



**Woodkirk
Academy
& Sixth Form**

ANTI-BULLYING AND HARASSMENT POLICY

**Including reference to
Hate Incidents**

Woodkirk Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment. We are fully committed to ensuring that consistent effective safeguarding procedures are in place to support children, families and staff at school.



1. LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- 1.1. Education and Inspections Act 2006.
- 1.2. Equality Act 2010.
- 1.3. Protection from Harassment Act 1997.
- 1.4. Malicious Communications Act 1988.
- 1.5. Public Order Act 1986.
- 1.6. Communications Act 2003.
- 1.7. Human Rights Act 1998.
- 1.8. Crime and Disorder Act 1998.
- 1.9. Education Act 2011.
- 1.10. DfE (2017) 'Preventing and tackling bullying'.
- 1.11. DfE Keeping Children Safe in Education 2024: Part five: Child-on-child sexual violence and sexual harassment.
- 1.12. DfE (2018) 'Mental health and wellbeing provision in schools.'

2. This policy operates in conjunction with the following school policies:

- 2.1. Woodkirk Academy Positive Behaviour and Discipline Policy.
- 2.2. Woodkirk Academy Safeguarding and Child Protection Policy.
- 2.3. DfE Searching, Screening and Confiscation Advice January 2018.

3. Bullying is generally characterised by:

- 3.1. **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- 3.2. **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- 3.3. **Targeting:** Bullying is generally targeted at a specific individual or group.
- 3.4. **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

4. 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. Ms M Danby, Head of Year, is the Anti-Bullying and Harassment lead member of staff, supported by Mr D Currie Vice Principal Behaviour & Safety. This policy should be read in conjunction with the [Positive Behaviour & Discipline Policy and Online Safety Policy](#).

5. At Woodkirk Academy, we aim to record and report all bullying and prejudice-based incidents and act to eliminate any discrimination, harassment and victimisation against any of our students. We are committed to anti-discrimination and the Equality Act 2010.

6. To ensure this aim is fulfilled we take the following steps:

- 6.1. Be explicit about what bullying is so that everyone in the school community is aware of our stance.

6.2. What is bullying?

- 6.2.1. Bullying is defined as:
'the **repetitive**, intentional hurting of one person by another(s), where the relationship involves an imbalance of power'.

6.2.2. Types of bullying:

- 6.2.2.1. Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything.
- 6.2.2.2. Teasing another student because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.
- 6.2.2.3. Bullying is acted out through the following mediums:
 - Verbally.
 - Physically.
 - Emotionally.
 - Online (cyberbullying).
- 6.2.2.4. **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- 6.2.2.5. **Homophobic/biphobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
- 6.2.2.6. **Transphobic bullying:** Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.
- 6.2.2.7. **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- 6.2.2.8. **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- 6.2.2.9. **Prejudicial and discriminatory bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues. Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour including racism, sexism, homophobia, biphobia or transphobia. The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. These are
 - Age
 - Disability
 - Gender reassignment
 - Pregnancy and maternity
 - Marriage and civil partnership
 - Race
 - Sex
 - Religion or belief
 - Sexual orientation
- 6.2.2.10. **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.
- 6.2.2.11. **Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

- 6.2.3. There are many definitions of bullying but most have these things in common:
- 6.2.3.1. It is deliberately hurtful behaviour.
 - 6.2.3.2. It is usually difficult for the victims to defend themselves.
 - 6.2.3.3. It can be physical (hitting, taking belongings, etc.) verbal (name calling, insulting, etc.) or indirect (spreading rumours, excluding from social groups, etc.).
 - 6.2.3.4. It often includes intimidation or extortion.
 - 6.2.3.5. It can be opportunist or long term.
 - 6.2.3.6. It can be carried out by individuals or groups.
 - 6.2.3.7. It cannot be accepted in any of its forms however trivial a single incident may seem.

6.3. Harassment

- 6.3.1. 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.
- 6.3.2. 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.
- 6.3.2.1. 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;
 - 6.3.2.2. Following, stopping, or accosting that student;
 - 6.3.2.3. Entering, or interfering with, the property of that student;
 - 6.3.2.4. Making unwelcome contact with that person (whether by telephone, correspondence, or in any way);
 - 6.3.2.5. Giving offensive material to that person, or leaving it where it will found by, given to, or brought to the attention of, that person;
 - 6.3.2.6. Acting in any other way that would cause a reasonable student in those particular circumstances to fear for his or her safety;
 - 6.3.2.7. 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.

