

## Windlesham School Anti - Bullying Policy

### 1. Aims and Objectives

**Bullying of any kind is unacceptable and will not be tolerated at Windlesham School.**

We aim to educate pupils for life and this includes enabling students to develop qualities of independence, concern for others, a sense of right and wrong and the ability to manage their own behaviour.

Our community is based upon respect and good manners. We are committed to providing a supportive, safe and caring environment that is free from disruption, violence and any form of harassment so that all our pupils can develop their full potential within a mutually caring environment between all members of the school community.

#### **This ethos means:**

- Bullying of any kind, harassment, victimisation and discrimination are not acceptable and will not be tolerated.
- We seek to treat all our pupils and their parents with respect and with consideration and we expect them to reciprocate towards each other, the staff and the school.
- We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed but positive atmosphere. All pupils should care and support each other.
- We believe that parents and guardians have an important role in supporting Windlesham School in maintaining high standards of behaviour. It is essential that all stakeholders have consistent expectations of behaviour and co-operate together.
- Our Anti-Bullying policy also involves other policies such as Behaviour, ESafety and Safeguarding and Child Protection policies.
- We use PSHCE lessons, Circle time and assemblies to discuss and tackle bullying and to help create an atmosphere where bullying is more likely to be prevented in the first place.

### 2. What do we mean by bullying?

**Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.**

In essence, bullying is abuse of power.

This definition includes:

#### Physical

- Hurting, harming or humiliating of another person

#### Verbal bullying

- Calling of names and chanting rhymes

#### Emotional bullying

- By excluding someone, tormenting them or spreading malicious rumours about them

#### Indirectly

- Manipulating other people to tease or torment someone including exclusion, coercion and stealing
- Complicity that falls short of direct participation in bullying. In other words, the role of an onlooker or bystander
- Cyber or on-line bullying. This involves inappropriate use of such sites as Facebook, Twitter, texting or emailing in order to bully the chosen victim.

Bullying may involve actions or comments that are racist, homophobic, religious, cultural or which focus on special educational needs, disabilities or physical attributes (such as their appearance, hair colour or body shape). Bullying may also involve damage to property or isolation.

Bullying can happen anywhere at any time – even in the very best of schools with highly effective systems of pastoral care. Sometimes it is overt and intimidatory but is often hidden and subtle.

### The Bully

People bully for different reasons. At Windlesham School we stress that it is the behaviour that is unacceptable not the person. If the behaviour changes, the person will find it easier to make good friends. Some people bully because they feel unhappy about themselves or lack the skills to make good friends. Bullies have often been bullied themselves and need our support.

The whole school has a consistent approach through:

- Staff training
- Audit of bully behaviour
- Reporting systems
- Centralised recording system
- Regular evaluation of anti-bullying work by the Deputy Headteacher and the Designated Teacher for Anti-Bullying, Mrs Fox

Our pro-active strategies are:

- Staff to model behaviour; needs to be consistent
- Parent and carer involvement to communicate messages about the Schools' response to bullying and the support the school gives to bullied pupils
- Assemblies – present a weekly theme to the children in KS2 and KS1
- School Council – discuss matters with these pupils
- Development and restorative ethos and culture to support the development of social and emotional skills for example developing positive friendships and encouraging children to take responsibility for their actions
- Use of the curriculum to embed anti-bullying work through for example SEAL and PSHE
- Improving the school environment.

Our reactive strategies are:

- Direct sanctions expressed in the form of consequence as part of anti-bullying or behaviour policies and in context of school and classroom rules
- Restorative approaches to resolve conflict and repair harm which are adopted as a whole school approach and provide:
  - Whole staff training lead by Deputy Headteacher and Designated Teachers
  - Clear range of appropriate methods in order to say sorry either verbally or by way of a written apology
  - Direct sanctions as back up.

### 3. How we deal with bullying

- Use appropriate Assemblies to explain the School policy on bullying.
- Use PSHCE lessons to give pupils an awareness of their social and moral responsibilities as they progress through the School.
- Utilise other lessons such as RE, History, English and Drama and our Creative Curriculum to highlight the issue of bullying and reinforce our school values.
- Staff are regularly on duty at times when pupils are not in class and monitor areas where bullying might occur such as the cloakrooms.
- Teachers and Tutors are ready to take action once an incident of bullying is reported.

