

FOX WOOD SCHOOL



ANTI-BULLYING GUIDANCE

Headteacher: Miss Lucinda Duffy

Fox Wood School
Woolston Learning Village
Holes Lane
Woolston
Warrington
WA1 4LS
Tel: 01925 811534

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1. PHILOSOPHY AND VALUES

Fox Wood School exists to teach values, as well as knowledge and skills. The curriculum's purposes, defined by the Education Reform Act 1988, include **promoting the spiritual, moral, cultural, mental, and physical development of pupils and preparing them for the opportunities, responsibilities, and experiences of adult life.**

The development of positive strategies to counter bullying is essential and is embedded in a **whole-school philosophy of trust and respect for the individual.** Fox Wood School aims to create a positive ethos and culture.

This commitment is upheld by meeting duties under the Public Sector Equality Duty (PSED), which requires public bodies, including maintained schools and academies, to have **due regard** to the need to:

- **Eliminate unlawful discrimination, harassment, victimisation**, and any other conduct prohibited by the Equality Act 2010.
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it.
- **Foster good relations** across all characteristics.

The school also affirms the commitment to inclusive education and the **progressive removal of barriers to learning** and participation.

This part of the curriculum is experienced through specific activities such as assembly, RE, Citizenship, School Council, and PSHEE lessons, in addition to anti-bullying assemblies and activities during Anti-Bully Week. The ethos is also promoted through the rules by which the school operates and the **behaviour** of staff and pupils towards one another.

2. AIMS

The aims of this guidance and policy are to:

- Ensure that all staff share an understanding of what is defined as 'bullying'.
- Provide a **safe, secure learning environment for all pupils**, which is a basic entitlement for every pupil attending Fox Wood.
- Challenge the view that bullying is an inevitable part of school life, thereby challenging staff and pupils' attitudes towards aggressive **behaviour** and encouraging them to examine their relationships.
- Move beyond a crisis management approach, which is reactive to critical situations, toward a **preventive ethos** (pro-active).
- Open discussion so that bullying is no longer a secret activity affecting only a few.
- Involve more people in the identification and condemnation of bullying.
- Follow an agreed set of procedures when enquiring into a case of bullying.
- Create a supportive climate.

3. WHAT IS BULLYING?

Bullying is usually defined as **behaviour** that is:

- **Repeated.**
- **Intended to hurt someone** either physically or emotionally.
- Often **aimed at certain groups**, for example because of race, religion, gender, or sexual orientation.

Bullying is **behaviour** by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Emotional bullying can be highly damaging, often more so than physical bullying.

It is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, **special educational needs or disabilities (SEND)**, or **because a child is adopted, in care or has caring responsibilities**.

An essential prerequisite for it to be considered bullying is the perception, by the bully or by others, of an **imbalance of social or physical power**. This imbalance can be physical, psychological (knowing what upsets someone), intellectual, or derived from accessing group support or the capacity to socially isolate the victim.

Bullying takes many forms, including:

- Physical assault.
- Teasing.
- Making threats.
- Name calling.
- Cyber-bullying (bullying via mobile phone or online, such as email, social networks, and instant messenger).
- **Sexual harassment** is also considered a form of bullying by Fox Wood School.

Unlawful discrimination under the Equality Act 2010 extends protection to pupils based on protected characteristics, including **sex, race, disability, religion or belief, sexual orientation, gender reassignment, and pregnancy or maternity**.

Harassment and Discrimination Clarification: Harassment under the Equality Act 2010 is "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment". This legal definition of harassment applies only to harassment because of **disability, race, sex or pregnancy and maternity** for pupils. However, bullying related to other protected characteristics (e.g., religion or belief, sexual orientation, or gender reassignment) is still **unlawful discrimination**. Schools must ensure that **all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly**.

3.1. Fox Wood Specific Differentiation (Pupils with Autism/SEND)

Children with autism may present challenging **behaviour**, which can be displayed to peers. This may be due to illness, anxiety, or frustration. Some pupils at Fox Wood School with autism may mimic physical acts or seek reactions from others by making noises, moving items, or hitting/kicking out.

If the child with autism seeking a reaction does not necessarily have the perception of an imbalance of social or physical power over their peer, **School would not see this as bullying**. This **behaviour** is addressed in an appropriate way and is included in the pupil's individual **behaviour** plan.

Where **behaviour** challenges exist, they may be linked to underlying issues such as **undiagnosed learning difficulties, difficulties with communication, or mental health issues**.

4. PREVENTION AND POSITIVE ETHOS

The greatest influence on pupil-to-pupil relationships is that given by example; staff must be aware of the role model they offer. The school encourages an atmosphere where bullying is not tolerated through open discussion and involvement of pupils in awareness of developing emotions, expression of feelings, conflicts, and how to resolve them.

Prevention involves taking a sophisticated approach where staff proactively **gather intelligence about issues between pupils which might provoke conflict** and develop strategies to prevent bullying occurring.

