

# Anti-Bullying Policy

## Highworth Warneford School



Delegated by Governing Body to: Headteacher

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## 1. Aims

At Highworth Warneford we aim to create a positive, caring, friendly and safe environment for everyone so that we can learn together successfully and safely.

Everyone deserves to be treated with respect.

We will not tolerate any form of bullying.

We are a telling school: when bullying does occur, we should all know how to deal with it. This means we will know who we can talk to, and we can be confident that it can be dealt with quickly, effectively and sensitively.

## 2. Legislation and guidance

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the latest DfE statutory guidance "Keeping Children Safe in Education" 2019 and 'Sexual violence and sexual harassment between children in schools and colleges' guidance.

There are several pieces of legislation which 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 Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2015
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

## 3. 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.
- 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.

## 4. Definitions

- 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)
- The students of Highworth Warneford School consider bullying to be "unacceptable repeated and targeted behaviour, by an individual or group, which damages a student's physical or mental health. We are a community and should support and look out for each other. Everyone should be able to come into school, be themselves and be able to learn. If this is not the case students must report it, whether they are a victim or witness. As a school we cannot make a difference if we do not now about incidents".
- 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 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.

## 5. Forms of Bullying

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 (see appendix B for further details)
- Prejudicial bullying (against people/students with protected characteristics):
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture
  - 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)

## 6. Responding to Bullying

The following steps may be taken when dealing with 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 – at the very least, the information must be passed on to the relevant pastoral staff.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm.
- A member of the pastoral or leadership team will interview all parties involved to gain a balanced view of the situation and gather other appropriate evidence e.g. screenshots in the case of cyberbullying.
- 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.
- Relevant sanctions and support will be implemented. Depending on the nature and severity of the incident (and whether there has been any repetition), sanctions might include:
  - Verbal warning and guidance
  - Detention
  - Removal of ICT privileges
  - Being banned from bringing a mobile phone onto the school site
  - Suspension
  - Exclusion
- 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.
- 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.

## **7. Support**

### **Supporting students**

Students who have been bullied may be supported by:

- Reassuring the student and providing continuous pastoral support.
- Offering an opportunity to discuss their experience with an adult
- Being advised how to respond to incidents – including building resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.

Students who have perpetrated bullying may 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.

### **Supporting adults**

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

## **8. Preventing Bullying**

### **Environment**

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.
- 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, 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') 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.

## **Policy and Support**

The whole school community will:

- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- 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 students, even when they are not on school premises; for example, when using school transport 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 supervisors 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, 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 students' social and emotional skills, including building their resilience and self-esteem.

## **9. Involvement of Students, Parents and Carers**

We will:

### **Students**

- Regularly use Student Voice to ask them about the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Involve students in anti-bullying campaigns
- Publicise the details of internal support, as well as external helplines and websites.

### **Parents/Carers**

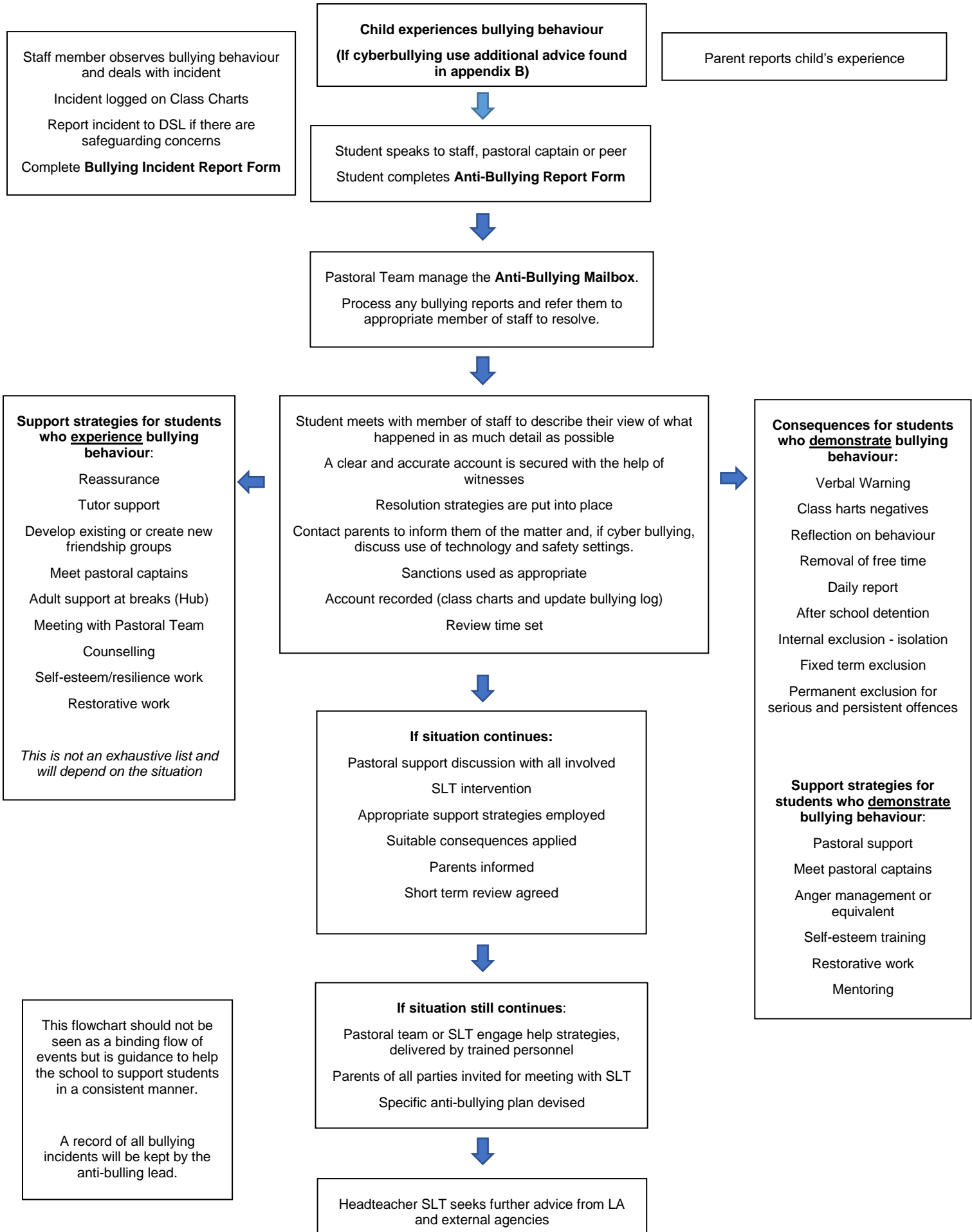
- Make sure that key information about bullying is published.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Ensure that parents work with the school to model positive behaviour for students, including online.