6.4. Hate incidents/crime

- 6.4.1. Woodkirk Academy is determined to eliminate hate incidents of any form. In the case of all forms of racist behaviour where students are victims, the formal procedures adopted by the Academy will be strictly adhered to and all cases of racist behaviour or alleged racist behaviour will be thoroughly investigated. **All** students involved in any form of hate incident will be subject to serious sanctions and **all** proven incidents will necessitate parental involvement.

6.4.2. A hate incident is legally defined as;

'any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate.'

6.4.3. Hate incidents may be based upon: homophobic/sexual orientation, race/ethnicity, religion/belief, disability / SEN, gender identity. Hate incidents can consist of: verbal abuse or insults for example, detrimental comments, abusive language and 'jokes' relating to race, religion, disability/learning difficulties, sexual orientation, gender identity; insulting gestures, abusive telephone calls, offensive messages.

6.4.4. A hate crime is legally defined as:

'any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate' (APCO 2005 definition).

6.4.5. Any hate crimes should be directly reported to the police: please [click here](#) for details.

Further information on Academy procedures and hate incidents can be found in the Positive Behaviour and Discipline Policy.

6.5. Signs and symptoms

6.5.1. 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:

- 6.5.1.1. Is frightened of walking to and from school.
- 6.5.1.2. Doesn't want to go to school on the school/public bus.
- 6.5.1.3. Asks to be driven to school.
- 6.5.1.4. Changes their usual routine.
- 6.5.1.5. Begins to truant.
- 6.5.1.6. Becomes withdrawn, lacking in confidence.
- 6.5.1.7. Starts stammering.
- 6.5.1.8. Attempts or threatens suicide or runs away.
- 6.5.1.9. Cries themselves to sleep or has nightmares.
- 6.5.1.10. Feels ill in the morning.
- 6.5.1.11. Begins to under-perform at school.
- 6.5.1.12. Comes home with clothes torn or damaged possessions.
- 6.5.1.13. Has possessions which go 'missing'.
- 6.5.1.14. Asks for more money than usual or starts stealing.
- 6.5.1.15. Has unexplained cuts or bruises.
- 6.5.1.16. Comes home hungry (money/lunch has been 'lost' or stolen).

These signs and behaviours (not exhaustive) could indicate other problems but bullying should be a possibility and investigated.

6.6. Why is it important to respond to bullying?

- 6.6.1. Bullying is extremely hurtful
- 6.6.2. No-one deserves to be a victim of bullying
- 6.6.3. Everyone has the right to be treated with respect
- 6.6.4. Students who bully also need help

6.7. 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.

6.8. We recognise the need to promote awareness of bullying to ensure:

- 6.8.1. The safety and wellbeing of all students, including issues of self-confidence and self-esteem.
- 6.8.2. The effect of bullying on educational achievement.
- 6.8.3. The importance of providing a model for supportive behaviour, including the consequences of bullying behaviour going unchallenged by **all** members of the school community.
- 6.8.4. All students are fully aware of the consequences of being involved in bullying in all its forms.

6.9. 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:

- 6.9.1. Official warnings to cease offending, ie letter home.
- 6.9.2. Parents invited to school to meet Year Tutor or Vice Principal.
- 6.9.3. A formal letter of apology to the person who has been bullied or harassed.
- 6.9.4. Detention.
- 6.9.5. Exclusion from certain areas of school premises.
- 6.9.6. Involvement of, and liaison with, other agencies, for example the Police
- 6.9.7. Minor fixed term exclusion – internal (on or off site) or external.
- 6.9.8. Major fixed term exclusion – internal (on or off site) or external.
- 6.9.9. Educated in another institution off site.
- 6.9.10. Harassment warnings (in discussion with the Safer Schools Officer).
- 6.9.11. Permanent exclusion.

6.10. Academy Procedures

- 6.10.1. **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.
- 6.10.2. **All** repeated cases will be officially recorded in the Hate Crime ('HIR') personal behaviour log (HIRS on SIMS).
- 6.10.3. The victim(s) will be asked to record events in writing.
- 6.10.4. **All** cases of serious or persistent bullying will be dealt with at Vice Principal Behaviour & Safety level or above.
- 6.10.5. In **all** cases of serious or persistent, bullying parents will be involved.
- 6.10.6. 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. Further sanctions will be considered for persistent offenders and/or more serious incidents.
- 6.10.7. Support will be provided for **all** students who have been subjected to bullying.
- 6.10.8. Parental complaints will **always** be investigated and in-school interviews arranged whenever possible, including the involvement of the Safer Schools Police Officer.
- 6.10.9. For bullying which results in damage to property or person a serious response, usually exclusion, will be the likely outcome.

- 6.10.10. For incidents of bullying where parents involve outside agencies (for example, the Police), the school will normally co-operate with any investigation.
- 6.10.11. Online report for students to anonymously report. – studentsupport@woodkirk.leodis.org.uk
- 6.10.12. Issues that occur outside of school will be followed up and should be reported.

