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Wetherby Senior School

Anti-Bullying Policy

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1.0 Statement of Intent

Our community is based upon respect. We are committed to the principle that all members of the School will behave in a way that will allow for the full development of all individuals personally, socially and academically; that all will show tolerance, respect and responsibility towards individuals and the community as a whole. Parents and guardians have an important role in supporting our School in maintaining high standards of behaviour. Acceptance of this policy forms part of our standard terms and conditions.

Bullying, harassment and discrimination are not tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the Staff and the School.

This Policy follows the guidelines written in the Department for Education document, 'Preventing and Tackling Bullying'.

1.0.1 Anti-bullying statement

The following is a statement aimed at the pupils but is of relevance to everyone at WSS:

At Wetherby we recognise that bullying behaviour may take many forms. In its cruder forms, bullying may take the form of physical intimidation and violence. A more subtle form of bullying may mean the target of bullying is subject to verbal abuse and intimidation. Bullying behaviour can sometimes be non-verbal, conducted through gestures and expressions. It is important to acknowledge that bullying is usually a pattern of behaviour. It is persistent and cumulative and may become a campaign conducted over a long period of time. Even minor annoyance of another person, if conducted over time, can cause significant distress.

Bullying typically takes the form of excluding an individual from membership of a group. Sometimes a target of bullying may only be permitted to be a part of a group if he puts up with bullying behaviour. Perpetrators rely on identifying differences and exaggerating the significance of these differences in order to establish their group's identity and someone's position in it. Differences from what is thought of as 'normal' or 'appropriate' may include differences of religion, ethnicity, gender identity and sexual preference.



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We recognise that bullying can grow from something very small to something very serious quickly. Banter or light-hearted teasing can cause the target considerable distress. Bullying situations can be avoided if we know that they often begin with something seemingly innocent, even amusing.

The consequences of bullying may range from persistent irritation through depression to, in the worst cases, self-harm and even suicide. Targets of bullying typically suffer from feelings of insecurity, isolation, loss of confidence and loss of self-esteem. Targets of bullying are often unhappy about coming to School.

We recognise that perpetrators may have many motives. Perpetrators may be eager to fit into or lead a group of pupils. They may be motivated by vanity to appear stronger, wittier or more popular than others, or they may be motivated by envy. Perpetrators may have a fear of being isolated and marginalised themselves, or secretly fearful that others may spot a weakness in them and exploit it. Perpetrators may simply be malicious and spiteful and anyone can be a perpetrator.

If you are being bullied, can see that someone else is being bullied, or think that you may have been involved in bullying, then it is essential that you speak to an adult about what is happening. Teachers, parents and helplines such as Bullying UK and Childline will always be prepared to offer you advice about the next steps you should take. Staff will always listen to what you have to say and take appropriate action to ensure the bullying stops.

2.0 AIMS OF THIS POLICY

- To demonstrate that the School takes bullying seriously and will not be tolerated.
- To take measures to prevent all forms of bullying in the School and during off- site activities.
- To support everyone to identify and protect those who might be bullied.
- To demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying.
- To promote an environment where pupils are confident to report bullying.
- To take measures to ensure that perpetrators are given the chance to reintegrate themselves in the school community.

3.0 DEFINITION OF BULLYING

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bullying. It can range from ostracizing, name-calling, teasing, threats and extortion through to physical assault on persons and/or their property. bullying is often hidden and subtle. It can also be overt and intimidating. It can be an unresolved



single frightening incident which casts a shadow over a child's life, or a series of such incidents and can cause serious psychological damage.

Bullying may be defined as repeatedly and intentionally acting to hurt, harm or humiliate another person by physical (including sexual), verbal (including chat room and SMS messages), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is deliberate harassment or an aggressive act. Bullying may cause physical or psychological hurt, and may be inflicted by one or more persons.

Bullying can be broken down into three types of:

- Emotional eg. Actively excluding pupils, tormenting, spreading rumours, gesturing
- Physical eg. Hitting, kicking, punching, taking or hiding belongings, damaging property
- Verbal eg. Name calling, teasing, insulting, writing unkind notes, threatening

Bullying may involve actions or comments that are racist, homophobic or which focus on disabilities, special educational needs or other physical attributes (such as hair colour or body shape). It can be motivated by prejudice on religious, cultural, or gender grounds. In particular, cyberbullying can take place through the use of social websites, mobile phones, text messages, photographs and email. Bullying may involve sexual violence or sexual harassment.

Child on child abuse (formerly peer on peer abuse) occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in child on child abuse is under the age of 18. Child on child abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the child target.

Bullying conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles. At Wetherby Senior School, parents and pupils work together to create a happy and caring learning environment. Bullying, (whether verbal, physical, emotional or indirect), will not be tolerated. It is everyone's responsibility to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

4.0 SIGNS OF BULLYING

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet



- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoiled by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the office with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away
- Changes in work patterns,
- A lack of concentration
- Truancy.

Although there may be other causes for some symptoms, a repetition of, or a combination of these possible signs of bullying should be fully investigated by parents and teachers.

If anyone is made aware that bullying is taking place, they should immediately inform a relevant member of staff. Once it has begun, bullying rarely stops until there is an intervention. Intervention is often best arranged in such a way that it is clear to other pupils that perpetrators have been discovered by staff and then dealt with. Once staff know what they are looking for, having been informed by a concerned pupil, they can discover it for themselves and any accusations of 'sneaking' directed at the pupil who raises concerns are thus avoided.

Bullying is as distressing and harmful to children as child abuse, it may lead to psychological damage and as such it is unacceptable behaviour.

Bullying is not a specific criminal offence but subject to criminal laws applying to harassment and threatening behaviour.

5.0 PREVENTATIVE MEASURES

We take the following preventative measures:

- We use appropriate Assemblies, PSHE and Tutor time to explain the School's policy on bullying. The Pastoral Curriculum is designed to give pupils an awareness of their social and moral responsibilities as they progress through the School. The Curriculum lays emphasis on



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the importance of community involvement and the need to build a strong and kind school body in which pupils take care of each other. The concepts of “Bystander vs. Upstander” and “Banter vs. Bullying” are used to open up conversation and reflection.

- The School aims to establish an environment of good behaviour and respect by using helpful examples set by staff and older pupils and celebrating success of all kinds, both in learning and also in conduct.
- The values in the School’s Values Wheel are employed to promote a positive culture. In particular, the values of kindness, integrity, friendship and tolerance are recognised and celebrated when exhibited. Staff award Gold Notes and pupils nominate their peers for Shout Out Awards.
- The School works with the Diana Award to train pupils in Years 10 & 11 as Anti-bullying Ambassadors. (<https://diana-award.org.uk/anti-bullying>). These Ambassadors lead assemblies and other initiatives to promote a culture of intolerance around bullying.
- During lessons, Staff take the opportunity to promote moral and spiritual values that show bullying to be unacceptable behaviour. In Philosophy and English lessons, in particular, there is discussion of the differences between people and their moral perspectives, and an awareness developed of the nature and effects of prejudiced language.
- All pupils are encouraged to tell a member of Staff at once if they know that bullying is taking place, whether it is affecting them directly or not. Pupils are reassured that their concerns will be treated seriously and sensitively by Staff.
- All reported incidents are recorded and investigated at once. We monitor reported incidents through My Concern and, when necessary, in weekly Tutor Briefings. Incidents are also recorded in the separate Bullying Log
- Tutors support the Heads of Section in handling any incidents as an immediate priority and are alert to possible signs of bullying.
- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour.
- The School reserves the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the School, involving our pupils.
- Internal Inset on identifying bullying and our anti-bullying procedures take place with the whole staff periodically.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures. The Anti- bullying Policy is available on the school website. As part of the school’s pastoral programme parents are invited to the school for talks on cyber bullying and online safety delivered by outside providers.

6.0 RESPONSIBILITIES



Reports of bullying are taken seriously by all Staff, who inform the Heads of Section and/or the Deputy Head Pastoral & Wellbeing of concerns. All Staff are aware of the Safeguarding Policy Procedures.

Pupils must feel that their concerns are being taken seriously.

The SLT will:

- ensure that all Staff have an opportunity of discussing strategies and reviewing them during the course of the school year
- determine the strategies and procedures in the light of staff feedback
- discuss development of the strategies in the light of changing government guidelines and changes in technology
- ensure that the procedures are brought to the attention of all staff, parents and pupils
- report annually to the governing body

The Heads of Section and the Deputies to the Heads of Section will:

- be responsible for the day-to-day management of the policy and systems
- ensure that there are positive strategies and procedures in place to help both the bullied and perpetrators reintegrate into the school community
- keep the Deputy Head Pastoral & Wellbeing informed of on-going incidents
- determine how best to involve parents in the solution of individual problems
- will keep and consider reports on serious incidents

All Staff will:

- know the policy and procedures
- be observant and raise any concerns about a pupil to an appropriate person (Form Tutor, Head or Deputy to the Head of Section)
- deal with incidents according to the policy
- never let any incidences of bullying pass by unreported, whether on-site or during an off-site activity
- participate in the PSHE programme

7.0 CYBERBULLYING – DEFINITION



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"Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others." Bill Belsey

Cyberbullying is perpetrated via a technological medium e.g. the internet or mobile phone. It can be an extension of face to face bullying, with technology providing the perpetrator with another route to harass target. However, it differs in several ways from other kinds of bullying because of the invasion of home and personal space and the size of the audience. It takes different forms, including:

- Threats and intimidation
- Harassment
- Cyber stalking e.g. repeatedly sending unwanted texts, defamation
- Exclusion or peer rejection
- Impersonation
- Circulation of private information or images and manipulation
- Sextortion

Cyberbullying is deliberate and aggressive. Perpetrators can reach a wider number within a peer group. Vindictive comments posted on a website, for instance, can be seen by a larger audience, as can video clips sent by mobile phones.