## **10. Bullying Occurring Outside of School**

Where bullying that has occurred in school continues outside of school then this will need close cooperation to ensure that there is a complete picture of what is happening, so that a balanced judgement can be made.

Where there are concerns about bullying happening *purely* out of school then we are more than happy to advise parents – particularly regarding the subject of social media usage. It is very helpful to let us know what is happening, so that we can ensure that it doesn't also extend to school. We would usually recommend the involvement of other agencies, e.g. the police, as we are not an investigatory body and have no power to intervene.

# Appendix A – Reporting and Response Flowchart





## Appendix B

- Cyberbullying is bullying that takes place over digital devices like mobile phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or unpleasant content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation.
- Students are advised to:
  - Use security settings.
  - Regularly change your password and keep it private.
  - Always respect others - be careful what you say online and what images you send.
  - Think before you send - whatever you send can be made public very quickly and could stay online forever.
  - If you or someone you know are being cyberbullied, tell someone. You have the right not to be harassed or bullied online. Tell an adult you trust - your parents or carers, any member of staff or volunteer or a helpline such as ChildLine on 0800 1111.
  - Don't retaliate or reply online.
  - Save the evidence - learn how to keep records of offending messages, pictures or online conversations. Ask someone if you are unsure how to do this. This will help to show what is happening and can be used by the school to investigate the matter.
  - Block the bully. Most social media websites and online or mobile services allow you block someone who is behaving badly;
  - **Don't do nothing - if you experience or see cyberbullying going on, report the bullying.**
- The following websites may be helpful to support students regarding cyberbullying:
  - Childnet [www.childnet.com](http://www.childnet.com)
  - 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)

## **Appendix C – Some Useful Links**

Anti-Bullying Alliance	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>
Childline	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
Family Lives	<a href="http://www.familylives.org.uk">www.familylives.org.uk</a>
Kidscape	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>
Victim Support	<a href="http://www.victimsupport.org.uk">www.victimsupport.org.uk</a>
Young Minds	<a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>
Young Carers	<a href="http://www.youngcarers.net">www.youngcarers.net</a>

### **Race, religion and nationality**

Anne Frank Trust	<a href="http://www.annefrank.org.uk">www.annefrank.org.uk</a>
Kick it Out	<a href="http://www.kickitout.org">www.kickitout.org</a>
Report It	<a href="http://www.report-it.org.uk">www.report-it.org.uk</a>
Stop Hate	<a href="http://www.stophateuk.org">www.stophateuk.org</a>

### **LGBT**

Barnardo's LGBT Hub	<a href="http://www.barnardos.org.uk/what_we_do/our_work/lgbtg.htm">www.barnardos.org.uk/what we do/our work/lgbtg.htm</a>
Proud Trust	<a href="http://www.theproudtrust.org">www.theproudtrust.org</a>
Schools Out	<a href="http://www.schools-out.org.uk">www.schools-out.org.uk</a>
Stonewall	<a href="http://www.stonewall.org.uk">www.stonewall.org.uk</a>

### **Sexual harassment and sexual bullying**

Ending Violence Against Women and Girls (EVAW)	<a href="http://www.endviolenceagainstwomen.org.uk">www.endviolenceagainstwomen.org.uk</a>
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