school interviews arranged whenever possible, including the involvement of the Safer Schools Police Officer (PC J Cockcroft).
- 2.9.9. For bullying which results in damage to property or person a serious response, usually exclusion, will be the likely outcome.
- 2.9.10. For incidents of bullying where parents involve outside agencies (for example, the Police), the school will normally co-operate with any investigation.
- 2.9.11. Bullying box and online report for students to anonymously report.
- 2.9.12. Issues that occur outside of school will be followed up and should be reported.

## 2.10. Supporting those who bully others

Students who are bullies or who are deemed to be harassing a student, group of students or member of staff will:

- 2.10.1. Have their behaviour challenged.
- 2.10.2. Be treated fairly.
- 2.10.3. Be given the opportunities, advice and assistance to develop to change behaviour and encouraged and supported in doing so.
- 2.10.4. Be helped and supported in taking reasonable steps to repair the harm caused.

2.10.5. Be told that sanctions may be imposed.

## **2.11. Bullying awareness**

To highlight the importance we attach to minimising bullying in school, we will carry out the following procedures:

- 2.11.1. Raise awareness about bullying and harassment and the Academy's Anti-Bullying and Harassment Policy.
- 2.11.2. Publish our views and the need for awareness in the student planner.
- 2.11.3. Publish the Anti-Bullying and Harassment Policy in the Staff Handbook and raise awareness of the issues and procedures.
- 2.11.4. Provide appropriate training for all staff.
- 2.11.5. Make the Student Behaviour & Discipline policy available on request to all parents and other interested parties.
- 2.11.6. Encourage all students to report any incidences of bullying or suspected bullying, even if they are not personally involved.
- 2.11.7. Provide a bullying information box where messages can be left anonymously.
- 2.11.8. Provide Child Exploitation Online Protection (CEOP) training for all students to raise awareness of cyber bullying and how to deal with it.

### **Everyone at Woodkirk Academy is expected to:**

- Act in a respectful way towards one another.
- Adhere to and promote the objectives of this policy.

### **Students are expected to:**

- Report all incidents of bullying or harassment.
- Report suspected incidents that students may be afraid to report.
- Support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school.

### **Staff are expected to:**

- Adhere to this policy.
- Refer incidents of concern to the Pastoral Team via SIMS.

### **Parents will be expected to help by:**

- Supporting this policy and procedures.
- Encouraging their child to be positive members of the school community.
- Discussing with school any concerns that their child may be experiencing or involved with in some other way.

## **3. CYBERBULLYING**

- 3.1. Mobile, Internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. But their popularity provides increasing opportunities for misuse through 'cyberbullying'. It is crucial that children and young people, who are particularly skilful at adapting to new technology, use their mobiles and the Internet safely and positively, and that they are aware of the consequences of misuse. Staff, parents and students have to be constantly vigilant and work together to prevent this form of bullying and tackle it wherever it appears.
- 3.2. The advent of cyberbullying adds new dimensions to the problem of bullying. Unlike other forms of bullying, cyberbullying can follow children and young people into their private spaces and outside school hours; there is no safe haven for the person being bullied.

Cyberbullies can communicate their messages to a wide audience with remarkable speed, and can often remain unseen and unidentifiable.

### 3.3. What is cyberbullying?

- 3.3.1. **Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort.
- 3.3.2. **Picture/video-clip bullying via mobile phone cameras** is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- 3.3.3. **Phone call bullying via mobile phone** uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- 3.3.4. **Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- 3.3.5. **Chat room bullying** involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- 3.3.6. **Bullying through instant messaging (IM)** is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- 3.3.7. **Bullying via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying.

### 3.4. School staff, parents and students at Woodkirk Academy need to work together to prevent this and to tackle it whenever it occurs. The Academy has a duty to ensure that:

- 3.4.1. Teachers have sufficient knowledge to deal with cyber bullying in school.
- 3.4.2. The curriculum teaches students about the risks of new communications technologies, the consequences of their misuse, and how to use them safely
- 3.4.3. All e-communications used on the school site or as part of school activities off-site are monitored
- 3.4.4. Internet blocking technologies are continually updated and harmful sites blocked
- 3.4.5. They work with students and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice
- 3.4.6. Security systems are in place to prevent images and information about students and staff being accessed improperly from outside school
- 3.4.7. They work with police and other partners on managing cyberbullying.

### 3.5. Staff have a responsibility to:

- 3.5.1. Teach children how to keep themselves safe online.
- 3.5.2. Apply school policy in monitoring electronic messages and images
- 3.5.3. Give students key guidance on:
  - 3.5.3.1. personal privacy rights;
  - 3.5.3.2. material posted on any electronic platform; and
  - 3.5.3.3. photographic images.
- 3.5.4. Take action if a student is being cyber bullied or is bullying someone else
- 3.5.5. Teach students the value of e-communications and the risks and consequences of improper use, including the legal implications

3.6. Parents are encouraged to share these guidelines:

- 3.6.1. Don't wait for something to happen before you act. Make sure your child understands how to use these technologies safely and knows about the risks and consequences of misusing them.
- 3.6.2. Make sure their child knows what to do if they or someone they know are being cyber bullied.
- 3.6.3. Encourage your child to talk to you if they have any problems with cyber bullying. If they do have a problem, contact the school, the mobile network or the Internet Service Provider (ISP) to do something about it.
- 3.6.4. Parental control software can limit who your child sends emails to and who he or she receives them from. It can also block access to some chat rooms.
- 3.6.5. Moderated chat rooms are supervised by trained adults. Your Internet service provider will tell you whether they provide moderated chat services.