Karl Hopwood runs online presentations for both pupils and parents at Wetherby Senior School annually.

<https://www.childnet.com/what-we-do/staff-and-trustees/trustees/karl-hopwood>

The following is a link to the Childnet site which contains useful links by related topic:

<https://www.childnet.com/teachers-and-professionals>

7.1 CYBERBULLYING – PREVENTATIVE MEASURES

In addition to the preventative measures described above, Wetherby Senior School:

- Expects all pupils to adhere to its charter for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use.
- May impose sanctions for the misuse, or attempted misuse of the internet.
- Issues all pupils with their own personal school email address. Access to sites such as 'Hotmail' is not allowed.



- Adheres to the BECTA guidelines regarding E-teaching and the internet.
- Offers guidance on the safe use of social networking sites and cyberbullying in PSHE lessons, which covers blocking and removing contacts from “buddy” lists.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Mobile phones are not permitted to be used in School unless by express permission of the teacher and then only for educational purposes.
- Pupils are not permitted to take pictures or make videos within School unless by express permission of a teacher and then only for educational purposes. Any pictures taken in school should not be shared with anyone other than the teacher who gave permission for the pictures to be taken.
- The use of cameras on mobile phones is not allowed in washing and changing areas.

Please refer to the DfE guidance on preventing and tackling bullying:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

8.0 PROCEDURES FOR DEALING WITH REPORTED BULLYING

If an incident of bullying is reported, the following procedures are adopted:

- 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.
- He/she will inform the relevant Head of Section or deputy to the Head of Section as soon as possible.
- The member of staff will calmly explain the range of disciplinary measures that are potentially involved.
- The target will be interviewed on his own and asked to write an account of events.
- The alleged perpetrator, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events.
- The incident will be recorded on MyConcern in the first instance then later in the Bullying Log.
- Relevant Tutors and the Deputy Head Pastoral & Wellbeing will be informed immediately. Where it is felt necessary, all staff are informed in a weekly staff meeting.
- The target will be interviewed at a later stage by a member of the pastoral team, separately from the alleged perpetrator. It will be made clear to him why revenge is unlikely to put an end to the matter. He will be offered the chance to articulate his feelings and invited to play a role in determining a course of action which will ensure that both perpetrator and target are able to reintegrate into the school community and avoid any further incidents.
- The alleged perpetrator will be interviewed at a later stage by a member of the pastoral team, separately from the target, and he will be given the opportunity to reflect on the way in which



his behaviour caused pain and distress. He will be offered guidance on modifying his or her behaviour in the light of what he knows about the consequences of his actions, together with any appropriate disciplinary sanctions.

- The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought.
- A way forward, including disciplinary sanctions and counselling if necessary, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who perpetrator others, as well as dealing with appropriate disciplinary measures. In determining the next steps in cases of bullying the school's aim is to ensure that the target's voice is heard throughout the process and that both target and perpetrator play a positive role in determining such steps as will lead to the effective reconciliation and reintegration of the pupils into the school community. The School can request parties to attend dispute resolution as necessary.
- Strong sanctions such as exclusion may be considered in the cases of the most serious and persistent bullying.
- A monitoring and review strategy will be put in place.
- In very serious cases of harassment and threatening behaviour, and only after the Headmaster has been involved, it may be necessary to make a report to the Police or to the Social Services. However, it is the policy of Wetherby Senior School to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that staff feel a criminal offence may have been committed.

8.1 Monitoring

Where incidents of bullying have occurred, the Headmaster or Deputy Head Pastoral & Wellbeing will follow-up within about two weeks and again within the following half term to ensure that there are no repeat incidents. The Bullying Log is also reviewed termly.

8.2 Recording Incidents

All incidences of bullying or alleged bullying are recorded on both on MyConcern and on a separate Bullying Log. The log identifies where those involved are either on the SEND register or have protected characteristics. The log also has a definition of the difference between bullying and child on child abuse.

8.3 Complaints Procedure

Parents and pupils are encouraged to use our complaints procedure if they feel that their concerns about bullying are not being addressed properly.

8.4 School Wellbeing Service



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Pupils who are in need of help with emotional or behavioural issues are referred to the Wellbeing Service. The Wellbeing Team may provide feedback to the parents and in some cases to the School, at their discretion. In particular, pupils may be referred to the Wellbeing Service for dispute resolution or other support.

Related Documents

This policy should be read in conjunction with:

1. Safeguarding Policy
2. Online Safety Policy
3. Behaviour for Learning Policy



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