### 4. Procedures to follow

Preventing incidents at Windlesham School we:

- Encourage all pupils to tell a member of staff at once if they know that bullying is taking place
- Encourage all pupils to make sure that nobody is isolated and encourage a bullied person to join in activities and groups
- Encourage all pupils to show the bully that they disapprove of their actions
- Encourage a child to record incidents (with help in the Lower School) in the thoughts and feelings books or boxes kept in each classroom
- Encourage pupils to follow the help notices displayed around school, this may include the "Child line" numbers

#### **If an incident of bullying is reported:**

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- Both sides of the story will be listened to before judgment is made and written records of the reported events (incident record sheet) will be made within a 24 hour period. The incident will be kept on file and reported to Tutor/class teacher and Deputy head
- The Headteacher or Deputy Headteacher will make a decision as whether to inform parents/guardians. Informed parents/guardians are invited into school to discuss the matter
- **The Headteacher may bring the matter to the attention to the Designated Governor**

- A way forward including any disciplinary sanctions and support for all parties will be agreed
- A monitoring and reviewing strategy will be put in place.

### 5. Sanctions in the case of bullying

Although each case may vary, where a pupil or pupils have been found to have bullied, the appropriate and proportionate sanctions will be applied in accordance with the School's Behaviour Policy and taking into account of any cumulative effect of a pupil's behaviour. Please refer to the School's Behaviour Policy.

Depending on the particular situation, sanctions, either individually or in combination, may involve such steps as:

- Parents informed. Meetings arranged to discuss the occurrences.
- Loss of privileges
- Transfer to another class or teaching group
- Place on report to monitor behaviour
- Closely monitored by teacher or tutor, this could be reflection sessions
- Make restitution with the victim (e.g. replace damaged or destroyed items)
- A detention, child supervised over a playtime or lunch break
- Service to the school community
- Fixed term exclusion
- Permanent exclusion
- The governors will be informed
- The victim will be supported by the School
- The victim(s) family will be informed and an agreed support programme will be arranged. This will include the provision of one to one support from the victim's chosen member of staff.
- The bully(s) family will be informed and an agreed support programme will be arranged. This will include the provision of one to one support from a member of staff.

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

#### Advice we can offer children who feel threatened

- Tell yourself you do not deserve to be bullied and that it is wrong.
- Be proud of who you are. It is good to be an individual.
- Stay with a group of friends.
- You should tell someone straight away. You may like to talk to a friend, a parent or a teacher, anyone you feel comfortable with. You will get immediate support. Teachers will take you seriously and will deal with the bullying behaviour in a way that will end it and not make things worse for you.

Remember that your silence is the bully's greatest weapon!

- Try not to annoy the bully or 'bottle up' the problem.

#### What to do if you are a pupil witnessing bullying

Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.

Don't try to tackle the bully yourself, tell an adult immediately. This is not telling tales. Teachers have ways of dealing with bullying behaviour without getting you into trouble. Don't involve anyone who is not necessary to solve the problem. Do not be, or pretend to be, friends with children who use bullying behaviour. You should encourage your friends to tell a teacher if they are being bullied.

#### What will the School do to help?

At Windlesham School, support is offered in the following ways:

- You will be given the opportunity to talk about your experience with your Class Teacher/Tutor or another teacher in the way of a debrief
- Teachers will talk to the bully or to both of you together, if you want them to
- Teachers might talk to your parents if it will help
- You will be offered continued support if it is needed.

### **The Equality Act of 2010**

The Equality Act 2010 replaces previous anti-discrimination laws with a single act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Schools are required to comply with the new Equality Duty.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales the act applies to all maintained and independent schools, including academies and Free Schools, and maintained and non-maintained special schools.

#### Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

#### Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

#### Bullying outside school premises

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff (this legislation does not apply to independent schools). This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

<http://www.education.gov.uk/schools/pupilsupport/behaviour/bullying>

### **Role of the Windlesham Staff**

When an incident of bullying or suspected bullying is reported, staff must listen with sympathy and act. Discussions with the pupil should be carried out at length so that maximum information is obtained. The pupil may need reassurance.

