



## The Winston Churchill School

### ANTI - BULLYING POLICY

Review by:	Senior Leadership Team
Adopted by the SLT/Full Governing Body:	June 2018
Next review:	June 2019

#### **General statement**

The Winston Churchill School believes that every student and member of staff has the right to be happy and feel safe at school. The school is committed to safeguarding all members of the school community, both students and adults and we expect all staff and volunteers to share this commitment, which is integral to the school ethos and values.

No student or adult deserves to be bullied and bullying of any kind will not be tolerated. Students are constantly encouraged to confide in someone, no matter who and understand explicitly that bullying is not something they have to endure and has no part to play in the life at The Winston Churchill School. However, if identified and in partnership with the students, staff, parents, outside agencies, (including the police), every effort will be made to stop the bullying, support the victim and re-educate the bully. To ignore an act of bullying is to condone it.

#### **Aim**

Our aim is to provide an environment where all students and staff feel safe and are encouraged to report any incident of bullying and feel comfortable in doing so, confident that it will be pursued.

All students have the right to:

- feel happy and safe and secure in school;
- move around the site and not be frightened of anything or any person;
- be treated with respect;
- be respected no matter what their ability, colour of skin, nationality, religion, physical appearance or sexual orientation;
- be protected against a bully;
- equality of opportunity;
- be supported, whether they are being bullied or are the bully.

All adults have the right to:

- be able to conduct their role without interference from other people that damages their confidence and self-esteem;
- be respected by colleagues, students and parents.

#### **Objectives**

- To understand what bullying is;

- To recognise and report any kind bullying;
- To know where to seek help and support (both in and out of school);
- To follow the policy guidelines if bullying is suspected.

### **Definition**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically, verbally or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a student is adopted or has caring responsibilities. It might be motivated by actual differences between students, or perceived differences.

A person is bullied when he or she has difficulty defending himself or herself and where there is an imbalance of power or strength. (Olweus, 1999)

### **Cyber-bullying**

The rapid development of, and widespread access to technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click. (DFE Dec 2011)

### **Bullying can be:**

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) or being forced to do things;
- Physical pushing, kicking, hitting, spitting, punching, money or property taken or damaged. Any use of violence;
- Verbal name-calling, sarcasm, spreading rumours, teasing;
- Cyber All areas of internet such as email and internet chat room misuse, mobile threats by text messaging and phone calls, misuse of associated technology, i.e. camera and video facilities;
- Racist racial taunts, graffiti, gestures;
- Sexual unwanted physical contact or sexually abusive comments;
- Homophobic because of, or focussing on the issue of sexuality;  
/Transphobic
- Indirect including the exploitation of individuals

Other vulnerable groups include children looked after, traveller groups, children with disability or ability, children with SEN, children from ethnic minorities and/or religious groups.

### **Expectations**

#### **Students:**

Students are often the first to become aware that a peer is being bullied and are encouraged to support each other in telling an adult. Bullying often takes place within a social context. Therefore, students are expected to consider their own actions as an individual (as bully, victim or followers/bystanders) or in particular cases, where a group bullies an individual over a period of time.

## **Staff:**

- Take all incidents of bullying seriously;
- Offer the victim immediate support by:
  - moving closer to those involved – making their presence known;
  - taking action as quickly as possible;
  - separating those involved;
  - reassuring the victim that staff can and will help;
  - comforting the victim;
  - communicating sensitively and appropriately with parents.
- The bully must be told by the member of staff directly that his/her behaviour is unacceptable and action should be taken to prevent behaviour reoccurring;
- All alleged incidents should be recorded on the School's Information and Management System (SIMS), with an account of the action taken;
- Where deemed appropriate the Year Leader, Deputy Year Leader or member of the Senior Leadership Team will notify the parents of students involved and arrange a meeting if necessary;
- Victims will be supported in recognising that it is not their fault and offered strategies to help them move forward, improving confidence and resilience;
- If required, students will be given an opportunity to receive the Kidscape 'Bullying Intervention Training (B.I.T. In very serious cases the school will refer the victim to ZAP (an intensive course run by KIDSAPE);
- Students will always be offered the opportunity to meet with an A.B.C or wellbeing mentor as a means of supporting the individual;
- **Restorative approaches to resolve issues are at the heart of the school's work.** It is essential that individuals accept responsibility for their behaviour and reflect on the impact that the behaviour has on others. However, sanctions are severe for those repeated offenders who do not comply with advice, guidance, support and intervention. Such sanctions include periods of exclusion and subsequent intervention from the Head teacher and governing body;
- The police will be involved as and when deemed appropriate;
- Each case will be monitored to ensure repeated incidents of bullying do not take place;
- Anti- Bullying forms part of the curriculum in assemblies, tutor time, PSHCE and in other subject areas.

## **Parents**

### **Signs and Symptoms**

A student may indicate by signs or behaviour that he or she is being bullied. Parents and school staff should be aware of these possible signs and that they should investigate if a student:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence

- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received

This list is not comprehensive, but any behaviour that is unusual or out of character for your child might be indicative of bullying.

