



Wade Deacon High School

Wade Deacon Trust

Exceptional Values

Exceptional Learning & Teaching

Exceptional Achievement

ANTI-BULLYING POLICY 2016-2017



Date of Board of Directors' Review: February 2017

Next Review Due: February 2018

School Link: Mr I Critchley

This policy should be read in conjunction with the Behaviour for Learning Policy

Rationale

Wade Deacon High School is committed to preventing all forms of bullying. We will work hard to ensure that bullying plays no part in our community by proactively dealing with all students, their families and staff to eradicate and promptly address all reported incidents. We have an anti-bullying policy;

- to ensure consistency in all our professional practices and to raise standards continuously
- to strive towards our commitment to excellence and being a World-class school
- “to ensure that learning is at the heart of everything we do and that everyone understands the steps that we must take to make it happen.” (See *Learning and Teaching Policy*)

Purpose

The purpose of this policy is to eliminate the incidence of bullying and create an environment in which everyone feels safe, secure and respected. Accordingly, Wade Deacon High School will;

- Ensure that a clear, uniform approach to dealing with all forms of bullying is adopted and regularly monitored.
- Anti-bullying initiatives are an integral part of the schools’ enrichment programme for all years.
- Ensure all staff act upon any signs of bullying immediately.
- Ensure the anti-bullying message remains high profile via student council, displays and noticeboards.
- Provide appropriate in-service training for all staff
- Provide a physical environment which is closely supervised and where students feel safe and secure.
- Enlist the help and active support of parents and outside agencies.
- Ensure students have access to the school mentoring service and additional interventions.
- Ensure bullying is challenged and awareness is raised on enrichment days and lessons.

Definition of Bullying:

Bullying is a form of anti-social behaviour that has no place in this community. Bullying is aggressive or insulting behaviour by an individual or group, repeated over a period of time, which intentionally hurts or harms. This includes all forms of cyber bullying. Bullying can produce feelings of powerlessness, isolation from others and undermine self-esteem.

The main types of bullying are:

- Physical e.g. assaulting a person or property
- Verbal e.g. name-calling or teasing
- Psychological e.g. damaging the reputation of the character of the victim or socially excluding them from games or conversation

- Cyber-bullying e.g. using technology particularly mobile phones and the internet, deliberately to upset someone else

Bullying is the wilful, conscious desire to hurt, threaten, frighten or make someone feel uncomfortable over a period of time, where it is difficult for the person being bullied to defend themselves. It is distinct from random acts of aggression.

Dealing with Bullying

We actively encourage students to report any incidents of bullying to a teacher or other adult within the school. Wade Deacon is fully committed to creating a safe environment where young people can learn and thrive, can talk about their worries, confident that an adult will listen and will offer help. We will endeavour to make it clear to students, staff, parents and governors that when bullying happens we will work as a community in accordance with the policy set in this document to help both the people who are harmed and the perpetrators. We will ensure the safety of the victim and do our best to support improved behaviour from the bully. Parents/Carers of both victim and perpetrator will be kept informed of our actions and follow-up procedures.

Homophobic or Biphobic bullying

Wade Deacon High School will take an active approach to tackle all kinds of bullying, including homophobic and biphobic bullying.

Homophobic or biphobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transgender (LGBT) people and can be experienced by:

- Young people who are or who are thought to be LGBT
- Young people who are different in some way and who may not act like others
- Young people who have gay friends or family or their parents/carers are gay
- Teachers who may or may not be LGBT

Wade Deacon High School recognises that homophobic and biphobic bullying looks like other bullying but may include;

- Verbal abuse – including spreading rumours that someone is gay
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour
- Cyber-bullying – using on-line spaces to spread rumours about someone or exclude them (This can include text messaging including picture and video messaging)

Staff will challenge homophobic and transphobic bullying and will also tackle casual homophobic language and will ensure anyone who makes persistent remarks is removed from the classroom and made to understand the consequences of their behaviour in terms of sanctions.

Sexist, Sexual and Transphobic bullying

Sexist bullying

This is bullying based on sexist attitudes that, when expressed, demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption

that women are subordinate to men, or are inferior. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying

This is bullying behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological. Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate. It is also commonly underpinned by sexist attitudes or gender stereotypes. Sexual bullying can be seen as sexual harassment in schools. Both sexual and transphobic bullying may affect boys and girls.

Transphobic bullying

Transphobic bullying stems from a hatred or fear of people who are transgender. 'Transgender' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Transgender people commonly feel that their biological body is not aligned with their inner sense of gender identity. This leads some people to live in the gender role in which they feel more comfortable and which relates to their own sense of their gender identity rather than to their biological body.

Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected. An individual may also experience transphobic bullying as a result of perceptions that a parent, relative or other significant figure displays gender 'variance' or is transgender.

Cyber bullying and the Internet

Wade Deacon High School will follow the DfE guidance on preventing and dealing with cyber bullying. Staff will promote and develop a culture of confident technology users, to support innovation, e-safety and digital literacy skills. To raise awareness of and tackle cyber bullying staff will;

- Ensure the whole school community understands and talks about cyber bullying.
- Ensure all policies and practices, including Acceptable Use Policies, are shared with all staff, students and parents/carers.
- Make reporting cyber bullying easier by providing and publicising different ways of reporting it.
- Promoting the positive use of technology including e-safety and digital literacy.

