



METROPOLITAN BOROUGH OF CALDERDALE

# Woodhouse Primary School

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## MANAGEMENT AND GOVERNANCE DOCUMENTATION

### ANTI-BULLYING POLICY – FEBRUARY 2026

	Date	Chair of Governors	Headteacher
Date Written	February 2026		
Review Date	February 2027		



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[www.woodhouse.calderdale.sch.uk](http://www.woodhouse.calderdale.sch.uk)

## ANTI-BULLYING POLICY

Woodhouse Primary School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a secure and supportive atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying. Through the implementation of our policy, we seek to ensure that:

- There is a shared understanding of what constitutes bullying, how we prevent bullying and how we respond to reports of bullying.
- Pupils know how to report actual or perceived bullying incidents and have confidence to do so.
- Our curriculum equips pupils with strategies to be able to talk about anything that worries them in any areas of their lives.
- Reported bullying incidents are monitored so that the effectiveness of Woodhouse Primary School's anti-bullying work can be evaluated and adapted where necessary.

### What is Bullying?

*'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.'* *The Anti-Bullying Alliance.*

Bullying results in pain and distress to the victim and it can be short term or continuous over long periods of time. At Woodhouse Primary School, bullying occurs when pupils know that the intention of hurting another person happens:

#### **STOP (Several Times On Purpose)**

In instances where this occurs, pupils must:

#### **STOP (Start Telling Other People)**

as endorsed by the School Council.

We recognise that:

- Bullying causes real distress and affects a person's health and development.
- In some instances, bullying can cause significant harm.
- All children and young people, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse.
- Bullying might be motivated by actual differences between children and young people, or perceived differences.
- Bullying may encompass unfavourable or negative comments, gestures, or

actions directed at someone in relation to a vulnerability.

- Everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.
- Bullying may take place in any location at Woodhouse Primary School, including in classrooms, corridors, toilets, lunch hall and the playground.
- Bullying can also occur on the way to and from school, during educational visits, when pupils use transportation, and through virtual or cyber-bullying.
- The headteacher is legally empowered to address such incidents and will do so in accordance with this policy.

## **Types of Bullying**

Bullying can be:

- Emotional – deliberately excluding, tormenting
- Physical – pushing, kicking, hitting, spitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures, racist language
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focusing on a person's sexuality
- Verbal – name-calling, spreading rumours, teasing
- Cyber – all areas of internet, such as Whatsapp & gaming chat room misuse
- Misuse of associated technology, i.e. camera & video facilities

## **Signs of Bullying**

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, signs of depression.
- Behavioural: asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

## **Preventing Bullying**

The whole school community will:

- Create and support an inclusive, safe and caring environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Follow and encompass the school values: Be United, Be Creative, Be Bold, Be Safe, Be Healthy & Be Caring.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children.

- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
- Celebrate success and achievements to promote and build a positive school ethos.

## **Policy and Support**

The whole school community will:

- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, during an out of school club or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.
- Adhere to our Behaviour Policy, which outlines the expected conduct for all individuals involved in our organisation, whether in face-to-face interactions or online, and both within and outside of our activities.
- Conduct frequent discussions with all stakeholders concerning bullying and strategies for its prevention.
- Offer support and training to all staff and volunteers to address all forms of bullying.
- Have a robust and up-to-date Anti-Bullying Policy

## **Education and Training**

The school community will:

- Train all staff, including teaching staff, support staff, administration staff to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the RESPECT curriculum and other activities, such as: through displays, assemblies, the School Council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building self-esteem.

## **Responding to Bullying Concerns**

The following steps will be taken when dealing with any incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be recorded on CPOMs as 'reported bullying' by the member of staff who has been approached or witnessed the concern.
- The Designated Safeguarding Lead (DSL) will be informed of all bullying concerns via CPOMs alerts.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm.
- The headteacher, DSL or another appropriate member of leadership team will speak with all parties involved and record their findings on CPOMs and will include appropriate details regarding decisions and action taken.
- Following this discussion, if it is deemed that bullying has occurred, the CPOMs category will be changed to 'bullying' and the school will ensure that parents/carers of all parties involved are informed about the concern and action taken.
- The school will speak with and inform other staff members, where appropriate.
- Appropriate sanctions and support as identified within the school Behaviour Policy will be implemented.
- If necessary and appropriate, by SLT, the police will be consulted.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. A record will be made of actions taken that will prevent further incidents of bullying.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy.

## **Supporting Pupils**

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing pastoral support.
- Offering an opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Advising on how to respond to any further concerns.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff and/ or engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Pupils who have bullied will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Implement sanctions in line with school's Behaviour Policy.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

## **Responsibilities**

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.

## **Monitoring and Review: Putting Policy into Practice**

- Woodhouse Primary School will ensure that we regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.

## Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

### Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- DfE 'Cyberbullying: advice for headteachers and school staff, parents and carers':

## Pupil Anti-Bullying Policy

Bullying is when the **intention of hurting another person** happens:

**SEVERAL TIMES ON PURPOSE**



### THINK Before You Speak

To ensure everyone at our school feels happy, safe and able to learn, **THINK** before you act. Are your actions and words:

- T** - TRUE?
- H** - HELPFUL?
- I** - INSPIRING?
- N** - NECESSARY?
- K** - KIND?

**START TELLING OTHER PEOPLE**