- **The 'I Matter Code'**: This code is visible in all classes, summarises pupil expectations of their time in school, and is included in the school prospectus and on the website.
- **Focus on Kindness**: Fox Wood School's focus is '**Kindness**'. The aim is to help pupils understand the importance of being kind and helpful and to emphasise positive expectations.
- **Kindness Champions**: These pupils are nominated and appointed by their peer groups and act as pupil role models throughout the school. Two pupils are selected from each key stage to demonstrate what it is to be a 'good friend'. The Kindness Team works together to support their peers. Kindness awards are presented weekly at celebration assemblies by the Kindness Champions.

Policy and Training:

- The policy concerning acceptable use of technology must be **regularly evaluated and updated** due to developments in technology.
- The school promotes openly discussing **differences between people that could motivate bullying**, such as religion, ethnicity, disability, gender, sexuality, or appearance-related difference, or children with different family situations, such as looked after children or those with caring responsibilities.

- Staff must receive effective professional **training**, so they understand the policy, legal responsibilities, and how to resolve problems, including specific specialized skills to support pupils with **SEND and lesbian, gay, bisexual, and transgender (LGB&T) needs**.

Curriculum and Delivery: The **content of the school curriculum is excluded** from discrimination law, allowing for a full range of ideas and materials. However, the way in which a school provides education—the **delivery of the curriculum—is explicitly included** in the Equality Act 2010.

5. IDENTIFICATION AND INDICATORS

Staff should be alert to signs of bullying and racial harassment. Indicators suggesting a pupil may have a problem, which can be difficult to detect with some Fox Wood pupils, include:

- Deterioration of work or **behaviour**.
- Isolation or withdrawal.
- Seeking adult company in an unusual way.
- Lingered at playtimes and lunch break.
- Minor ailments which may require the pupil to stay inside.

Staff must always be vigilant. Victims of bullying may regard themselves as inadequate and friendless, becoming withdrawn and less communicative, and may be physically marked.

Staff must be especially alert to the fact that pupils with **special educational needs or disabilities (SEND)** may be more likely to be targets of bullying and may **lack the social or communication skills to report such incidents**. Staff at Fox Wood are trained to support their pupils effectively to recognise changes in behaviours indicating the individual needs further support.

Fox Wood School stresses that it is the **bullying behaviour that is unacceptable, not the individual** and this is carefully documented through individual behaviour plans where required, direct work with individuals and referrals to the SEMH panel for individuals where necessary.

6. INTERVENTION AND PROCEDURES

A collaborative 'whole school' approach is sought, whereby the outcomes of bullying **behaviours** and attitudes are made clear to all, and where **'telling' is seen as sensible and appropriate**.

6.1. Immediate Staff Action

Staff must:

1. Be alert to signs of bullying and racial harassment.
2. Deal firmly with such **behaviour**.
3. Watch for early signs of distress in pupils.

4. Intervene early, avoiding waiting to see what develops.
5. Listen and watch carefully.
6. Offer pupils immediate support.
7. Convey by attitude and demeanour that the matter is regarded as important and implement school procedures.
8. Make clear to all concerned the unacceptable nature of the **behaviour** and make clear the consequences.
9. Respond immediately and appropriately to the physical and emotional needs of the victim.

Disciplinary Action: Disciplinary measures must be applied **fairly, consistently, and reasonably**, taking account of any **special educational needs or disabilities** that the pupils may have and the needs of vulnerable pupils. For pupils with identified SEN, the school should use a **four-part cycle (Assess, Plan, Do, Review)** to formalise support and action, drawing on specialist expertise as needed.

6.2. Reporting and Recording

Staff are required to record all incidents.

- Recording of incidents will be made using the **school proforma** (Appendix 1). The proforma requires details on the date, the person being bullied, the person(s) responsible, details of the event (time, location, what happened, who was involved), the name of the witness writing the account, any other witnesses, and whether the class teacher and parent were informed, and the follow-up taken.
- Relevant details can be relayed to other staff in the daily bulletin meetings and/or staff meetings.
- For cyber-bullying, staff must keep a record of the date and time of the calls, emails, or texts, and **should not delete any messages received**.
- Records of incidents are kept in a file at Reception indefinitely, in accordance with the Retention Schedule.
- The Senior Leadership Team (SLT) monitors these records to identify if there is a 'pattern' (e.g., bullying occurring in a certain location, at a certain time, involving a certain person).

Handling Electronic Devices: If an electronic device is seized by an authorised staff member (with Headteacher authorisation), that staff member can **examine data or files, and delete these**, where there is good reason to do so. However, if the staff member has reasonable grounds to suspect that the device contains evidence relating to a criminal offence (such as prohibited images of a child or an extreme pornographic image), they **must give the device to the police** as soon as reasonably practicable, and the material **should not be deleted**.

6.3. Pupil Reporting (Safeguarding)

If a pupil is being bullied, they **must tell someone at school** so staff can help. Trusted adults pupils can tell include:

- Staff in school (including staff in their class).

