WALTON HIGH SCHOOL

Proud to be part of Walton Multi Academy Trust

ANTI-BULLYING POLICY

Reviewed by Governors:	October 2021
To be reviewed:	October 2024
Leadership link person:	Mrs A Cashmore

Walton Multi Academy Trust refers to all schools within the Trust.
When referring to Trust Boards, this includes Local Governor Boards, and the term
'Governor' includes all Trustees or Local Board Governors.

Status: Statutory

Walton High School promotes the safeguarding and welfare of students in its care: all policies support the "Safeguarding and Child Protection Policy" and fully support the principles of equal opportunities for all.

This policy has been developed in line with legal requirements and statutory guidance

These obligations are highlighted in a range of government initiatives "Preventing and tackling Bullying" (2012). The Equality Act (2010). Also Working Together to Safeguard Children (2015) Keeping children safe in education (2015) Children's Act (2004), Education and Inspector's Act (2006), National strategies on Behaviour and Attendance, National Healthy Schools Programme.

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our Trust. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

A key part of our emotional health and well being policy supports our anti bullying policy:

We believe having a mentally healthy community is not about being happy all the time, but about working together through the challenges and sharing the celebrations; feeling supported, heard, accepted, valued and empowered. We encourage resilience and want to work together to support each other in a respectful manner.

What Is Bullying?

'BEHAVIOUR BY AN INDIVIDUAL OR GROUP, USUALLY REPEATED OVER TIME, THAT INTENTIONALLY HURTS ANOTHER INDIVIDUAL OR GROUP EITHER PHYSICALLY OR EMOTIONALLY

Bullying can be:

- Emotional   being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical   pushing, kicking, hitting, punching or any use of violence
- Racist   racial taunts, graffiti, gestures
- Sexual   unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- 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, calls, embarrassing pictures and/or video clips
Misuse of associated technology, i.e. camera &video facilities
Cyberbullying can include the following:
Silent or abusive phone calls
- Socioeconomic Based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived 'quality' of their clothing or belongings.

Peer-on-peer abuse

The school has a zero-tolerance approach to all forms of peer-on-peer abuse, including sexual harassment and sexual violence.

To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.
All staff will be aware that pupils of any age and gender are capable of abusing their peers. Staff will take all instances of peer-on-peer abuse equally seriously regardless of the characteristics of the perpetrators or victims, will never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours. Staff will also be aware that peer-on-peer abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing- or initiation-type violence.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children's social care services (CSCS), where the DSL deems this appropriate in the circumstances.

The school's Peer-on-peer Abuse Policy outlines the school's stance on addressing peer-on-peer abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school's approach to preventing and managing instances of peer-on-peer abuse can be found within this policy and the Child Protection and Safeguarding Policy.

Bullying is generally characterised by:

Repetition: Incidents are not one-offs; they are frequent and happen over a period of time
Intent: The perpetrator (s) means to cause verbal, physical or emotional harm; it is not accidental.
Targeting: Bullying is generally targeted at a specific individual or group.
Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations

- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

The school's Online Security and E Safety Policy and behavior policy outlines the school's stance on addressing such issues in further detail.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school

- doesn't want to go on the school / public bus

- begs to be driven to school

- changes their usual routine

- is unwilling to go to school (school phobic)

- begins to truant

- becomes withdrawn anxious, or lacking in confidence

- starts stammering

- attempts or threatens suicide or runs away

- cries themselves to sleep at night or has nightmares

- feels ill in the morning

- begins to do poorly in school work

- comes home with clothes torn or books damaged

- has possessions which are damaged or " go missing"

- asks for money or starts stealing money (to pay bully)

- has dinner or other monies continually "lost"

- has unexplained cuts or bruises

- comes home starving (money / lunch has been stolen)

- becomes aggressive, disruptive or unreasonable

- is bullying other children or siblings

- stops eating

- is frightened to say what's wrong

- gives improbable excuses for any of the above

- is afraid to use the internet or mobile phone

- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All Trustees and governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All Trustees and governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the School policy is on bullying, and what they should do if bullying arises.
- As a School we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.
- To assist in creating an ethos in which attending Walton High School is a positive experience for all members of the community
- To support and protect victims of bullying and ensure they are listened to.

