



**ANTI BULLYING POLICY  
2019**

Responsibility	
Review	



## Whitmore High School - Anti-Bullying Policy

### Objectives of this policy

Whitmore High School Anti-Bullying Policy outlines what Whitmore High School will do to prevent and tackle bullying. The policy has been drawn up with the involvement of the whole school community.

#### 1) Our School Community:

- Discusses, monitors and reviews our anti-bullying policy annually.
- Supports staff to promote positive relationships, to identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns about bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

#### 2) Definition of bullying

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”.

Bullying can include: name calling, taunting, mocking, making offensive comments,, kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, social networking sites and instant messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

#### 3) Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Physical, verbal and emotional
- Bullying related to race, religion or culture.
- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.

- Cyber bullying.

### **What are the signs of bullying?**

- Depression, i.e. pupil may become withdrawn, lack confidence
- Low self esteem
- Truancy, lateness
- Isolation
- Academic under achievement
- Sudden lack of concentration
- Threaten suicide
- Having possessions go missing or get damaged
- Change of usual routine
- Fear of travelling to and from school
- Being a Young Carer

### **4) Preventing, identifying and responding to bullying**

#### **We will:**

- Never assume bullying does not happen in our school
- Never ignore suspected bullying
- Listen carefully to all accounts of suspected bullying
- Work with staff and outside agencies to identify all forms of prejudice driven bullying
- Regularly canvas pupils views on the extent and nature of bullying
- Ensure that pupils know how to express worries and anxieties about bullying
- Ensure all students are aware of the range of sanctions that may be applied against those engaged in bullying
- Involve students in anti-bullying campaigns in schools
- Teach pupils to understand the importance of tolerance and that we live in a society of diversity and complexity (needs of young carers, racial stereotyping, sexism etc.)
- Publicise the details of helplines and websites
- Offer support to pupils who have been bullied
- Work with students who have been bullying in order to address the problems they have
- Use restorative practices to help support those pupils harmed in bullying activity
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience
- Actively create "safe spaces" for vulnerable children and young people
- Train all staff to identify potential bullying and to follow school policy on procedures on bullying
- Identify and monitor the needs of Young Carers. 25% of Young Carers report bullying due to their care role.

Any bullying incident must be reported. Bullying can only be tackled effectively if the school is made aware of a problem. Pupils who are being bullied or other pupils who know or suspect that someone is being bullied can report to Form Teachers, Pastoral Leads or any other adult that a pupil feels comfortable talking to. Every issue will be acted upon. The school can also be contacted by phone, letter or e-mail. All contact will be treated as confidential.

If the report of bullying is from a parent, then the victim's first point of contact would be the Pastoral Leads of the key stages.

It would be helpful in these circumstances if parents could:

- Try to stay calm;
- Be as specific as possible about what has happened
- Make note of what action the school intends to take;
- Ask if there is anything that they can do to help their child at school
- Stay in touch with the school if there is still a worry about a particular incident.

It would be helpful in a general sense if parents would encourage children to be friendly and tolerant to others and not aggressive.

## **5) Liaison with parents and carers**

### **We will:**

- Ensure that parents / carers know who to contact if they are worried about bullying
- Ensure that parents know about our complaints procedure and how to use it effectively
- Ensure that parents / carers know where to access independent advice about bullying when needed
- Work with parents / carers and the local community to address issues that give rise to bullying

## **6) Bullying procedure / strategies**

- Questionnaires are issued each term, during tutorial time; these questionnaires allow pupils the opportunity to discuss issues with the pastoral co-ordinator.
- The school council to address the issue of bullying whole school.
- Information board to be updated on a regular basis.
- A staged process which is understood clearly by teachers and pupils alike.
- A Drama scheme of work on bullying to be taught to all year 7 pupils in their first term at Whitmore High School

## **Procedure in the case of reported or observed bullying**

### **A pupil complains of being bullied**

It is anticipated that a pupil will report bullying to one of the following people: Head teacher/SLT / Pastoral Leads/ members of teaching or non-teaching staff / form tutor / clerical staff. There is also an opportunity for pupils to access counselling. It is anticipated that for the majority of incidents this procedure will follow the stages below; however, there could be extreme incidences where pupils could be placed on a higher stage immediately, for example, in the event of a serious physical assault, or racist attacks.