6.11. 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:

- 6.11.1. Have their behaviour challenged.
- 6.11.2. Be treated fairly.
- 6.11.3. Be given the opportunities, advice and assistance to develop to change behaviour and encouraged and supported in doing so.
- 6.11.4. Be helped and supported in taking reasonable steps to repair the harm caused.
- 6.11.5. Receive pastoral intervention to identify and support any underlying behaviours leading to the concerns.
- 6.11.6. Be told that sanctions may be imposed.

6.12. Bullying awareness

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

- 6.12.1.1. Raise awareness about bullying and harassment and the Academy's Anti-Bullying and Harassment Policy.
- 6.12.1.2. Publish our views and the need for awareness in the student planner.
- 6.12.1.3. Publish the Anti-Bullying and Harassment Policy in the Staff Handbook and raise awareness of the issues and procedures.
- 6.12.1.4. Provide appropriate training for all staff.
- 6.12.1.5. Make the Positive Behaviour & Discipline policy available on request to all parents and other interested parties.
- 6.12.1.6. Encourage all students to report any incidences of bullying or suspected bullying, even if they are not personally involved.
- 6.12.1.7. Provide a bullying information box where messages can be left anonymously.
- 6.12.1.8. Provide Child Exploitation Online Protection (CEOP) training for all students to raise awareness of cyber bullying and how to deal with it.
- 6.12.1.9. Awareness through the curriculum via PSHRE, ICT, Assembly programme and Form Tutor programme. Awareness is also raised via posters, information, emails and the school newsletter.

6.12.2. Everyone at Woodkirk Academy is expected to:

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

6.12.3. Students are expected to:

- 6.12.3.1. Report all incidents of bullying or harassment.
- 6.12.3.2. Report suspected incidents that students may be afraid to report.

6.12.3.3. Support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school.

6.12.4. **Staff are expected to:**

6.12.4.1. Adhere to this policy.

6.12.4.2. Refer incidents of concern to the Pastoral Team via SIMS.

6.12.5. **Parents will be expected to help by:**

6.12.5.1. Supporting this policy and procedures.

6.12.5.2. Encouraging their child to be positive members of the school community at all times.

6.12.5.3. Discussing with school any concerns that their child may be experiencing or involved with in some other way.

7. CYBERBULLYING

7.1. 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.

7.2. 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.

7.3. What is cyberbullying?

7.3.1. **Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort.

7.3.2. **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.

7.3.3. **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.

7.3.4. **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.

7.3.5. **Chat room bullying** involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.

7.3.6. **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.

7.3.7. **Bullying via websites and social media** 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.

- 7.4. 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:
 - 7.4.1. Teachers have sufficient knowledge to deal with cyber bullying in school.
 - 7.4.2. The curriculum teaches students about the risks of new communications technologies, the consequences of their misuse, and how to use them safely
 - 7.4.3. All e-communications used on the school site or as part of school activities off-site are monitored
 - 7.4.4. Internet blocking technologies are continually updated and harmful sites blocked
 - 7.4.5. 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
 - 7.4.6. Security systems are in place to prevent images and information about students and staff being accessed improperly from outside school
 - 7.4.7. They work with police and other partners on managing cyberbullying.
- 7.5. Staff have a responsibility to:
 - 7.5.1. Teach children how to keep themselves safe online.
 - 7.5.2. Apply school policy in monitoring electronic messages and images
 - 7.5.3. Give students key guidance on:
 - 7.5.3.1. personal privacy rights;
 - 7.5.3.2. material posted on any electronic platform; and
 - 7.5.3.3. photographic images.
 - 7.5.4. Take action if a student is being cyber bullied or is bullying someone else
 - 7.5.5. Teach students the value of e-communications and the risks and consequences of improper use, including the legal implications
- 7.6. Parents are encouraged to share these guidelines:
 - 7.6.1. 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.
 - 7.6.2. Make sure their child knows what to do if they or someone they know are being cyber bullied.
 - 7.6.3. 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.
 - 7.6.4. 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.
 - 7.6.5. Moderated chat rooms are supervised by trained adults. Your Internet service provider will tell you whether they provide moderated chat services.
- 7.7. The Academy will provide parents with:
 - 7.7.1. Regular communication via email and the school newsletter about the latest technologies and advice on how to keep children safe.
 - 7.7.2. A briefing on:
 - 7.7.2.1. e-communication about standards and practices in schools;
 - 7.7.2.2. what to do if problems arise; and
 - 7.7.2.3. what is being taught in the curriculum
 - 7.7.3. Support for parents and students if cyber bullying occurs, by:
 - 7.7.3.1. assessing the harm caused;
 - 7.7.3.2. identifying those involved; and
 - 7.7.3.3. taking steps to repair harm and to prevent recurrence; and

7.7.3.4. direct support from the pastoral team and the Safer Schools Officer if necessary.

