



Anti-Bullying Policy

Date approved:	September 2020
Date for review:	September 2023
Author:	Lawrence Smith

This policy is found in our School ethos, which provides a caring, friendly and safe environment for all members of our school community.

CONTENTS

Page 3	Section 1 – Statement of intent
	Section 2 – Objectives of this policy
	Section 3 – What is bullying
Page 4	Section 4 – Why is it important to respond to bullying
	Section 5 – Raising awareness and understanding
	Section 6 – Incidences of school bullying
	Section 7 – Bullying of people with SEN and/or disabilities
Page 5	Section 8 – Racist bullying
	Section 9 – Sexual Bullying
	Section 10 – Homophobic Bullying
Page 6	Section 11 – Technological Bullying
Page 7	Section 12 – Anti-Bullying strategies
Page 8	Section 13 – Bullying outside the school premises
	Section 14 – Technological bullying prevention
Page 9	Section 15 – What happens if preventative strategies do not work?
	Section 16 – For those dealing with bullying
Page 10	Section 17 – For all victims of bullying
	Section 18 – Outcomes sought by the School
Page 11	Section 19 – Acknowledgment
	Section 20 – Information about bullying for parents and families

1.0 Statement of Intent

- 1.1 We are committed to providing a caring, friendly and safe environment for all of our community so that teaching and learning can take place in a relaxed, secure and non-threatening atmosphere. Bullying of any kind is unacceptable. If bullying occurs it will be dealt with promptly and effectively.
- 1.2 We want anyone who knows that bullying is happening to report it and inaction may be interpreted as condoning unacceptable behaviour.
- 1.3 The Education and Inspections Act 2006 provides the statutory obligation on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006: provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;

2.0 Objectives of this Policy

- 2.1 All governors, staff, students and parents have an understanding of what bullying is and how it is dealt with at Wexham School.
- 2.2 All governors and teaching and non-teaching staff know what the School Policy is on bullying, and follow it when bullying is reported.
- 2.3 All students and parents should know what the school policy is on bullying and what they should do if bullying arises.
- 2.4 As a School we take bullying seriously. Students, parents and staff should be assured that they will be supported when bullying is reported.
- 2.5 Bullying will not be tolerated.

3.0 What is Bullying?

- 3.1 Bullying is when one person or a group of people hurt, persecute, threaten or intimidate another person or group of people. Bullying results in pain and distress to the victim.
- 3.2 Bullying can be:
 - Emotional / Psychological - being unfriendly, excluding, tormenting
 - 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
 - Transphobic - is behaviour or language that makes a child or young person feel unwelcome or marginalised because of their perceived or actual gender identity
 - Verbal - name-calling, sarcasm, spreading rumours, teasing
 - Technological – often referred to as 'Cyber Bullying' this covers all areas of the internet (such as email and internet chat room misuse), threats by mobile telephones (such as text messaging and calls) and misuse of associated technology , i.e. camera and video facilities

4.0 Why is it important to respond to Bullying?

- 4.1 Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. People who are bullying others need to learn different ways of behaving in order to create a harmonious society.
- 4.2 We have a responsibility to respond promptly and effectively to issues of bullying.

5.0 Raising awareness and understanding

- 5.1 Raising awareness and understanding of bullying makes people more likely to report incidents. Understanding of what constitutes bullying varies with age and the School seeks to take appropriate action with reference to the maturity and understanding of the person(s) involved.
- 5.2 Most victims who do report bullying describe the outcome as positive.

Key Points to remember:

- Never ignore a suspected bullying incident.
- Listen carefully to all accounts. Several people saying the same thing does not necessarily mean they are telling the truth.
- Adopt a problem-solving approach which moves people on from justifying themselves.
- Monitor carefully to ensure bullying does not resume.

