

# Wellington School



Honesty

Community

Excellence

Fairness

Endeavour

## Anti-Bullying Policy

**Updated:** September 2017

**Review Date:** September 2018



# Wellington School



|                            |                                    |
|----------------------------|------------------------------------|
| <b><i>Policy Title</i></b> | <b><i>Anti Bullying Policy</i></b> |
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## ***Summary of Contents***

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| <p>The Policy outlines procedures for dealing with reported incidents of bullying.</p> |
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| <b><i>Date of Update</i></b>            | <b>September 2017</b> |
| <b><i>Review Date</i></b>               | <b>September 2018</b> |
| <b><i>Status</i></b>                    | <b>Statutory</b>      |
| <b><i>Member of SLT Responsible</i></b> | <b>E Copeland</b>     |

## **Anti-Bullying Policy**

Bullying is not tolerated at Wellington School and all instances of reported bullying will be thoroughly investigated, recorded, witness statements taken and referred to the appropriate Director / Pastoral Manager.

The Policy which appears in all Student Planners gives:

- Advice to students who are being bullied
- Advises students what to do if they witness somebody being bullied.
- Advises parents on the signs of bullying.

This Policy is re-enforced by tutors and in School Assemblies and during Anti Bullying week.

This policy is based on DfE guidance "*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*", March 2014 and it is recommended that schools read this guidance: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>.

### **1) Objectives of this Policy**

This policy outlines what Wellington School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

### **2) Our school community:**

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

### **3) Definition of bullying**

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", March 2014)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyber bullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

### **4) Forms of bullying covered by this Policy**

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.

- Bullying via technology –“cyber bullying”

### **5) Preventing, identifying and responding to bullying**

The 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.
- Follow the enable project embedding lessons into the PSHE curriculum and establishing and training a group of Anti-Bullying ambassadors in Year 7 to 13.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils’ social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create “safe spaces” for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

### **6) Involvement of pupils**

We will:

- Regularly canvas children and young people’s views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

## **7) Liaison with parents and carers**

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

## **8) Links with other school policies and practices**

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone and social media policies
- Searching and confiscation

## **9) Links to legislation**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

## **10) Responsibilities**

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is: Judith Adshead  
The named member of staff with lead responsibility for this policy is: E Copeland

### **11) Monitoring & review, policy into practice**

This policy was approved by the Governing Body.

This policy will be monitored and reviewed in September 2017.

The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes. The school will ensure that they 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.

## **Additional Content**

### **Dealing with Incidents**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear and precise account of the incident will be recorded and given to the head teacher and/or designated lead
- The head teacher/ designated lead will interview all concerned and will record the incident
- Teachers/Form Tutors will be kept informed
- When responding to cyber bullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Parents/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted

### **Supporting Pupils**

*Pupils who have been bullied will be supported by:*

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- 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 and 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
- If online, requesting content be removed and reporting account/content to service provider

- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal or privileges, fixed-term and permanent exclusions.
- Speaking with police or local services

### **Supporting Adults**

*Adults (staff and parents) who have been bullied or affected will be supported by:*

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/headteacher
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

*Adults (staff and parents) who have bullied will be helped by:*

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

## **Appendices**

Appendix 1  
Establishing the Nature of the Problem  
(2 pages)

Appendix 2  
Anti Bullying Policy  
(extracts from Student Planner)  
(2 pages)

Appendix 3  
Unacceptable Behaviour  
(Extract from Student Planner)  
(1 page)

Appendix 4  
Bullying Log  
(1 page)

Appendix 5  
Supporting Organisations and Guidance  
(1 page)



## Appendix 1

### **Establishing the nature of the problem before an incident is logged.**

Bullying is a term which is freely used by both students and parents. If a complaint is received, it is up to the Director / Pastoral Manager to establish the nature of the problem. One off disagreements are not recorded on this log but on referral forms.

In establishing the nature of the complaint, Director / Pastoral Manager assume a problem solving approach. This will establish whether the complaint can be defined as bullying.

#### **Prompts for Interviewing Students.**

Who is involved? Take each name individually and ask:

- What have they done?
- Where did this take place?
- When did it happen?
- Who saw this happen?
- How often has this happened?
- Why do you think they did this?

There are many definitions of bullying at Wellington. A working definition is:

- Deliberately hurtful behaviour
- Repeated over a period of time
- Difficult for victims to defend themselves.

It can be:

- Physical
- Verbal
- Damage to Property
- Indirect – e.g. excluding a student from a social group
- On-line

If the Director / Pastoral Manager is clear that there is a case of bullying, it is logged on the attached form and dealt with in line with the School's Behaviour and Discipline Policy.

To enable the school to monitor the type of bullying – action referred to Director of Year / Pastoral Manager. It is proposed that the use of scaled descriptions could act as a short – hand way of logging the incident.

#### **Scale 1**

Complaint stems from a one-off incident. The student fears after the incident there will be repercussions, either from the student originally involved or from other sources. Easily resolved between students. Parents informed.

## **Scale 2**

Complaint stems from a one-off incident which does not appear to have been resolved. Several concrete incidents happen to the student after the initial incident. Looks easily resolvable. Parental contact more formal.

## **Scale 3**

Complaint reveals a range of incidents over more than a two week period which have not been resolved. Events may take place out of school. Parental meetings will be needed.

## **Scale 4**

As 3 but the alleged bully has been involved in similar behaviour before with different students.

