



The Winston Churchill School

ANTI - BULLYING POLICY

Review by:	Senior Leadership Team
Adopted by the SLT/Full Governing Body:	September 2023
Next review:	September 2024

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.

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)

Aim

Our aim is to provide an environment where all students and staff feel safe. We recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school aims to create a safe environment where students are able to learn and fulfil their potential. We adhere to the 10 key principles outlined by the Anti-bullying Alliance (appendix 3).

Objectives

- To understand different types of negative behaviour
- To understand what bullying is;
- To differentiate between insensitive intentional unkindness and bullying
- To recognise and report any kind of bullying;
- To understand the school's response to a bullying report;
- To know where to seek help and support (both in and out of school);
- To follow the policy guidelines if bullying is suspected.

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 /Transphobic because of, or focussing on the issue of sexuality;
- Indirect including the exploitation of individuals

Vulnerable groups include children who are looked after, traveller groups, children with disability or ability, children with SEN, children from ethnic minorities and/or religious groups.

Cyber-bullying

Widespread access to technology provides a 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 accessible as people forward on content at a click. (DFE Dec 2011).

Responding to bullying:

It is likely, if appropriate, that 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.
- 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 Year Team / Designated Safeguarding Lead (DSL) will interview all parties involved.
- 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 policy.
- Support and if appropriate, sanctions will be implemented as appropriate
- 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 students takes place off school site or outside of normal school hours (including cyberbullying), the school will liaise with parents, outside agencies (eg police), other schools if necessary, to ensure that the concern is fully investigated.
- Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures.
- Students will be offered the opportunity to meet with an ABC or wellbeing mentor as a means of supporting the individual.
- 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);
- **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 Headteacher and governing body;
- The police will be involved as and when deemed appropriate;
- Each case will be evaluated and monitored to ensure repeated incidents of bullying do not take place.

Roles and responsibilities

- The Headteacher has overall responsibility for the policy and its implementation.
- Two Assistant Headteachers (Lead DSLs) are responsible for linking the policy to The School Development Plan and ensuring it is implemented across the whole school, coordinating and training 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 Team and key stage managers are key members of staff involved in any initial investigations. They will interview the student experiencing bullying, 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 on CPOMs with actions and outcomes and if appropriate the sanction will be recorded on the School's Information and Management System (SIMS).
- Tutors will be involved at all levels and will monitor progress daily.

Monitoring and review

- Students may report bullying incidents in person and/or on the ABC button on FROG; staff report on our safeguarding software and sims
- Data is analysed termly by the AHT responsible for anti-bullying
- Discriminatory incidents are reported and analysed on SIMS
- Student evaluations (completed at end of incident);
- Time bonded reviews are completed by the year team
- Frequent support and guidance from the Safeguarding team / student support services including the tutor;
- Support and feedback from Mentors;
- Regular feedback from students;
- Wellbeing / safeguarding surveys;
- Year Council, Student Council and tutor group forums;
- Assemblies;
- Weekly Wellbeing and ABC meetings
- School Safeguarding strategic Team;
- Tracking of internal and external exclusions.

We 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 preventing, identifying and tackling bullying;*
- *students are provided with as many different forms of 'telling someone' as possible. peer mentors, wellbeing leaders, prefects, student services team, FROG;*
- *key members of the wellbeing leadership team are trained to support possible students*
- *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. Safeguarding and Child Protection Policy
2. Behaviour Policy
3. E-Safety Policy
4. Curriculum
5. Equality
6. Attendance Policy
7. RSE

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

Appendix 1 – Pathways Out

Students are encouraged to seek support for any alleged incidents of unkindness, including bullying. They can:

1. Use the ABC or Wellbeing button on FROG
2. Tell a member of staff – tutor, year leader, member of the safeguarding team or any trusted adult
3. Access the Pathways Out Site on FROG: Talk; Type; Read
4. Other outside agency help and support
 - 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.anti-bullyingalliance.org.uk
- www.youngminds.org
- www.kidscape.org.uk
- www.bullying.co.uk
- www.nspcc.org.uk
- www.thinkuknow.co.uk (CEOP)
- www.kooth.com

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 students area even if you don't change/delete any information on the area.

United Against Bullying

Anti-Bullying Charter for Schools

The Winston Churchill School has committed to the following principles to prevent and respond to bullying.