6.0 Incidences of bullying

- 6.1 Although bullying can occur on the way to or from school, most typically it takes place in school or through social media. It is more likely where adult surveillance is intermittent. It is more likely to occur outdoors but classrooms, corridors and also toilets are common places where bullying can occur.
- 6.2 Both males and females can be bullies. Those who bully others can come from any kind of background, regardless of age, social class or cultural background. Likewise victims can also be from any age, background or gender.
- 6.3 Usually one person starts bullying a victim though there may be others present. These may:
- Help the bully by joining in
 - Help the bully by watching, laughing and shouting encouragement
 - Remain resolutely uninvolved
 - Help the victim directly, tell the bullies to stop, or in the case of a student, fetch an adult
 - Anyone can be bullied, although certain factors make bullying more likely. Furthermore, some people can be both bullies and victims.

7.0 Bullying of people with Special Educational Needs and/or disabilities

- 7.1 Students who have a disability or Special Educational Needs are often at greater risk of being bullied both directly and indirectly and usually about their specific difficulties or disability. Wexham School also recognises that those with Special Educational Needs may not be able to articulate their experiences as well others. Therefore it is extremely important for all staff and those working directly with the students, such as a Teaching Assistant or a Learning Mentor to recognise the signs of bullying and if necessary report it on their behalf.

8.0 Racist Bullying

8.1 Any hostile or offensive action against people because of their skin colour, cultural or religious background or ethnic origin. Moreover, any such targeting of a specific individual also sends a message to that group. Racist bullying is therefore likely to hurt not only the victim, but also others from the same ethnic group and their families. Any incidents of racial bullying must be recorded on the official (RB2) form which is available in the main School Office. Racist bullying can include:

- Verbal abuse by name calling, racist jokes and offensive mimicry
- Insulting or degrading comments, name calling, gestures, taunts or insults
- Physical threats or attacks
- Wearing of provocative badges of insignia
- Bringing racist leaflets or other literature/pictures to school
- Inciting others to behave in a racist manner or producing offensive graffiti or other written insults
- Making fun of other cultures customs, music, accent or dress
- Refusing to co-operate with someone from a different racial group

8.2 Legal Position

The race relations act 1976 states that schools and governing bodies have a duty to ensure that students do not face any form of racial discrimination, including attacks and harassment. At Wexham School the vast majority of our students are from ethnic minorities.

8.3 Monitoring by the Governing Body

Incidents of racial bullying are monitored by the School's Governing Body through the termly Headteacher's Report.

9.0 Sexual Bullying

9.1 Sexual bullying impacts on both genders. Males can be victims from both genders as can females. In general sexual bullying is characterised by:

- Looks and comments about appearance, attractiveness or emerging puberty
- Inappropriate and uninvited touching
- Abusive name calling, sexual innuendoes and/or propositions
- Pornographic material or graffiti with a sexual comment
- Sexual assault or rape

10.0 Homophobic and Transphobic Bullying

10.1 Any hostile or offensive action against lesbians, gay males, bisexuals or transgenders (LGBT) or those perceived to be. These actions might be:

- verbal, physical, or emotional (social exclusion) harassment, insulting or degrading comments, name calling, gestures, taunts, insults or 'jokes'
- offensive graffiti, death threats
- humiliating, excluding, tormenting, ridiculing or threatening, refusing to work or co-operate with others because of their sexual orientation or identity

10.2 Homophobic bullying is recognised nationally as the most likely type of bullying to remain unchallenged by school staff due to worries about parental disapproval, lack of experience, the perception of other staff and students towards their own sexual orientation and confusion over law. Section 28 of the Local Government Act 1988 confused many teachers with regards as to what could be said in relation to homosexuality. Section 28 was repealed in 2003 and is no longer law. However, there are no, nor have there ever been any legal barriers to teachers and staff discussing issues around sexual orientation in the classroom and responding to and preventing homophobic bullying. The Equality Act 2006 requires all schools to treat homophobic bullying with the same level of seriousness as other forms of bullying.

