

Wynstones school - Anti-Bullying Policy

Bullying can be defined as “*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*”. (DfE “Preventing and Tackling Bullying”, July 2017)

This policy is based on the DfE guidance, Preventing and tackling bullying – July 2017. It also considers the DfE statutory guidance, Keeping Children safe in education – 2018 and Sexual violence and sexual harassment between children in schools and colleges guidance.

1. Policy objectives:

- Wynstones School does not tolerate any form of bullying. This policy outlines what Wynstones School will do to prevent and tackle all forms of bullying.
- The policy will be developed with the involvement of the whole school community.
- Wynstones School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.
- Parents should be entitled to feel confident that when they send their children to school, they are protected from bullying.

2. Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Behaviour and discipline policy
- Concerns and Complaints policy
- Child protection and safeguarding policy
- Equal Opportunities Policy
- IT, Digital Devices and Acceptable use policy
- PSHE Policy
- Peer on peer abuse (in development).

3. Links to legislation

There are several pieces of legislation that set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

4. Responsibilities

It is the responsibility of:

- The School Managers 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 management team has been identified to take overall responsibility.
- Trustees to take a lead role in monitoring and reviewing this policy.
- All staff, including: trustees, managers, 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.
- Pupils to abide by the policy.

5. Definition of bullying and types of bullying

- Bullying can be defined as *“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”*. (DfE “Preventing and Tackling Bullying”, July 2017)
- 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 unacceptable behaviours expressed online, sometimes called online or cyber bullying. 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 long-term effects on children’s and adults emotional development.

6. Forms and types of bullying covered by this policy

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

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):

- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

School ethos

Wynstones School 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 in the long term.

By effectively preventing and tackling bullying Wynstones can help to create a safe and disciplined environment, where pupils are able to develop, learn and fulfil their potential.

Our school community

- Will develop an anti-bullying strategy.
- 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 pupils 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 of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with concerns regarding the school response to bullying in line with our concerns and complaints policy and respond positively to these concerns and complaints.
- Learn from good anti-bullying practice elsewhere.
- Utilises support from relevant organisations when appropriate.

7. Responding to bullying

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

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. It is good practice for the member of staff to discuss the issue with a colleague and keep dated notes.
- 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 any decision-making, as appropriate.
- 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 the child protection policy.
- Sanctions and support will be implemented in consultation with relevant parties.
- 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 pupils takes place off school site or outside of normal school hours (including cyber bullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school’s behaviour policy.
- The school in accordance with existing procedures will record a clear and precise account of bullying incidents. This will include recording appropriate details regarding decisions and action taken. The process will be updated in 2018-2019.

When responding to cyber bullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyber bullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - Looking at use of the school systems;
 - Identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
- 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 policies.
- Ensure that sanctions are applied to the person responsible for the cyber bullying; the school will take steps to change the attitude and behaviour of the perpetrator, 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 pupils 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;
 - Helping those involved to think carefully about what private information they may have in the public domain.

Supporting pupils

Signs that a child may be being bullied

- If a child shows some of the following signs, bullying may be the reason and we will encourage them to share with us, or with an adult they trust, anything that might be causing concern. Signs include:
 - Asking for money – or starting to steal (to pay the bully)
 - Clothes/possessions are missing or destroyed
 - Unexplained bruises, cuts or scratches
 - Truanting or saying they are going somewhere, but not turning up ^[1]_[SEP]
 - Asking to be driven to school and other places
 - Stopping eating, or coming home starving
 - Excessive use of electronic devices, seeming upset or agitated after using electronic devices.
 - Changing their usual routine
 - Claiming to feel unwell before they are due to go out
 - Becoming withdrawn, starting to stammer, lacking confidence
 - Starting to self-harm, attempting or threatening suicide
 - Refusing to talk about what is happening
 - Crying themselves to sleep, having nightmares, bed wetting.

We encourage a telling culture in which no one condones bullying behaviour and understand that when a bullying incident occurs there are typically witnesses or bystanders

that have different roles to play. These include:

- Reinforcers who give positive feedback to the bully, perhaps by smiling or laughing, liking an online message or post or sharing an online message or post, providing an audience outsider who stay back, stay silent and thereby condone the bullying behaviour
- Defenders who take action to stop bullying when they see it occurring. The barriers that prevent children from taking action to defend another are complicated, but may include:
 - Concern for their own safety
 - Concern that they may become the next victim
 - Fear that they may make matters worse
 - Fear of getting involved and of consequent blame
 - Belief that someone else will step in.
 - A culture of silence (e.g. reluctance to be seen as a 'snitch')

Pupils who have been bullied will be supported by:

- Being listened to and reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, a member of the school management team 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.
- Working towards restoring self-esteem and confidence.
- Providing on going support; this may include: working and speaking with staff, advising formal counselling, 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 (CAMHS).

Pupils 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 service provider.
- Sanctioning, in line with school behaviour/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 (CAMHS).

Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead or a senior member of staff (management team).
- Advising them to keep a record of the perceived bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff (management team) to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's complaints procedures.
- If online, requesting that content is removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

8. Preventing bullying

The whole school community will:

- Create and support an inclusive environment that 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.

- In an age appropriate way 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 (including 'banter') that 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.

Policy and support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- In an age appropriate way 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, when using school transport, on trips 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.

Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral 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 curriculum and other activities, such as: through displays, assemblies, peer support, 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 their resilience and self-esteem.

9. Involvement of pupils

We will:

- Involve pupils 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 pupils know how to express worries and anxieties about bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

10. Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know whom to contact if they are worried 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.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

11. Monitoring and review: putting policy into practice

- 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.
- The school managers will be informed of bullying concerns, as appropriate.

- A named trustee for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

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Authorised by: Name: Job title:	Sign:
Date:	