## **Scale 5**

Complaint unearths a range of anti-social behaviour over a 4 – 6 week period of time in a range of locations. Students may have missed lessons, or whole days as a result of this. There will be more than two students involved

**ANTI-BULLYING POLICY  
STUDENTS – THIS IS WHAT YOU CAN DO**

**WHAT CAN YOU DO IF YOU ARE BEING BULLIED?**

**Remember that your silence is the bully's biggest weapon!**

- a. Tell yourself that you do not deserve to be bullied, and that it is wrong.
- b. Be proud of who you are. It is good to be an individual.
- c. Try not to show you are upset.  
It is hard, but a bully thrives on someone's fear.
- d. Stay with a group of friends/people.  
There is safety in numbers.
- e. Be assertive – shout 'NO!' Walk confidently away.  
Go straight to a teacher or parent/guardian first.
- f. Fighting back may make things worse. If you decide to fight back, talk to a teacher or parent/guardian first.
- g. Generally, it is best to tell an adult you trust straight away.  
You will get immediate support.

**PROCEDURE**

**If you know someone is being bullied**

- a. TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- b. If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting into trouble.
- c. Do not be, or pretend to be, friends with a bully.

## ANTI-BULLYING POLICY PARENTS – THIS IS WHAT YOU CAN DO

### AS A PARENT

- a. Look for unusual behaviour in your children. For example they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- b. Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent etc.
- c. If you feel your child may be a victim of bullying behaviour inform the school IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- d. It is important that you advise your child not to fight back. It can make matters worse!
- e. Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- f. Make sure your child is fully aware of the school policy concerning bullying, and that they will not be afraid to ask for help.

### REMEMBER

**If you suspect a problem we want to know immediately.**

**Bullying is not acceptable – we want everyone at Wellington to feel safe and secure. No one should be bullied in any way. Verbal abuse is bullying. Physical attack is bullying. Any form of intimidation is bullying. Help us stop bullying.**

## Appendix 3

### UNACCEPTABLE BEHAVIOUR

**The following activities will be regarded as a breach of the School Code of Conduct and may lead to an Inclusion Contract or a Fixed Term or Permanent Exclusion**

**These activities are neither exhaustive nor listed in hierarchical order.**

- Any form of bullying or intimidating behaviour (see Anti-bullying Policy).
- Physical violence
- Racial abuse or harassment
- Improper or inappropriate use of the Internet
- Conduct which would deliberately endanger other students
- Aggressive behaviour
- Possessing an object which is a weapon or which could be used as a weapon
- Committed or attempted theft
- Knowingly receiving stolen property
- Wilful damage to the school or other people's property including litter and graffiti
- Dishonesty and / or deceit
- Committing an obscene act
- Possession of obscene materials
- Being within the school environs at any time under the influence of prohibited and illegal substances including alcohol and tobacco
- Possessing tobacco / illegal substances or alcohol within the school environs
- Persistent infringement of the School Appearance Code
- Behaviour which interferes with the rights of other students and / or staff, both within and outside of the classroom
- Use of unacceptable language in the presence of a member of the school staff
- Disruptive behaviour within the classroom or around the school site which would lead to a breakdown in school discipline
- Defiant or confrontational behaviour towards a member of staff
- Being in an area of school marked as out of bounds to students
- Continuing failure to respond to school sanctions such as detentions
- Leaving a classroom without permission
- Walking away from a member of staff without permission
- Behaviour outside of school which could undermine discipline inside school
- Being on the school site outside of school hours without permission

**The School Environs are defined as any area where a student is whilst he / she is in the charge of the school and / or the immediate area surrounding the school environment.**

Following a **second Fixed Term** Exclusion students may be placed on an **Inclusion Programme**.

**Parents/guardians are reminded that it is their responsibility to ensure that their child is not present in a public place in school hours during the period of any Fixed Term Exclusion**

**BULLYING LOG**

**Appendix 4**

| Date | Referral made by student, teacher or parent | Alleged Victim Name and Tutor Group | Alleged Bully Name and Tutor Group | Type of bullying   | Score of bullying | Action – list highest level of action                |  | Date of Follow up |       |         |
|------|---|-------------------------------------|------------------------------------|--------------------|-------------------|--|--|-------------------|-------|---------|
|      |   |                                     |                                    |                    |                   | Student Interviews<br>Statements<br>Parental contact | Referral<br>Student Group Meeting<br>Warning<br>Parent Meeting | Within days       | Weeks | 2 weeks |
|      |   |                                     |                                    | V<br>P<br>DP<br>IN | 1-5               |  |  |                   |       |         |
|      |   |                                     |                                    |                    |                   |  |  |                   |       |         |
|      |   |                                     |                                    |                    |                   |  |  |                   |       |         |
|      |   |                                     |                                    |                    |                   |  |  |                   |       |         |
|      |   |                                     |                                    |                    |                   |  |  |                   |       |         |
|      |   |                                     |                                    |                    |                   |  |  |                   |       |         |
|      |   |                                     |                                    |                    |                   |  |  |                   |       |         |

## Appendix 5

### Supporting Organisations and Guidance

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- 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)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### Cyber bullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

### LGBT

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### SEND

- *Changing Faces*: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- *Mencap*: [www.mencap.org.uk](http://www.mencap.org.uk)
- *DfE: SEND code of practice*: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### Racism and Hate

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)