The following information must be gathered by the member of staff:

Identify the pupil carrying out the bullying behaviour. They are often also a victim and should be treated with care and understanding in order to find the reason for their inappropriate behaviour. Ask them to tell the truth about the incident and try to bring the two parties together. Find witnesses where possible and interview them keeping a record. Discuss when this is integrated into normal classroom practice, pupils can:

- Explore issues and controversies by considering different points of view
- Be more tolerant of others and more willing to listen
- Trust and understand differences
- Become better integrated into the peer group
- Become involved in activities which include trust building exercises, cooperative games, problem solving, discussion groups, role-play and simulations. All share some essential aspects of working together, helping one another, managing conflict and leadership skills.

As a school, we recognise and understand the importance of working closely together with outside agencies.

### **Circle Time and Assemblies**

During PHSE lessons teachers will provide key messages to promote relationships and positive behaviour with reference to school policies and rules. Pupils can sit in a circle and take part in enjoyable activities, games and discussions. The positive atmosphere generated in the well-managed circle, usually spreads into other areas of class activity. Circles can take place at the beginning or end of a session. Participants listen carefully, making eye contact with one another, and address particular problems.

It achieves many objectives:

- Helps pupils to understand what constitutes bullying in its different forms, its impact on roles of those involved in bullying behaviour including bystanders
- Helps to develop the personal, social and emotional skills that help protect pupils from bullying
- Addresses on line safety with its pupils and parents/carers
- Creates a safe space to explore issues of concern
- Explores relationships with adults and peers
- Enhances effective communication
- Affirms strengths and enhances self-esteem of each member

The teacher and pupil agree on simple, positive rules which encourage the group to:

- Focus on their own feelings and those of others
- Listen to one another and tolerate each others' views
- Learn to take turns

- Discuss difficult issues using a problem-solving approach

Assemblies will also deal regularly with issues to do with relationships and bullying. The Assembly themes organised by the Assembly Co-ordinator regularly meet themes to do with relationships and bullying. This includes Anti-Bullying week in November.

### Befriending

Befriending involves assigning selected pupil volunteers to 'be with' or 'befriend' peers whom teachers have referred. They can give support with emotional and social problems – newness to school, difficulty making friends, upset at separation or loss, being bullied or socially excluded. It is our experience that the befriended feels more positive about themselves, having had someone to talk to about their problems.

The School becomes safer and more caring, as relationships improve generally both for the bully and the victim.

### **Role of parents**

Parents have an important part to play in our Anti-Bullying policy.

We ask parents to:

- Look for unusual behaviour in their child for example, they may suddenly not wish to attend school, feel ill regularly or not complete work to their usual standard
- Always take an active role in their child's education; enquire how their day has gone, who they have spent time with etc
- If they feel their child may be a victim of bullying behaviour, they should inform the School in writing to Mrs Fox or Mrs Bennett-Odlum immediately; their complaint will be taken seriously and action will follow.
- If another child has bullied their child, they are not encouraged to approach that child on the playground or involve parents.

If parents are unhappy with the way that an incident has been dealt with they should contact the Appointed School Governor, Mr Graham Rowlands Hempel, via [governors@windleshamschool.co.uk](mailto:governors@windleshamschool.co.uk)

### **Monitoring, evaluation and review**

Incidents of bullying will be monitored by the Co-ordinators and Windlesham Senior Management team. They will look for:

- recurring complaints of bullying against a particular pupil
- evidence that a particular child is becoming a target for bullies
- particular times of the school day/week when bullying is tending to occur
- particular situations where bullying may be occurring

### **HELP ORGANISATIONS:**

Childline: [www.childline.org.uk](http://www.childline.org.uk)

0800 1111

Bullying UK

0808 800 2222

[www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice Also: [www.bullying.co.uk](http://www.bullying.co.uk) or [www.ace-ed.org.uk](http://www.ace-ed.org.uk)

**Name of staff member responsible for the School's Anti-Bullying policy: Mrs Fox**

**Name of member of the governing body with special interest in Anti-Bullying: Mr Rowlands-Hempel**

**This is an interim Anti-Bullying Policy that is being updated to link with the publication of the School's Behaviour Policy February 2017.**

February 2017