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

7.8.1. If you're being bullied by phone or the internet:

7.8.1.1. Don't ignore the bullying. Tell someone you trust, such as a teacher or parent, or call an advice line.

7.8.1.2. 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.

7.8.1.3. Try to save chat logs or keep screenshots as evidence.

7.8.1.4. You don't have to deal with the issue alone – seek support as soon as possible.

7.8.2. There's plenty of online advice on how to react to cyber bullying, eg www.kidscape.org, www.childline.org and www.bullying.co.uk/cyberbullying/ have some useful tips – see Appendix.

8. PREVENTING CHILD-ON-CHILD ABUSE

8.1. The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

8.2. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

8.3. Sexual violence refers to the three following offences:

8.3.1. **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration and A does not reasonably believe that B consents.

8.3.2. **Assault by Penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

8.3.3. **Sexual Assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

8.4. Woodkirk Academy's Safeguarding and Child Protection Policy outlines our stance on addressing child-on-child sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

8.5. To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate students about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, tutor time, assemblies and PSHE lessons. The school will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, tutor time and via assemblies. Such content will be specific to age and stage of development, and tackle issues such as the following:

- 8.5.1. Healthy relationships.
 - 8.5.2. Respectful behaviour.
 - 8.5.3. Gender roles, stereotyping and equality.
 - 8.5.4. Body confidence and self-esteem.
 - 8.5.5. Prejudiced behaviour.
 - 8.5.6. That sexual violence and sexual harassment is always wrong.
 - 8.5.7. Addressing cultures of sexual harassment.
- 8.6. All staff will be aware that students of any age and sex are capable of abusing their peers, and will never tolerate abuse as “banter” or “part of growing up”. Staff will also be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing-/initiation-type violence.
- 8.7. Where a student is found to have been involved in harmful sexual behaviour, the school will help the student to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.
- 8.8. All staff will be made aware of the heightened vulnerability of students with SEND, who are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the student’s SEND and will always explore indicators further.
- 8.9. Staff will be aware that LGBTQ+ students are more likely to be targeted by their peers. In some cases, students who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ students.
- 8.10. The school’s response to sexual violence and sexual harassment between students of the same sex will be equally as robust as it is for incidents between students of the opposite sex.
- 8.11. Students will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.
- 8.11.1. If a student has been harmed, is in immediate danger or is at risk of harm, a referral will be made to Social Care and/or the police.

8.12. Managing disclosures

- 8.12.1. Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.
- 8.12.2. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of other agencies where necessary.
- 8.12.3. Staff will report all allegations of abuse against students to the DSL. If staff are in any doubt over how to handle an incident or report, they will speak to the DSL.
- 8.12.4. If a report involves a student with SEND, the DSL will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the student in mind at all times.

8.13. Confidentiality

8.13.1. The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

8.13.2. The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk
- If a student is at risk of harm, is in immediate danger or has been harmed, a referral will be made to Social Care
- Rape, assault by penetration and sexual assault are crimes – reports containing any such crimes will be passed to the police.

8.13.3. More information regarding the school's stance on preventing child-on-child sexual abuse is available in our Safeguarding and Child Protection Policy.

9. BULLYING OUTSIDE OF SCHOOL

9.1. The Principal has a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Principal the power to regulate students' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

9.2. Teachers have the power to discipline students for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

9.3. Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the student on school premises, or elsewhere when the student is under the lawful control of the member of staff, e.g. on a school trip.

9.4. The Principal is responsible for determining whether it is appropriate to notify the police of the action taken against a student. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

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

If the bullying persists, you can ask your mobile service provider to change your phone number.

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@hotmail.com and then the host, for example 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 (INCLUDING SOCIAL MEDIA)

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 or account, follow one of the online safety links below to find out how to get more information about the owner.

Most social networks have in app reporting facilities. YouTube is a good source of information if you need help with how to do this.

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.

EXTERNAL SUPPORT

<https://www.nationalbullyinghelpline.co.uk/>

<https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying/>

<https://www.anti-bullyingalliance.org.uk/tools-information/if-youre-being-bullied/find-help-and-support>

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/>

<https://www.kidscape.org.uk/>

<https://www.bullying.co.uk/general-advice/what-is-homophobic-bullying/>

https://www.thinkuknow.co.uk/11_13/need-advice/cyberbullying

studentsupport@woodkirkacademy.com