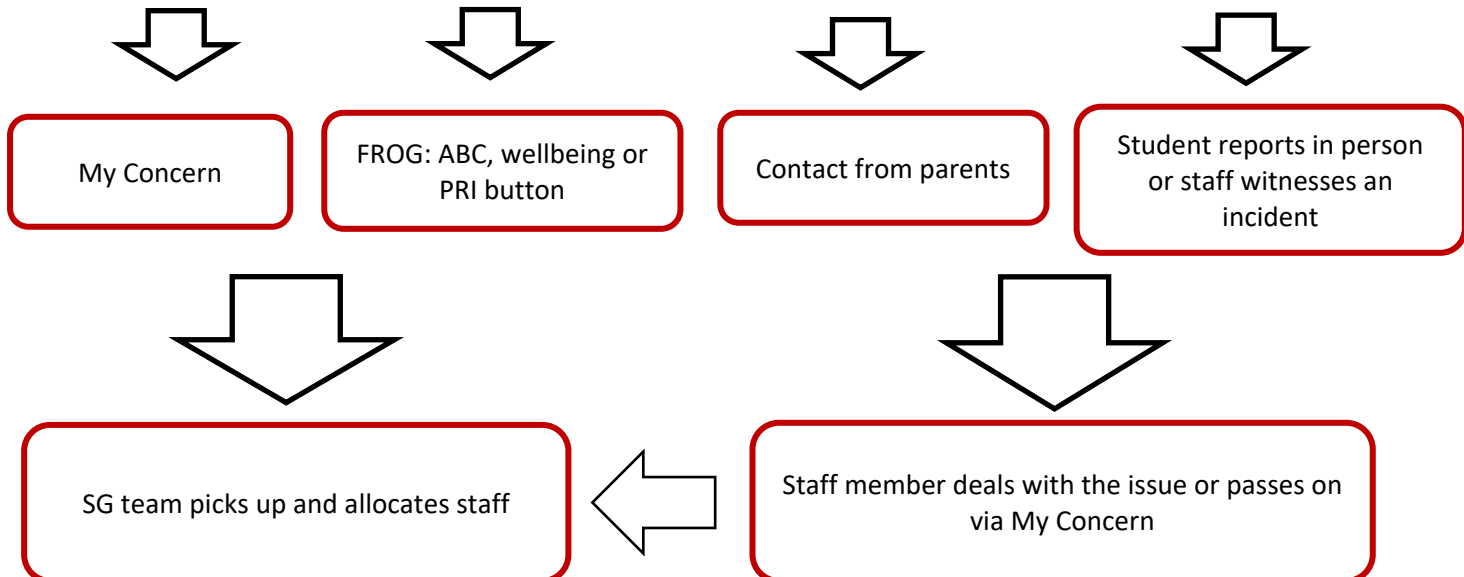
10 Key Principles

Our school:

- 1. listens** - all students and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
- 2. includes** us all - all students, including those with SEN/Disability, are included, valued and participate fully in all aspects of school life.
- 3. respects** - all school staff are role models to others within the school in how they treat others.
- 4. challenges** - all forms of discriminatory language (including disablist language), is challenged and taken seriously
- 5. celebrates difference** – difference is actively and visibly celebrated and welcomed across the whole school.
- 6. understands** - all school staff, students and parents and carers understand what bullying is and what it isn't.
- 7. believes** - all students, including disabled children and those with SEN, and their parents/carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
- 8. reports bullying** - all students within the school and their parents/carers understand how to report incidents of bullying.
- 9. takes action** - we respond quickly to all incidents of bullying. Students, including disabled students and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.
- 10. has clear policies** - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, students and their parents and carers.



Bullying reported



1. Listen to the child
2. Reassure that we believe them and listen
3. Collect statements
4. Liaise with year team and/or SG team
5. Report on My Concern
6. Record on sims (bully only)
7. Parents informed
8. Resolution
9. Student completes information/evaluation form
10. Diary note to contact students and parents to reassure all is still ok

Language is crucial:
Try not to use victim.
Instead, use student
experiencing bullying / being
bullied

The Winston Churchill School

Headteacher: Zoë Johnson-Walker

Anti-Bullying Incident & Evaluation Form

In order to deal with your experience as quickly as possible please would you complete the following:

Name: _____
Year group: _____ Tutor group: _____
Name of alleged bully/bullies: _____

Type of bullying (please circle/tick all that apply): online bullying, racist, physical, verbal, emotional, homophobic, other (please give details): _____

Date/s of alleged bullying: _____

Description:

How many times has this happened? _____

Would you like to meet with a Wellbeing or ABC Leader? Yes / No

Signed: _____ Date: _____



EVALUATION

Please take time to tell us how you feel about the way in which this situation was dealt (strongly agree, agree, disagree, strongly disagree).

1. This issue was dealt with fairly and correctly:

SA A D SD

2. If another incident should take place, I feel confident to report it, knowing that it will be dealt with appropriately:

SA A D SD

3. If a friend was being bullied, I would recommend them telling someone in school:

SA A D SD

4. I know where to get help, support and advice out of school hours:

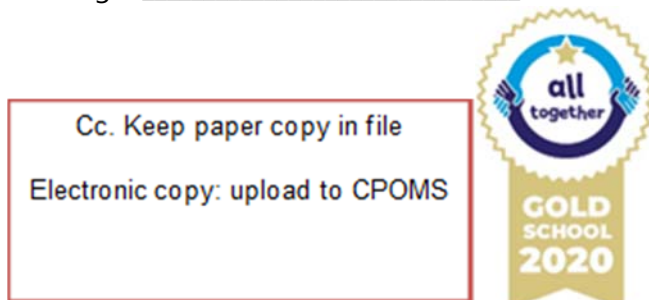
YES / NO

5. If you are able, please tell us about how you now feel about the situation:

To staff: If the student has disagreed to any of the above, please confirm that you have explained the reasoning behind the outcome.

Date for follow up check / phone call home: _____

Staff sign: _____



Student sign:

_____ Date: _____



Anti-bullying check list

Report type: ABC report on FROG / parent or carer / student / friends / e mail	
Listen to the student's experience.	
Statements (person being bullied, perpetrator, bystanders) – ensure you get the detail you need, ask open questions, following the statements.	
WCSC Incident & Evaluation Form (Q drive / safeguarding / anti-bullying). Ask student(s) being bullied to complete the incident page {part 1} or you can do this with them, given that a statement has already been written. Remember to ask about the impact this has had and what they want to happen (their wishes).	
Context checks: <ul style="list-style-type: none"> • CP Team, in case there is history • Previous YL / team • Primary information (Q drive) ie. historical issue • Sims (including previous years) • Are they a SEND/ EAL student? Do they need additional support? 	
Communication: Parent/carers phone calls – consider the timing of these. Listen to their experience of this (if they know anything) and the impact it is having on their child.	
Is a meeting necessary to establish the facts and impact (student being bullied & perpetrator)? Set a time.	
Question: Is this a bullying incident? Intentional, repetitive and demonstrating an imbalance of power? Or is this insensitive or unkind behaviour? Is it a friendship fallout or a one off incident?	
If bullying: Is a sanction appropriate? If necessary, discuss with a member of SLT	
Reporting: if not already on sims, please add for perpetrator/bystanders (if appropriate) using the initials of the student being bullied in the text; add the incident to CPOMS using the student being bullied first and linking the other students as appropriate.	
Is a restorative meeting appropriate? This must be agreed by the student being bullied. They may not be ready to do this but may be open to this later. Often students involved in a friendship fallout or an act of unkindness are often willing to participate.	
Communication with parents/carers: <ul style="list-style-type: none"> • Outcomes • Decision making • Set a 'check in' date agreed with parent/carers and continue this if necessary over a period of time 	
WCSC Incident & Evaluation Form <ul style="list-style-type: none"> • Ask the student to complete the evaluation • Upload the incident / evaluation form to CPOMS (or ask a member of the team to) • Address any issues and note down any worries 	
Review date (student & carer) – set this according to severity of incident and need. Eg. it may be every two weeks for a period of time, or you may look towards the end of a half term. Write date in calendar.	
Review: speak to the student (not just touching base in the corridor) and phone home	
Save to CPOMS; keep a folder of the paper copies and pass to JME at the end of every term.	

React and behave like it could have happened

Language: perpetrator (or person demonstrating bullying behaviour) and person being bullied (not victim)



Anti-bullying Student Charter

Stand Up, Stand Strong, Stand Together

As students at Winston....

- **You** have the right to feel **happy**, **safe**, and **secure** in school.
- **You** have the right to move around the site and **not be afraid** of anything or anyone.
- **You** have the right to be treated with **respect**, regardless of ability, colour of skin, nationality, religion, physical appearance, or sexual orientation.
- **You** have the right to be **protected** against bullying and have the right to **equality** of **opportunity**.
- **You** have the right to be **supported**, whether you are experiencing bullying or are the bully.

If you would like to communicate with someone in anyway:

Click on the ABC, Wellbeing, or PRI button on FROG

Talk to someone

Family, friends, your form tutor, or an adult you trust, the learning support/student support services team or safeguarding team, student mentors or wellbeing leaders.