### **Establish whether this is an isolated incident or repetitive in nature**

#### **Isolated:**

If this is deemed to be an isolated incident, the pupil in question should be warned that bullying is not tolerated and the term 'bullying' explained. The pupil should be warned as to what happens if similar incidents with the identified person occurs again. All reports of 'bullying' are investigated thoroughly, but it is recognised that many reported instances did not actually involve bullying. This can be done through Restorative Practice principles, where the matter is discussed between the alleged victim and alleged perpetrator. Bullying should be identified as sustained and continuous unkind behaviour aimed at a specific individual/s.

#### **Repetitive:**

##### **Stage 1: 1<sup>st</sup> offence**

If this is not an isolated incident, the following steps should be taken:

- The victim of bullying will have the opportunity to detail what has happened
- The alleged 'bully' will be asked to describe what happened. The term 'bullying' will be explained to the pupil.
- All pupils' names to be logged under stage 1 of the database.
- Further opportunity to use Restorative Practice principles as outlined under 'Isolated'.
- The alleged 'bully' will be made aware of his actions. This must be fully explained with a clear outline of the future consequences of such actions.
- Parental contact of both victim and bully to outline the matter and to inform both sets of parents the next stages if the matter arises again.

### **Events dated and recorded on the electronic database under Stage 1**

- The 'victim' will be interviewed and reassured about the support that will be given by the Pastoral Co-ordinator.
- The 'victim' will be asked to report any further instances to the Pastoral Co-ordinator or any other trusted adult in school.
- Any available witnesses will also be interviewed.
- Events dated and recorded

### **Stage 2: 2<sup>nd</sup> offence**

- Interviews will take place, as before, to establish the extent of the problem.
- The pupil will be asked to sign a Contract, which ensures the pupil understands the school's definition of bullying and that the pupil is fully aware of the severity of the problem. Parents are to be made fully aware of the further stages of procedure and the nature of the contract.
- Events dated and recorded on the electronic database under Stage 2.

### **Stage 3: 3<sup>rd</sup> offence**

- A standard letter to be sent /copy of the contract outlining the ongoing issues recorded in the previous stages to parents.
- Further school sanctions to be enforced with the bully including: inclusion room time; whole school detentions; isolation at break and lunch times; possible form movement where deemed appropriate.
- Further conversation needed with parents to outline the severity of the problem. They are to be requested to visit the school to discuss the situation and the possibility of support (outside agencies) within school. This could be in terms of school counselling or bespoke support.
- The victim's parents are to be kept informed of any outcomes.
- Events dated and recorded on the electronic database under Stage 3.

### **Stage 4: 4<sup>th</sup> offence**

- Further meeting to be arranged with parents by the head of years responsible for key stages. These meetings can be supported by SLT responsible for pastoral in that Key Stage.

- The situation will be discussed with parents. They will be informed that any other instances will result in a fixed period exclusion and the escalation of the matter to the Head Teacher / sub-committee meeting of school Governors.
- School sanctions to continue.
- The victim's parents are to be kept informed of any outcomes.
- Events dated and recorded on the electronic database under Stage 4.

#### **Stage 5: 5<sup>th</sup> Offence**

- Following a fixed period exclusion, a meeting for parents with the head of school and relevant school governor sub-committee will be called. The duration of the exclusion will be determined by the head of school in consultation with the governors. Further actions will also be decided by the Head of School.
- The victim's parents are to be kept informed of any outcomes.
- Events dated and recorded on the electronic database under Stage 4.

### **7) Monitoring & Review**

We will review this Policy on an annual basis, as well as when instances occur that suggest a need for review.

### **8) Responsibilities**

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy
- Governors, Executive Headteacher, the Head of School, Senior Leaders, Pastoral Leads, Teaching and Non-Teaching staff to read this policy and implement it accordingly
- The Head of School/senior leaders to communicate the policy to the school community
- Pupils to abide to the policy

**July 2018**

**Review: July 2019**

