



Walkwood
Church of England  Middle School

Anti-bullying Policy

Governing Body Committee responsible:

Ethos, Inclusion and Care

Approval granted:

16 November 2020

Review date:

Autumn Term 2021

“We know that God is always at work for the good of everyone who loves him. They are the ones God has chosen for his purpose.”

Romans 8:28

“Church of England Schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Schools have a duty to try to remove any factor that might represent a hindrance to a child’s fulfilment. We want all pupils to want to engage in learning in a safe and welcoming ethos.”

Valuing All God’s Children, Church of England, 2014

“The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God.”

SIAMS (Statutory Inspection of Anglican and Methodist Schools) 2012



Introduction

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without the fear of being bullied and that staff are free from fear of bullying by pupils. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

Statutory duties of school:

Headteachers have a legal duty under the School standards and Framework act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections Bill 2006 the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. Schools also have a duty to 'safeguard' and promote the welfare of pupils (Education act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004). Government guidance advises that the policy should also address the bullying of staff by pupils ('Safe to Learn' DCSF 2007)(Education Act 2011) (Preventing and tackling bullying advice 2015)

Scope of this policy and links to other policies

This policy includes:

- bullying of pupils by pupils within school;
- bullying of and/or by pupils outside of school, where the school is aware of it;
- bullying of staff by pupils within or outside school.

Allegations about bullying of pupils by staff will be dealt with under the school's Safeguarding Policy.

This policy can be read with the following school policies and procedures:

- Equality and Diversity policy
- Living and Learning Together policy
- Acceptable use policy (internet safety)
- Safeguarding (child protection) policy
- Complaints procedures
- SEND Policy and practice

Definition

Bullying occurs when a person or group of people, over a period of time, by word, action or gesture, deliberately deny the dignity of another individual or group i.e.

- physically and/or mentally hurt or worried;
- unsafe and/or frightened;
- unable to do well and achieve;
- different, alone, unimportant and/or unvalued.

In order for Walkwood Church of England Middle School to fulfil its vision of “Love to learn, learn to live, live to love”, and in accordance with our Fruits of Faith, bullying must be identified and eradicated.

What does bullying look like, feel like, sound like?

Bullying is any behaviour by an individual or group that:

- is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it;
- happens more than once – there will be a pattern of behaviour, not just a ‘one-off’ incident;
- involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves.

It can be:

- **physical**, e.g. kicking, hitting, taking and damaging belongings;
- **verbal**, e.g. name calling, taunting, threats, offensive/personal remarks;
- **relational**, e.g. spreading nasty stories, gossiping, excluding from social groups;
- **cyber**, e.g. e-mails, picture/video clip bullying, Instant Messaging;
- **indirect**, e.g. graffiti, defacing of property, display of pornographic, class, disability, homophobic, racist or sexist material.

Who bullies?

Anyone has the capacity to bully. There are no completely reliable predisposition diagnoses. However, those who perceive themselves as low status within a community, institution or group may use bullying in an attempt to artificially boost their status. Self-esteem is therefore a key factor in whether someone bullies or not. This puts equal opportunities and inclusion at the centre of all anti-bullying work in schools.

Who is bullied?

Anyone can be bullied – young person, parent/carer/guardian, staff member or volunteer. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person – shyness, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour.



Frequently the perceived difference comes from assigning an individual to a group. Such bullying would then be designated as class, disability, homophobic, racist, religious or sexist. People can be assigned or be a member of more than one group.

Identifying and reporting concern about bullying

All concerns about bullying will be taken seriously and investigated thoroughly. Pupils who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absence or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. All school staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Pupils who are bullying others also need support to help them understand and change their behaviour.

Pupils who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way. All pupils will be encouraged to report bullying by:

- Talking to a member of staff of their choice
- Reporting a 'bullying concern' through ePraise
- Contacting local and national support agencies for advice/support

Pupils are able to speak to a member of staff to report bullying, including the College Leaders and Pastoral Managers.

A member of staff, who believes that he or she is being bullied or harassed, will be encouraged to report it to a colleague of their choice.

Parents will be encouraged to report concerns about bullying and to support the school in tackling it. Trying to resolve bullying directly with the bully or their families can lead to problems escalating.

Responding to reports about bullying

School

The school will take the following steps when dealing with concerns about bullying:

- If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it, or it may be shared with pastoral staff who have time to respond more promptly.
- A clear account of the concern will be recorded and given to a College Leader or Pastoral Manager.
- Pastoral staff will interview everyone involved and keep a record. This will be held in line with the school's data protection policy/practice.
- Parents and other relevant adults will be kept informed.