Bullying by text message and mobile phones

- Students will be warned about the need for care when giving out their mobile phone number
- A record or 'screen shots' should be kept in order to try and deal with the matter effectively
- Students should be encouraged to show the messages to a member of staff
- Students who report cyber bullying will be taken seriously
- The student's family may need to contact the police if the cyber bullying is serious and if a potential criminal offence has been committed
- If such bullying is carried out on a persistent basis, or if there is threat of violence, it will be treated as any other serious bullying incident
- Malicious e-mails will be dealt with in the same manner

- Students who take photographs or videos on their phones with malicious intent will be dealt with in the same manner.
- Where necessary, Wade Deacon High School will refer to DfE guidance on Searching, Screening and Confiscation.

Bullying around Race, Religion or Culture

We recognise our school needs to be a tolerant and diverse community where racism and bullying should have no place. Every child deserves respect and a safe learning environment whatever their racial or religious background and every child needs to learn that modern society values diversity and mutual respect. We also know that racist bullying is an aspect of bullying that schools find particularly challenging. The law recognises the seriousness of abuse and attacks that are motivated by racism.

Prevention Strategies

Staff will not misuse a position of power to dominate the students in this school. Staff are adept at responding to the signs of bullying and these are dealt with at the time or passed immediately to an appropriate member of staff in line with the Behaviour for Learning Policy. All staff complete an on-line safeguarding training that includes questions surrounding safeguarding, child protection and bullying.

We will avoid:

- Sarcastic comments
- Derogatory nicknames
- Dominating and humiliating behaviour
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We will listen to students when they are willing to talk about bullying.

We will be sensitive to a student's need for privacy and respect, encouraging the ethos of 'it is safe to tell'.

Staff will support the 'Behaviour for Learning Policy'.

Students

Students will recognise each other's rights to: be physically safe; keep own possessions and money; be free of insult, derogatory terms and teasing; be able to associate with other young people for companionship and friendship.

The culture of the school will encourage students to ensure the: physical safety of others; security of everyone's personal possessions and money; freedom from hurt by name-calling, teasing and inclusion of all students in play and learning activities.

The Curriculum

We aim to make anti-bullying initiatives an integral part of the curriculum for all years. Where appropriate subject teachers should encourage discussion, group work and cooperative learning to demonstrate the importance of bullying issues. Bullying must never be kept a secret. Assemblies will

deal with the issues surrounding bullying and the extensive SMSC programme incorporates bullying and its negative effects. SMSC lessons also deal with the issues surrounding bullying and pupils are made aware of the places they can go to seek help and support should they need to.

Dealing with Bullying

All incidents of bullying will be taken seriously and dealt with as quickly as possible. Staff will do all they can to support the victims of bullying and make it clear to the bully that this behaviour is not acceptable.

In dealing with bullying, school staff will:

1. Not ignore it.
2. Not make premature assumptions.
3. Listen to all accounts of the incident.
4. Adopt a problem-solving approach that encourages students to find solutions rather than simply justify themselves.
5. Make regular follow-up checks to ensure that bullying has not resumed.
6. Ensure that all relevant personnel within school have been informed.
7. Record the incident promptly, as soon as practically possible after the incident, ideally within the day. Update the bullying log.
8. Review incidents to identify students, type, style and location of bullying. This will enable the school to identify patterns and to develop appropriate action plans.
9. Implement consequences as appropriate and in consultation with all parties concerned.

Procedure to support a student who has been bullied

1. Talk to the student away from other students, but with other staff close by.
2. Listen to the student's account of the incident.
3. Reassure the student that reporting the bullying incident was the right thing to do.
4. Make it clear to the student that she/he is not to blame for what has happened
5. Allow the student to write a statement or make a note of what the student said.
6. Explain that the student should report any further incidents to a teacher or other member of staff immediately.

Ask the student

1. What happened?
2. Whether or not this was the first incident, or if not, how many other incidents have there been.
3. Who was involved?
4. Where it happened?
5. Who saw what happened (staff as well as students)?
6. What the student had already done about it.
7. Depending on the severity of the incident, whether parents/carers ought to be contacted.

Students who have bullied

It is important for the bully to receive help and support, to prevent further incidents. Often, bullies themselves have been victims. Usually a member of the pastoral team will carry out this role: They will:

1. Talk to the student about how things are going, their progress and friends;
2. Ask why they acted as they did.
3. Explain that bullying is wrong and makes others unhappy.
4. Discuss with the student how to join in with others without bullying.
5. Give the student praise and encouragement for the times when she/he is being kind and considerate to others.
6. Inform and involve parents/carers when appropriate.
7. If appropriate, organise a meeting between the victim and the bully to enable the bully to apologise / explain why, i.e. process of restorative justice.

Reporting and recording incidents

Bearing in mind the seriousness of these incidents it is imperative that all incidents be:

- Promptly dealt with
- Reported promptly to the relevant people well before the end of the day

Dealing with Persistent Bullying

If counselling and other preventative measures, such as peer support strategies, do not succeed, persistent bullying will be dealt with under the school Behaviour for Learning Policy. The bully may for example:

- Be removed from the group.
- Be put in detention.
- Be banned from a school trip or other events where these are not an essential part of the curriculum.

In the most serious cases, fixed term or permanent exclusions may be considered if the bullying:

- Involves serious actual or threatened violence against another student.
- Amounts to persistent and defiant misbehaviour.

See Behaviour for Learning Policy for exclusion protocol.