These signs and behaviours could also indicate other problems, but bullying should be considered a possibility and should be investigated.

### **Roles and responsibilities**

- The Head teacher has overall responsibility for the policy and its implementation.
- The Anti-bullying coordinator (two Assistant Head teachers) are responsible for linking the policy to The School Development Plan and ensuring it is implemented across the whole school, coordinating the student Anti-Bullying Committee (the A.B.C.) analysing data, and liaising with outside agencies.
- The Senior Leadership Team is responsible for implementing the policy and supporting the respective Year Leader who they line manage.
- The Year Leaders, Deputy Year Leaders and key stage managers are key members of staff involved in any initial investigations. They will interview the victim(s), alleged bully/bullies and any witnesses and collect statements of evidence to inform the decision making process. In agreement with a member of the Senior Leadership Team, they will contact the parents of those involved and prescribe the course of action and report the incident, with resolution on the School's Information and Management System (SIMS).
- Tutors will be involved at all levels and will monitor progress daily.

### **Monitoring and review**

- Bullying reported incidents;
- Data on SIMS reports incident and outcomes in the behaviour log;
- Central log for discriminatory bullying incidents – a legal requirement;

- Termly analysis of bullying incidents;
- Student evaluations (completed at end of incident);
- Regular review by designated AB representative/pastoral team member;
- Frequent support and guidance from members of the pastoral team including the tutor;
- Support and feedback from Mentors;
- Regular feedback from students;
- Annual anti-bullying survey;
- Year Council, School Council and tutor group forums;
- Assemblies;
- Anti-Bullying Committee meetings (every two-three weeks);
- Parent forums (every half term);
- School Safeguarding Senior strategic Team;
- Tracking of internal and external exclusions.

The Anti-Bullying Policy will be reviewed bi-annually, and will take into account the views of students, parents and staff as well as recommended best national and local practice

### **Implementation**

The Staff, Governors, Parents and Student Anti-Bullying Committee have been involved in the drawing up of the Anti-Bullying Policy. The policy forms part of the ethos of the school and it relates directly to the revised Ofsted Framework for School Inspection from September 2015.

Our aim is to be judged **outstanding** within this framework and in order to do this we will endeavour to ensure that:

- *students are acutely aware of different forms of bullying and actively try to prevent it from occurring;*
- *the school has an active and highly effective approach to identifying and tackling bullying;*
- *students are provided with as many different forms of ‘telling someone’ as possible (A.B.C. mentors, wellbeing mentors, FROG);*
- *key members of the A.B.C. are trained to support possible victims of bullying;*
- *all groups of students feel safe at school all times;*
- *students understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe.*

Policy links, primarily:

1. Behaviour Policy
2. PSHCE Policy
3. SMSC Education Policy
4. E- Safety Policy
5. Safeguarding: Child protection Policy
6. Attendance Policy
7. Equality
8. Health and Safety

**Signed: Chair of Committee.....Date.....**

## **Appendix 1**

The student planner advises students and parents of what to do and where to get support (both in and out of school) if someone they know is being bullied. These pages are reviewed and revised annually and reflect the work undertaken by the staff, The Anti-Bullying Committee and Student Voice.

### Other outside agency help and support

- Advisory Centre for Education (ACE) 0808 800 5793
- Children's Legal Centre 0845 345 4345
- KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204
- Parentline Plus 0808 800 2222
- Youth Access 020 8772 9900
- Childline 0800 11 11

### Bullying Online

- [www.youngminds.org](http://www.youngminds.org)
- [www.kidscape.org.uk](http://www.kidscape.org.uk)
- [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- [www.ditchthelabel.org](http://www.ditchthelabel.org)
- [www.bullying.co.uk](http://www.bullying.co.uk)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) (CEOP)

## **Appendix 2 (ref. The E-Safety Policy)**

### **The Law**

#### **Communications Act 2003 (section 127)**

Sending by means of the Internet a message or other matter that is grossly offensive or of an indecent, obscene or menacing character; or sending a false message by means of or persistently making use of the Internet for the purpose of causing annoyance, inconvenience or needless anxiety is guilty of an offence liable, on conviction, to imprisonment.

#### **Malicious Communications Act 1988 (section 1)**

This legislation makes it a criminal offence to send an electronic message (e-mail) that conveys indecent, grossly offensive, threatening material or information that is false; or is of an indecent or grossly offensive nature if the purpose was to cause a recipient to suffer distress or anxiety.

#### **Protection from Harassment Act 1997**

A person must not pursue a course of conduct, which amounts to harassment of another, and which he/she knows or ought to know amounts to harassment of the other. A person whose course of conduct causes another to fear, on at least two occasions, that violence will be used against him is guilty of an offence if he knows or ought to know that his course of conduct will cause the other so to fear on each of those occasions.

#### **Computer Misuse Act 1990**

This legislation makes it a criminal offence to gain unauthorised access to another student's area even if you don't change/delete any information on the area.

### Appendix 3

#### What to do if you are being bullied:





