

2025

Woolgrove School Anti-Bullying and Hurtful Behaviour Policy



**Woolgrove School,
Special Needs Academy**
Live, Laugh and Learn
Together

Owner: Headteacher
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Equal opportunities lie at the heart of all that we do at Woolgrove School. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school

Parents/Carers: Chain of Communication

At Woolgrove we are committed to ensuring that our pupils feel safe and happy at school. If you are concerned about an incident involving your child or another child please contact the school as outlined below:

1. Class Teacher: All class staff are trained in the first instance to give priority to pupil/parent concerns and to record and pass on appropriate information, if needed to senior staff/parents.
2. If you wish to take matters further then you may wish to contact a head of department or designated member of the Senior Leadership team:

Vicky Litchfield: Head of Department 1: Blue, Red, Yellow, Green, Purple and Gold classes

Julian Wild: Head of Department 2: Hexagon, Star, Cone, Pyramid, Cube and Sphere classes

Richard Pritchard: Deputy Headteacher, DSL

Lisa Hall: Headteacher

If the matter is still not dealt with to your satisfaction, then the school's Chair of Governors, Mr Stephen Simms, can be contacted through the school office.

If the situation remains unresolved, having gone through the school's normal procedures, parents/carers may wish to contact the Hertfordshire school complaints team or a relevant independent agency such as Hertfordshire's Mediation or Advocacy Services.

Aim

Woolgrove School is committed to working with staff, pupils, parents and carers to create and maintain a school community where bullying is not tolerated. The school anti-bullying policy has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our staff and pupils. We will always endeavour to take steps to ensure their safety.

At Woolgrove School we believe that bullying is hurtful behaviour. We do not condone unkind or cruel behaviour in our school but recognise not all hurtful behaviour is bullying.

Woolgrove School Anti-Bullying and Hurtful Behaviour Policy

The aim of the anti-bullying and hurtful behaviour policy is to ensure that staff and pupils learn and work in a supportive, caring and safe environment, without fear.

The DfE document 'Preventing and tackling bullying Advice for Headteachers, staff and governing bodies' (July 2017) states that maintained schools must have measures in place to prevent all forms of bullying. 1.2 Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

Definitions - What is Bullying?

The DfE document 'Preventing and tackling bullying. Advice for headteachers, staff and governing bodies' (July 2017) defines bullying as; '...behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

It should be noted that racist incidents are required to be defined by all schools as 'any incident which is perceived to be racist by the victim or any other person.' Some incidents may constitute racist bullying. Each potential case of racist bullying will be investigated.

Child Friendly Definition of Bullying

'People doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop.' (Safe to Learn, DCSF 2007)

Bullying behaviour

Bullying can take place between pupils, between pupils and staff or between staff, and can include:

- name-calling, taunting, mocking and making offensive comments
- offensive graffiti
- excluding people from groups
- gossiping and spreading hurtful or untruthful rumours
- kicking, hitting, pushing
- Child on Child Abuse - as defined in "Keeping Children Safe in Education 2025"
- taking belongings
- out of school bullying
- cyberbullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages via the internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites.

Pupils and staff may be bullied for a variety of reasons including:

- ethnic background, religion or culture
- disability, special educational needs or being particularly able, gifted and talented
- sexual orientation
- gender (including sexualised bullying)
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The Difference between Bullying and Hurtful Behaviour

At Woolgrove School we cater for pupils with a wide and complex range of educational and emotional needs. Sometimes pupils can present challenging and hurtful behaviour towards each other or towards a member of staff. As a school we take all incidents of unkind behaviour seriously and these should be recorded and monitored using the school recording procedures.

The effect of behaviour on the recipient – not just the intention of the perpetrator – is significant in deciding whether or not to treat an incident as bullying. Single incidents of hurtful behaviour may still leave the targeted pupil fearful of repetition and should always be addressed.

