

Anti-Bullying Policy

Wollaston School



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Aims

Wollaston School is an inclusive community which believes in establishing and maintaining a positive learning culture where everyone has the right to feel safe, enjoy their learning, achieve to the best of their ability and be treated with respect. Everyone has a responsibility for their own behaviour, to safeguard the rights of other people and to treat others with respect, dignity and consideration. Our anti-bullying policy underpins the rights and responsibilities which are at the core of our beliefs as a school.

Bullying, intimidation and harassment of any member of our community are examples of unacceptable behaviour and as such reference is made to the Behaviour and E-safety policies. Staff record incidents and set sanctions for all forms of bullying as they do for all other negative behaviours.

Wollaston School will take measures to prevent all forms of bullying during school time and during off-site activities including online safety.

Roles and Responsibilities of Stakeholders

The Governing Body

The Governing Body will establish, in consultation with the Head of School, staff and parents, a policy for the promotion of desired behaviour and keep it under review. We will ensure that this is communicated to students and parents, is non-discriminatory and that expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff. Governors will oversee disciplinary panels and appeals.

The Head of School

The Head of School will be responsible for the implementation of the policy and procedures.

Staff, including teachers, support staff and volunteers

Staff, including teachers, support staff and volunteers will be responsible for ensuring the policy and procedures are followed, and consistently and fairly applied. Staff play a key role in reviewing the effectiveness of the policy and supporting the Head of School in modelling positive behaviour and challenging negative behaviour.

Teachers should follow the published Teachers' professional standards relating to **managing behaviour effectively to ensure a good and safe learning environment and personal and professional conduct**:

- having clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly.
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- report any safeguarding concerns they have in accordance with the school's safeguarding policy.

In addition, teachers must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- showing tolerance of and respect for the rights of others.

- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Students

Students are expected to take responsibility for their own behaviour and will be made aware of the school policy, procedure, and high expectations to enable them to do so. All members of the school community should be treated with respect. This is shown by the way that we speak to each other and by being courteous, well-mannered and by showing regard for the feelings of others and difficulties they face. All students should show respect for others and their culture. Discrimination will not be tolerated.

Parents and Carers

Parents and Carers will be expected, encouraged, and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and challenging bullying by their own child if it occurs.

Bias

The Governing Body, Head of School and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability, or sexuality.

Identifying Bullying

In the 2017 Guidance: Preventing and tackling bullying: Advice for head teachers, staff and governing bodies Bullying is defined as:

Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Some students are more likely to be the target of bullying, examples include:

- Students with special educational needs or disabilities.
- Students who are adopted.
- Students for whom home circumstances are more difficult.
- Students who are suffering with a health problem.
- Students with caring responsibilities.

Wollaston School staff must recognise that some students are more vulnerable than others. During annual safeguarding training vulnerable groups will be identified. It is particularly important that all staff are sensitive to students who, because of their behaviour or circumstances may be more vulnerable.

Wollaston School does not tolerate any form of bullying, harassment, or intimidation.

Forms of bullying include:

- Physical: involving pushing, punching, hitting, or kicking.
- Verbal: involving name calling, teasing, taunting, and threatening.
- Emotional: being unfriendly, excluding, tormenting, undermining.

- Exclusion: involving the isolation of the victim by ignoring him or her or by excluding him or her from group activities, likely to be as a result of conflict within a friendship group.
- Racist: racial taunts, graffiti, gestures.
- Sexual: unwanted physical contact, sexually abusive comments or demands for sexually explicit images (“Youth produced sexual imagery” – may also be cyber).
- Homophobic: because of or focussing on the issue of sexuality or sexual preference.
- Biphobic: because of or focussing on the issue of sexuality or sexual preference.
- Transphobic: because of or focussing on the issue of gender identity or gender preference.
- Cyber: all areas of the internet such as email, chat room misuse, mobile threats by text messaging and calls, misuse of associated technology.
- Thieving: taking other student’s property without their permission.

All stakeholders including parents and carers, staff and students need to be vigilant, looking out for the signs of bullying which may include the following red flags:

- Changes to a person’s usual routine.
- Non-attendance or evidence of truancy.
- Changes to personality / behaviours including being withdrawn, anxious or lacking in confidence.
- Communication either directly or indirectly involving risk to life e.g. self-harm / suicide.
- Deterioration of academic performance.
- ‘Loses’ possessions inexplicably.
- Asks for extra money or starts stealing.
- Has unexplained cuts or bruises.
- Becomes aggressive, disruptive, or unreasonable.
- Starts bullying others.
- Reduced emotional wellbeing, deteriorating mental health, feeling down etc.
- Concerns in relation to eating, either not eating or over-eating.
- Isolation from peers and/or no apparent friendship group.
- Nervous or jumpy demeanour.

Cyberbullying

Cyber-bullying is a different form of bullying and can happen at all times of the day, this can occur in or outside school.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Head of School, that staff member can examine data or files, and delete these, where there is good reason to do so. There is no need to have parental consent to search through a young person’s mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the Police as soon as it is reasonably practicable.

Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the Police.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Bullying which occurs outside of school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises.

Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include 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.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Head of School should also consider whether it is appropriate to notify the Police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the Police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

Harassment of staff

The harassment, abuse or intimidation of staff, on and off the premises, including via the use of technologies such as mobile phones and the internet, is considered a serious breach of the school's anti-bullying policy. The school will discipline a student who breaches the school anti-bullying policy in this way using the school's Behaviour Policy.

How pupils, parents and staff can report incidents of bullying

- Students can report bullying to any member of staff.
- Students can also use the email address worried@wollaston-school.net to report bullying.
- Parents can report incidents of bullying to the relevant form tutor, Head of Year, or a member of the Senior Leadership Team.

Staff Responsibilities in the event of a bullying incident

- Know the relevant school policy and procedures.
- Be observant and ask students what is happening to them and follow up with a student after an incident.
- Be aware of the signs of changes in emotional wellbeing and mental health.
- Deal with incidents according to the policies and report to Heads of Year or a senior member of staff as required.
- Complete appropriate records using MyConcern.
- Never let any incidence of bullying or use of derogatory/discriminatory language pass by unreported, whether on-site or during an off-site activity.
- Attend meetings to support pastoral staff, parents, and other agencies as appropriate.
- Participate in training in relation to anti-bullying and online safety training.
- Participate in the delivery of PHSE/Pastoral Curriculum session and / or other personal development curricular activities calendared within the school setting.

Managing incidents following a bullying incident

All members of staff are responsible for dealing with issues of bullying which they witness or that are reported to them by any pupil, seeking support from the relevant Head of Year or senior leader as required.

Any issue must be reported using MyConcern as soon as possible, where there is further risk, this should be raised immediately via the On Call Support system and then also reported via MyConcern.

When reporting a concern, staff must include the name of the aggressor/s, victim/s and a full description of the incident including the time of day and location that the incident occurred, and any actions taken. A MyConcern notification will be sent to the designated safeguarding lead and linked professionals and the following actions will be taken:

- Issues will be dealt with quickly including the collection of statements. This includes those involved and any identified witnesses
- Parents and carers will be informed as necessary, and they may be asked to attend a meeting to discuss the problem
- If necessary (and appropriate) the Police and/or external agencies will be consulted e.g. for incidents involving indecent images or threats through social media
- A serious attempt will be made to help the bully change their behaviour with a clear support plan in place, documented for parents and pupils and reviewed appropriately. This may include pastoral monitoring, restorative justice, bespoke training e.g., anger management, peer mentoring or professional intervention.
- Support will be made available for both the victim and the aggressor following the issues. This may include support sessions or educational sessions.

Sanctions

Following investigation into a report of bullying we ensure that incidents are met with an appropriate level of sanction. This may include:

- Contact with parents.
- Pastoral monitoring & use of pastoral report.
- Behaviour contract with student, parents, and school.
- Pastoral Support Plan.
- Restorative justice.
- Meeting with parents.
- Bespoke training.
- Peer mentoring.
- Professional intervention.
- Where appropriate removal from schools' transport for a fixed period of time.

For more serious breaches of discipline, the school would sanction in line with the behaviour policy and consider the following sanctions:

- Changes to timetable.
- Informal meeting with the governors' discipline committee.
- Alternative provision.
- A managed move to another local school with the consent of all parties, following the local managed move / Fair Access Policy.
- Suspension from school.
- Permanent exclusion from school.

How the school records, analyses, and monitors incidents of bullying

We plan to:

- Monitor, evaluate and review our anti-bullying policy on a regular basis led by the Heads of Year and reported regularly.

- Analyse and monitor our bullying and discriminatory behaviour logs to identify where patterns may be emerging or where particular groups may have been targeted.
- Support staff to identify and tackle bullying appropriately.
- Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively and seek feedback from students via the Student Council and regular student surveys.
- To learn from anti-bullying good practice elsewhere and utilise the support of the relevant statutory/voluntary organisations when appropriate.

Whole-school proactive strategies to prevent bullying

As a school we take bullying seriously. We use a range of proactive strategies to prevent bullying. These include the following strategies:

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Bullying is addressed through the PSHE programme and is aligned with the standards of the PSHE Association.
- The Form Time and Assembly programmes reinforce British Values and the ethos of the school.
- Anti-bullying week is dedicated to raising awareness of bullying and reminding staff and students of their responsibilities to report it.
- Duty staff have been trained to be vigilant and to watch and listen for any bullying type behaviours, no matter how small.
- Duty points have been carefully considered to ensure there are no 'dead spaces' where bullying can take place undisturbed.
- Seating plans in lessons are carefully considered using any relevant information about the relationships between specific pupils.
- The School Council regularly considers new ways to prevent bullying through their whole school projects.
- External speakers raise awareness of issues linked to bullying such as racism and homophobia.
- Posters around the school emphasise the importance of diversity in the school community.
- We have a Wollaston Diversity Leadership Group who meet regularly and help to inform our anti-bullying agenda in school.
- We work with the wider community such as the Police/Children's Services where bullying is particularly serious or persistent to send a strong message that bullying is unacceptable within our school.
- We regularly review our general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.

Signed:  (Chair of Governors) Date: 16th November 2021

Signed: _____ (Head of School) Date: _____