3.7. The Academy will provide parents with:

- 3.7.1. Regular communication via email about the latest technologies and advice on how to keep children safe.
- 3.7.2. A briefing on:
  - 3.7.2.1. e-communication standards and practices in schools;
  - 3.7.2.2. what to do if problems arise; and
  - 3.7.2.3. what is being taught in the curriculum
- 3.7.3. Support for parents and students if cyber bullying occurs, by:
  - 3.7.3.1. assessing the harm caused;
  - 3.7.3.2. identifying those involved; and
  - 3.7.3.3. taking steps to repair harm and to prevent recurrence.

**3.8. Advice for students – remember, bullying is never your fault. It can be stopped and it can usually be traced.**

3.8.1. **If you're being bullied by phone or the Internet:**

- 3.8.1.1. Don't ignore the bullying. Tell someone you trust, such as a teacher or parent, or call an advice line.
- 3.8.1.2. Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.
- 3.8.1.3. Try to save chat logs or keep screenshots as evidence.

3.8.2. There's plenty of online advice on how to react to cyber bullying. For example, [www.kidscape.org](http://www.kidscape.org) [www.childline.org](http://www.childline.org) and [www.bullying.co.uk/cyberbullying/](http://www.bullying.co.uk/cyberbullying/) have some useful tips – see Appendix.

### TEXT/VIDEO MESSAGING

You can easily stop receiving text messages for a while by turning off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number. To find out how to do this, visit [www.wiredsafety.org](http://www.wiredsafety.org).

If the bullying persists, you can change your phone number. Ask your mobile service provider (such as [Orange](#), [O2](#), [Vodafone](#) or [T-Mobile](#)).

Don't reply to abusive or worrying text or video messages. Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.

**Don't delete messages from cyber bullies. You don't have to read them, but you should keep them as evidence.**

Text harassment is a crime. If the calls are simply annoying, tell a teacher or parent. If they are threatening or malicious and they persist, report them to the police, taking with you all the messages you've received.

### PHONE CALLS

- If you get an abusive or silent phone call, don't hang up immediately. Instead, put the phone down and walk away for a few minutes. Then hang up or turn your phone off. Once they realise they can't get you rattled, callers usually get bored and stop bothering you. If abusive, you could report it to your provider or if extreme and persistent to the police.
- Always tell someone else: a teacher, youth worker or parent. Get them to support you and monitor what's going on.
- Don't give out personal details such as your phone number to just anyone. And never leave your phone lying around. When you answer your phone, just say 'hello', not your name. If they ask you to confirm your phone number, ask what number they want and then tell them if they've got the right number or not.
- You can use your voicemail to vet your calls. A lot of mobiles display the caller's number. See if you recognise it. If you don't, let it divert to voicemail instead of answering it. And don't leave your name on your voicemail greeting. You could get an adult to record your greeting. Their voice might stop the caller ringing again.
- Almost all calls nowadays can be traced. If the problem continues, think about changing your phone number.
- If you receive calls that scare or trouble you, make a note of the times and dates and report them to the police. If your mobile can record calls, take the recording too.

### EMAILS

- Never reply to unpleasant or unwanted emails ('flames') — the sender wants a response, so don't give them that satisfaction.
- Keep the emails as evidence. And tell an adult about them.
- Ask an adult to contact the sender's Internet Service Provider (ISP) by writing abuse@ and then the host, for example [abuse@hotmail.com](mailto:abuse@hotmail.com)
- Never reply to someone you don't know, even if there's an option to 'unsubscribe'. Replying simply confirms your email address as a real one.

## **WEB BULLYING**

If the bullying is on a school website, tell a teacher or parent, just as you would if the bullying were face-to-face.

If you don't know the owner of the website, follow one of the online safety links below to find out how to get more information about the owner.

## **CHAT ROOMS AND INSTANT MESSAGING**

- Never give out your name, address, phone number, school name or password online. It's a good idea to use a nickname. And don't give out photos of yourself.
- Don't accept emails or open files from people you don't know.
- Remember it might not just be people your own age in a chat room.
- Stick to public areas in chat rooms and get out if you feel uncomfortable.
- Tell your parents if you feel uncomfortable or worried about anything that happens in a chat room.
- Think carefully about what you write; don't leave yourself open to bullying.

## **THREE STEPS TO STAY OUT OF HARMS WAY**

1. Respect other people - online and off. Don't spread rumours about people or share their secrets, including their phone numbers and passwords.
2. If someone insults you online or by phone, stay calm – and ignore them.
3. 'Do as you would be done by.' Think how you would feel if you were bullied. You're responsible for your own behaviour – make sure you don't distress other people or cause them to be bullied by someone else.

## **The law is on your side**

The **Protection from Harassment Act**, the **Malicious Communications Act 1988** and Section 43 of the **Telecommunications Act** may be used to combat cyberbullying. People may be fined or sent to prison for up to six months.