Roles and Responsibilities Across the School

At Woolgrove we believe that everyone should contribute towards maintaining a safe and happy atmosphere whilst ensuring that we fulfil our statutory safeguarding duties. **As such all members of our school community have a role play in preventing instances of bullying.**

Preventing bullying

At Woolgrove we strive to promote an anti-bullying ethos in the following ways:

- 1. Staff:** Staff work with pupils to promote, model and reward positive behaviours. All staff receive training in Therapeutic Thinking focusing on identifying, monitoring pupil and supporting pupil behaviour.
- 2. Pupils:** Pupils are actively involved in identifying positive behaviours e.g. sharing, being kind, being a good friend etc. We encourage pupils to get the help of an adult if they need it for any reason, for instance if another pupil is engaging in behaviour they find frightening.
- 3. Curriculum Opportunities:** using curriculum opportunities e.g. Behaviour curriculum, PSED, Citizenship, Literacy, Religious Education, Circle Time, Assemblies. These opportunities will help and support our pupils to develop knowledge and skills in relation to:

- understanding the nature of bullying and its links to discrimination and prejudice
- strategies for responding to bullying directed at themselves and others

- choosing not to be involved in bullying behaviours
- the promotion of emotional health and wellbeing, resilience and self-esteem
- the development of empathy and relationship skills.

4. Working with Parents and Carers: Parents/carers are offered the chance to attend workshops/coffee mornings and nurture/support groups throughout the year that provide the opportunity for input and training. At Woolgrove we have a designated **Family Support Worker** who is responsible for liaising with parents and a **Pastoral Support Worker** who is available to support individual and small groups of pupils.

Intervention and Dealing with Incidents of Bullying and Hurtful Behaviour

All reports of bullying and hurtful behaviour should be taken seriously and investigated. It is essential that pupils and staff who have experienced bullying, and their parents/carers, are made aware that incidents have been addressed and followed up following school guidance and procedures.

At Woolgrove we will take action in order to deliver positive outcomes for:

- the individuals directly involved
- others indirectly involved (e.g. witnesses, bystanders, peer supporters)
- the whole school community

Support for pupils

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice or if appropriate being given space, time and support in articulating their feelings
- reassuring the pupil that they have done the right thing by telling a member of staff and that the school will be responding
- offering support
- ensuring safety
- working to restore self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why they became involved
- exploring different perspectives as appropriate
- establishing all hurtful behaviour and the need to modify their behaviour in response to this
- informing parents or carers in order to support change in the pupil

Recording and Reporting Incidents of Bullying, Hurtful Behaviour and Racism

All incidents should be recorded in the first instance using the schools online reporting system, CPOMS. Follow up and investigations should be recorded using the Bullying and prejudice incident pro-form (see appendix 1). The following steps should be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with promptly by the member of staff who has been approached
- Staff should record the incident using the school's online reporting system
- If necessary, the Headteacher/Head of Department will interview all concerned and record the incident
- Class teachers and Heads of Department will be kept informed
- Parents / carers will be kept informed if appropriate
- Appropriate consequences will be put in place, in line with the school's Promoting Positive Behaviour Policy
- If appropriate to the levels of understanding of the pupils, a reparation meeting will take place

Key principles are:

- All incidents should be recorded and reported to relevant class teachers and if appropriate parents/carers
- Senior management should be copied into all reports
- Governors should receive regular updates and reports
- Where minor incidents have been dealt with by adults who witnessed them, the pupils involved should be observed to ensure that the behaviour is not repeated over time.
- Serious or repeated incidents – and any which involve discriminatory language or behaviour – will be formally followed up with the children or young people involved.
- All incidents are monitored and analysed by the senior leadership team (SLT)

Appendix 1:

FORM 1

Investigation into a hurtful or prejudice related incident or allegation of bullying

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date:

Signed:

1. Focus of Bullying/Harassment

Factors to help determine if incident constitutes bullying

- Incident was bullying (all 3 amber warnings confirmed)
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
 - Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)
- Incident was not bullying on this occasion because it was
 - the first hurtful incident between these children
 - teasing/banter between friends without intention to cause hurt (should not happen again)
 - falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand (should not happen again)
 - activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
- Other _____

The definition of a prejudice related incident

A prejudice related incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics of age, disability, faith, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, sex or sexual orientation.

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

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Support needed for the hurt party:

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief/faith		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		