

## WILSTHORPE SCHOOL

# Anti-Bullying Policy

Review cycle:	Two years
Next review:	September 2023
Policy owner:	Designated Safeguarding Lead
Approving body	Local Governing Body
Equality analysis completed:	September 2023

## **Wilsthorpe School Anti-Bullying Policy.**

### **1) Policy Objectives:**

This policy outlines Wilsthorpe's proposed actions to prevent and tackle all forms of bullying. The policy has been adopted with the involvement of the whole school community. Wilsthorpe is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

### **2) 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 and that a member of the senior leadership team has been identified to take overall responsibility.
- 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.
- Students to abide by the policy.

### **3) Definition of Bullying.**

There is no legal definition of bullying. However, it's usually defined as behaviour that is repeated, intended to hurt someone either physically or emotionally and/or often aimed at certain groups. For example, because of race, religion, gender or sexual orientation.

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)
- taunting
- mocking
- making offensive comments
- kicking
- hitting
- taking belongings
- producing offensive graffiti
- gossiping
- excluding people from groups
- spreading hurtful and untruthful rumours

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

### **Where does bullying take place?**

Bullying is not confined to the school premises. Advice for school leaders to help with this problem and its effects on children acknowledges that it may also persist outside school in the local community, on the journey to and from school and may continue into Further Education. The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims (cyber-bullying). Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

### **Why are children and young people bullied?**

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Specific types of bullying include:

- Prejudice crime related bullying of children with special educational needs or disabilities, homophobic and transphobic bullying or related to race, religion or culture
- Bullying related to appearance or health, bullying of young carers or looked after children, bullying related to home circumstances, sexist or sexual bullying.

### **Homophobic and transphobic bullying and using homophobic and transphobic language.**

Homophobic and transphobic language is terms of abuse used towards lesbian, gay, bisexual and transgender people or those thought to be LGBT. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay or transgender friends, family members or their parents/carers are gay or transgender.

Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality or how they identify they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic or transphobic language in our school even if it appears to be being used without any homophobic/transphobic intent. Persistent use of homophobic/transphobic language or homophobic/transphobic bullying will be dealt with as with any other form of bullying.

### **Cyberbullying (online).**

The increasing use of digital technology and the internet has provided new and particularly intrusive ways for bullies to reach their target. We will ensure that our children are taught safe ways to use the internet and encourage good online behaviour. Whilst most incidents of cyberbullying occur outside the academy, we will offer support and guidance to parents and their children who experience online bullying and will treat cyberbullying the same way as any other forms of bullying.

### **4) School Ethos.**

Wilsthorpe's community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals. It can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school can help to create a safe and disciplined environment where students are able to learn and fulfil their potential.

Our Community:

- Monitors and reviews our Anti-Bullying Policy and practice on a regular basis
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others - this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the Anti-Bullying Policy.
- Requires all members of the community to work with the school to uphold the Anti-Bullying Policy.
- Recognises the potential impact of bullying on the wider family and of those affected and will deal with grievances regarding the school's response to bullying in line with our Complaints Policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority, the Trust and other relevant organisations when appropriate.

### **5) Responding to Bullying.**

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

- The school will provide appropriate support for the person being bullied - making sure they are not at risk of immediate harm and will involve them in decision making as appropriate.
- The Headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will investigate the incident.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken as appropriate and in line with child protection and confidentiality policies.

- Sanctions as identified within the school's Behaviour Policy and support will be implemented in consultation with all parties concerned.
- If necessary other agencies may be consulted or involved such as the police, if a criminal offence has been committed, or other local services including early help or children's social care if a child is felt to be at risk of significant harm.
- Where the bullying of, or by students takes place off the school site or outside of normal school hours (including cyberbullying), the school may be limited in its ability to investigate or intervene. It is recommended parents report these incidents to the Police.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

When responding to cyberbullying concerns, the school will:

- Take appropriate steps to identify the person responsible.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.