- Parents or carers.
- Your Mid-day Assistant.

Fox Cubs

- Gemma
- Lyndsey

School

- Lucinda
- Lianne.
- Laura
- Jade

College

- Louise
- Laura

Pupils are reminded: **Do not keep it a secret!** They have the right to feel safe and happy.

If there is '**reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm**', a bullying incident must be addressed as a **child protection concern** under the Children Act 1989.

6.4. School Supervision

Staff should monitor all areas at break and lunchtime. All staff should be made aware of any possible situations where bullying may **occur** (e.g., at playtimes). Staff on playground duty should supervise and observe the nature of pupils' play.

7. HOME-SCHOOL LIAISON

Parents must have confidence in the system, knowing that it will work fairly and consistently in their interests.

- Parents are made aware in writing and on the website that the school has an anti-bullying ethos and can request a copy of this written guidance.
- Parents of victims and bullies will be informed via letter or telephone and kept informed of any action taken by school.
- Consequences of bullying are made as clear as possible to pupils and their parents/carers.
- Parents should be fully involved in any consequential **behaviour** programme, encouraged to help school discourage further incidents, and encouraged to discuss the incident with the child in the home setting if appropriate.

- Parents should be informed and invited to comment, and their responses kept on file.

7.1. Advice to Parents

If a parent suspects their child is being bullied, they should:

1. Contact school to speak to the child's teacher.
2. Try to ascertain where and when the incident(s) took place.
3. **Do not encourage the child to retaliate**, as it makes matters worse.

8. LEGAL IMPLICATIONS

The Headteacher is responsible for ensuring that illegal forms of bullying are reported to the police.

Some forms of bullying are illegal and should be reported to the police. These include:

- Violence or assault.
- Theft.
- Repeated harassment or intimidation (e.g., name calling, threats, and abusive phone calls, emails, or text messages).
- Hate crimes.

Some types of harassing or threatening **behaviour** could be a criminal **offence** under laws such as the **Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986**.

Discipline Outside School: School staff members have the power to **discipline pupils for misbehaving outside the school premises**, including for bullying incidents occurring anywhere off school premises (such as on transport or online), if it is reasonable for the school to regulate the pupil's **behaviour** in those circumstances (Sections 90 and 91 of the Education and Inspections Act 2006).

Disability Duties (Equality Act 2010): The school must not discriminate against disabled pupils and must make **reasonable adjustments**, including the **provision of auxiliary aids and services** (which came into force September 2012) for disabled children, to prevent them from being put at a substantial disadvantage.

Victimisation: It is unlawful to victimise a pupil for an action they have taken in relation to the Equality Act (e.g., making a discrimination complaint). A child must not be victimised because of something done by their **parent or a sibling** in relation to the Act.

9. ROLES AND RESPONSIBILITIES

Governors will ensure that:

- They are aware of this guidance and the proactive ways in which Fox Wood looks to create a positive ethos and culture.
- Guidance related to exclusions from school is implemented.
- They monitor the effectiveness of this guidance.

The Headteacher (Miss Lucinda Duffy) will ensure that:

- This guidance is implemented.
- Governors are kept appropriately updated, including ensuring that any reports of bullying are shared with them, together with the action taken.
- Opportunities are taken to acknowledge achievements and to foster a sense of community.
- The Local Authority (LA) guidance on exclusions is followed.
- Parents are aware of the school ethos and expectations relating to bullying.
- Illegal forms of bullying are reported to the police.

Staff will ensure that:

- They implement this guidance.
- Rewards will be accessible to all children.
- Examples of children's work and achievements, academic or otherwise, are recognised.
- They implement sanctions based upon clear rules.
- They watch for early signs of distress and listen/watch carefully.
- They monitor all areas at break and lunchtime.
- They adhere to the duty placed on maintained schools and academies to make arrangements to **support pupils with medical conditions**.

RECORD OF BULLYING INCIDENTS

Date:
Person being bullied:
Person(s) responsible:
Details of event: (time, location, who was involved, what happened)
Name of witness writing this account:
Any other witnesses?
Class Teacher informed?
Parent informed?
Follow up?

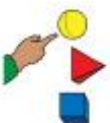
I Matter Code



Help me to be calm and safe



Always let me know what is happening next



Help me to make choices and decisions for myself



Tell me what I am good at, this builds my confidence



Always listen to what I have to say and try to understand me



Always treat me with respect and dignity



Always talk to me not about me



Give me time to process and communicate the best I can



Set high expectations for me



Help me to understand how to achieve my goals



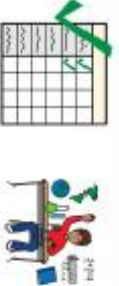
Praise and reward my achievements



Use my name first so I know you are talking to me



Please recognise and help me with my anxieties



I need consistent structure and routine to learning



Please support me with transitions using traffic lights.



Help me to be as independent as I can be