- Where bullying occurs outside school, any other relevant schools or agencies will be informed and advice/support obtained.
- The relevant staff will then decide on the next course of action to be taken and sanctions will be used as appropriate.
- Parents of individual pupils, victim(s) and perpetrator(s), will be kept informed at all times.

Pupils & Staff

Pupils who have been bullied will be supported by:

- Discussing what happened.
- Discovering why the pupil became involved.
- Informing parents.
- Establishing the wrongdoing and need to change.
- The use of special interventions and/or referrals to other agencies, where appropriate.

Staff who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- Providing reassurance that the bullying will be addressed.
- Offering continuous support.
- The use of specialist interventions and/or referrals to other.
- Help and advice on how to remove online material.

The following disciplinary steps can be taken:

- official warnings to cease offending;
- detention;
- time in the Reflection Room;
- prohibition from certain areas of the school premises;
- group or 1 to 1 work to explain the negative effects of bullying to the perpetrators.
- fixed term exclusion
- permanent exclusion
- restorative work, either within a group or 1-to-1, to help the individual(s) understand the negative effects of bullying to the perpetrators.

Parents

- Most concerns about bullying will be resolved through discussion between home and school. However, where a parent feels their concerns have not been resolved, they are encouraged to use the formal Complaints Procedure.
- Where a pupil is involved in bullying others outside school, i.e. in the street or through the use of internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example, restricting/monitoring their use of the internet or mobile phone
- Referral of the family to external support agencies will be made, where appropriate.

Preventative measures



The school will:

- Raise awareness of the nature of bullying through inclusion in Spiritual and Social Education, tutorial time, assemblies, subject areas, Deep Days and informal discussion, as appropriate, in an attempt to eradicate such behaviour.
- Give care and support to create and maintain a safe learning environment where all pupils feel safe, secure and valued and know they will be listened to and taken seriously in line with the school ethos.
- Consider the use of specific strategies which address the specific circumstances for the bullied pupil and the perpetrator.
- Refer to guidelines on 'Bullying in the Workplace' where an adult in the community believes that he/she is being bullied by another adult.

Adapted from information provided by Teachernet.gov.uk. Kidscape and the DfE document "Preventing and tackling bullying"



Appendix 1

Actions against which we act

Falling out	1. Teasing	When there is a relationship between the two people but one of them does not feel comfortable.
	2. Tiffing	When one person is not talking to another; breaking friends, one person ignores another person to make them feel upset.
	3. Taunting	When someone says things to another person that is designed to cause them distress; when someone says things behind another person's back. This could go on for a while.
Bullying	4. Intimidation	When a person uses their size as well as taunting someone; pushing and pulling can be examples of intimidating force.
	5. Threatening	When someone casts words in anger that threaten someone else's safety, backed up by force.
	6. Taking	When a person or persons take the property or money of someone else, whether or not stealing was intended.
	7. Attacking	When someone is hit or kicked by someone else.



Appendix 2

Pupil Witness Report (white)

Name of witness:		Incident recorder:	
Date of incident:	Time of incident:	Location of incident:	
Pupils involved:			
Record of what was observed:			
			Signature of recorder:



Appendix 3

Pupil Incident Report (pink)

Name of pupil:		Incident reported to:	
Date of incident:	Time of incident:		Location of incident:
Other pupils involved:			
Record of incident:			
Action:			
			Signature of recorder:



Appendix 4

Bullying Incident Report (blue)

Investigated by (initials):

Details of incident Date: Location: Physical <input type="checkbox"/> Verbal <input type="checkbox"/> Biphobic <input type="checkbox"/> Homophobic <input type="checkbox"/> Transphobic <input type="checkbox"/> Cyber <input type="checkbox"/> Racial <input type="checkbox"/>	Incident summary
Victim Name:	Statement attached <input type="checkbox"/> Contact with parent? <input type="checkbox"/> <i>Note any parents' comment:</i>
Perpetrator(s) Name(s):	Statement attached <input type="checkbox"/> Contact with parent? <input type="checkbox"/> <i>Note any parents' comment:</i>
Witness(es) Name(s):	Statement(s) attached <input type="checkbox"/>
Agreed next steps / sanctions	Recorded on epraise? <input type="checkbox"/> Demerit logged? <input type="checkbox"/>
Meetings	Meeting with pupils? <input type="checkbox"/> <i>Details:</i>
Signed: College Leader Date:	Any other information:

- Please indicate with which pupil statements are filed with (*)
- Front Sheet to be copied and filed will all other pupils involved- excluding witnesses.