- To help and support children/young people displaying bullying behaviour to change their attitude and understand why it needs to change.
- To ensure all members of our community feel responsible for helping to reduce bullying.

ROLES AND RESPONSIBILITIES

<u>Head teacher</u>
- Dissemination of policy to whole school community
- Effective implementation of policy
- Staff training and awareness raising
- To ensure all adults who work with pupils are aware of school policy and work within its framework
- To monitor, review and evaluate the effectiveness of the policy
- Report to Trustees and governors on request

<u>Trustees and Governors</u>

- Support Head teacher in following guidelines
- Inform and consult with parents about bullying issues
- Help to build positive and supportive relationships with parents through mutual understanding and trust

<u>Staff</u>

- All staff have a duty to act if an incident of bullying is reported or suspected
- Support Headteacher in following guidelines and through the Headteacher keep the Trustees and Governing Body well informed regarding issues concerning behaviour management.
- Behave in a respectful and caring manner to children/young people and colleagues, to set a good tone and help create a positive atmosphere.
- Provide children with a framework of behaviour including rules which support the whole school policy.
- Raise awareness of bullying through activities, role-play, discussion, peer support, school council, PSHE etc.

<u>Parents</u>
- To take their child's concern seriously
- Let the school know of these concerns as appropriate
- Supporting key messages being given to pupils and where appropriate attend meetings and contribute in a positive way to actions aimed at solving any problems- including taking part in consultations about the policy
- Being aware of materials/resources used
- Being aware that the primary role in pupil's awareness of bullying is a shared responsibility

<u>Students</u>
- To take part in consultation over anti bullying policies and procedures
- To be prepared to express their views through the year and student councils
- To take part in Anti Bullying questionnaires on a regular basis
- To support the Peer Mentors in raising awareness activities
- To contribute to the development and consultation processes when reviewing the Anti Bullying policy on an annual basis.
- To report bullying using the procedures in place

Procedures

1. Report bullying incidents to appropriate staff
2. All incidents of bullying will be recorded on the school bullying log
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. Students who have been bullied will be supported through a variety of strategies e.g. ongoing meetings, referral to the school counsellor
7. An attempt will be made to help the bully (bullies) change their behaviour through a variety of strategies e.g. referral to the school counsellor, ongoing meetings
8. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

In order to prevent bullying a number of approaches will be used in order to adopt a bullying prevention ethos. They will include:

CURRICULAR APPROACHES

- raising awareness about bullying e.g targeting Anti-bullying
- use Emotional Health and Well Being materials in lessons and assemblies
- Group time / anger management
- PSHE lessons

REDUCING BULLYING BY TARGETTED APPROACHES

- Peer mentor programmes
- Active listening
- Restorative Justice
- Counselling-based approaches
- Transition activities
- PSHE Curriculum
- Registration/tutor time
- Assemblies
- Subject areas (where appropriate)

Possible Outcomes

In the first instance the School's priority will always be to stop the bullying. The School will deal with each incident in, what is considered to be, the most appropriate manner, this may include one or more of the following:

- The bully (bullies) may be asked to genuinely apologise.
- Official warning will be given
- Meetings with parents
- Detentions may be issued
- Exclusion from certain areas of the school / certain times of day
- Internal/senior management exclusion
- Pastoral Support Plan
- Fixed Term Exclusion
- Permanent Exclusion

MONITORING AND EVALUATING THE POLICY

All reports of bullying will be recorded on the schools anti-bullying log and this data will be used to:

- Manage individual cases effectively
- Monitor and evaluate the effectiveness of strategies
- Celebrate the anti bullying work of the School
- Demonstrate defensible decision making in the event of complaints being made
- Engage and inform multi agency teams as necessary
- Provide monitoring reports to students via the student and year councils
- Report to Trustees and governors in order for them to evaluate the anti bullying work of the school
- Report the number of bullying incidents to the Walton Multi Academy Trust as required annually
- Inform the evidence presented in the school self evaluation form (SEF)

The School will review this policy and assess its implementation and effectiveness.

The policy will be implemented throughout Walton High School.