This may include:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to, or are unable to, delete content.
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law.
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- The school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and students regarding steps they can take to protect themselves online. This may include advising those targeted not to retaliate or reply, providing advice on blocking or removing people from contact lists and helping those involved to think carefully about what private information they may have in the public domain.

## **6) Supporting Students.**

Students who have been bullied will be supported by:

- Reassuring the student and providing continuous pastoral support.
- Offering an opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support which may include working and speaking with staff, offering formal counselling and engaging with parents and carers.
- Where necessary working with the wider community and local/national organisations to provide further or specialist advice and guidance. This could include support through Early Help or Specialist Children's Services, or support through the Children and Young People's Mental Health Service.

Students who have perpetrated bullying 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 the service provider.
- Sanctioning, in line with the school Behaviour and Discipline Policy. This may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns) and fixed-term or permanent exclusions.
- Where necessary working with the wider community and local/national organisations to provide further or specialist advice and guidance. This may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service

## **8) Preventing Bullying.**

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.

- Openly discuss differences between people that could motivate bullying such as children with different family situations, looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or an appearance related difference.
- Challenge practice and language (including 'banter') 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-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

### **Reporting Bullying Incidents:**

Our school has clear and well publicised systems for reporting bullying for the whole community including staff, parents/carers, children and young people. This includes those who are the targets of bullying or have witnessed bullying behaviour (bystanders).

We ensure that students can express their concerns in the following ways:

- Contact with Progress Manager, Student Welfare Officers, Curriculum Area Leaders, or the Safeguarding team.
- Email reporting system - enabling students and parents/carers to report incidents of bullying at any time. Reports are dealt with as soon as possible.

**Contact e-mail: [stopbullying@wilsthorpe.ttct.co.uk](mailto:stopbullying@wilsthorpe.ttct.co.uk)**

### **Stopbullying button on the school website**

### **9) Involvement of Students.**

We will:

- Involve students in policy writing and decision making to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.

### **10) Monitoring and Review:**

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that this 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. The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

### **Reference Documents:**

#### **DfE guidance, Preventing and tackling bullying (last updated July 2017)**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

#### **DFE guidance, Cyberbullying: Advice for headteachers and school staff (last updated July 2017)**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

#### **DFE guidance, Advice for parents and carers on cyberbullying (last updated July 2017)**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444865/Advice\\_for\\_parents\\_on\\_cyberbullying.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)

#### **DFE Case studies, Approaches to preventing and tackling bullying (published June 2018)**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/715359/Approaches\\_to\\_preventing\\_and\\_tackling\\_bullying\\_-\\_case\\_studies.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/715359/Approaches_to_preventing_and_tackling_bullying_-_case_studies.pdf)

#### **DFE guidance, No place for Bullying (published June 2012)**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/413234/No\\_place\\_for\\_bullying.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413234/No_place_for_bullying.pdf)

## Useful Organisations:

**The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

<https://www.anti-bullyingalliance.org.uk/>

**BullyingUK (part of family lives):** A bullying prevention charity with an emphasis on working directly with families. They provide support via a dedicated helpline and further bespoke programmes.

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

**Childline:** A charity which gives advice and guidance and offer support for children and young adults. They offer a free, private and confidential service where you can talk about anything including any of the types of bullying mentioned in this policy.

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

**ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves.

<https://www.childnet.com/>

**Digizen:** provides online safety information for educators, parents, carers and young people.

<https://www.digizen.org/>

**Kidscape:** A charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

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

**The Diana Award:** This Anti-Bullying Ambassadors Programme empowers young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

<https://diana-award.org.uk/>

**The BIG Award:** The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

<https://www.bullyinginterventiongroup.com/what-is-it/>

**Think U Know:** resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

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

**Restorative Justice Council:** Includes best practice guidance for all forms of restorative practice including restorative justice.

<https://restorativejustice.org.uk/>