10.3 Monitoring by the Governing Body

Incidents of homophobic bullying are monitored by the School's Governing Body through the termly Headteacher's Report.

11.0 Technological or Cyber Bullying and Social Media

11.1 Some of the ways cyber bullying happens is through:

- Text messaging
- Picture/video via mobile phone cameras / social media
- Phone calls on mobile phones
- Emails
- Chat rooms
- Instant messaging / snapchat
- Social networking sites
- Creating a Web page or similar specifically to cause offence to an individual or group

11.2 Cyber bullies may exclude someone from an online group on purpose or send abusive and/or threatening messages or gossip.

11.3 Cyber bullying can also be when someone sends messages via text. It could be a message about another person or a video clip or picture of them that they would not want to be shared.

11.4 Cyber bullies can send hateful texts, abuse an individual over a mobile phone or leave silent calls

11.5 In Cyber world we must also be aware that people can change or attempt to change their identity or pretend to be someone else.

11.6 Other examples can include a group of people discussing others in a negative and/or harmful manner and making plans or giving the intention of a plan to harass or bully them out of cyber world.

11.7 Legal Position

Cyber bullying can constitute harassment and is illegal under the 1997 Harassment Act. Also making anonymous or abusive calls is a criminal offence under the Telecommunications Act 1984. However, cyber bullying is an increasing phenomenon and is constantly changing with ever increasing advances in technology. There is also a lack of awareness amongst people abusing their technology that they can be caught and prosecuted. Schools can now take action to prevent this type of bullying even if it has not taken place either in school or during recognised school hours.

12.0 Anti-bullying strategies

12.1 The School will adopt anti-bullying strategies which may include some of the following:

- All staff and students are made aware of the different types of bullying likely to be encountered in school and of the various strategies the School may use to counter these.
- Encourage members of the school community to speak out the first time they experience it to enable the matter to be quickly and effectively tackled.
- Discuss and reflect upon the Anti-Bullying Policy, the Behaviour Policy and the Code of Conduct, so that people know what is deemed to be wrong and how the School will act.
- Listen carefully to staff and students and provide opportunities for them to express views and opinions.
- Use surveys to base discussions with members of the school community on the extent and nature of problems.
- Record incidents and actions taken carefully, noting patterns.
- Be aware that most people (students and adults) understand the consequences of their actions.
- Explore issues related to bullying, peer pressure, gender relations, diversity and difference through the curriculum and through staff training - discussing what schools and society can do to end discrimination.
- Teach assertiveness and other skills.
- Make classroom activities sensitive to the needs of all.
- Involve multi-agency work, including the Police, Social Services and others.
- Use peer mentoring, peer mediation to raise awareness and to help resolve conflicts.
- Review 'Rights and Responsibilities'.
- Write stories or poems or draw pictures about bullying.
- Reading stories about bullying in the class or Assembly.
- Involve parents and the wider community.
- Create an environment and culture in which members of the School feel confident enough to report incidents.
- Ensure that the school site is well supervised, paying attention to areas where students may be vulnerable, including the use of CCTV.

12.2 In the PSCHEE programme students will learn, discuss and develop themes such as friendship, conflict, power, trust and to reflect on them in Assemblies.

12.3 All areas of the curriculum will be encouraged to use learning activities and resources that promote the dignity of the individual and the development of a 'tolerant' society.

12.4 Through the school system of rewards, students will be given praise and recognition for co-operative behaviour.

12.5 Students will be taught that poor behaviour, including bullying, will be met with counselling and where necessary sanctions.

12.6 The School will continue to discuss and to develop further ideas and strategies to bring about a safe and positive environment.

13.0 Bullying outside school premises

- 13.1 The Education and Inspections Act 2006, section 89, gives headteachers the ability to discipline students for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.
- 13.2 Where someone reports bullying off the school premises and the perpetrator is from our School sanctions will be deployed and if necessary reported to the police.
- 13.3 Where someone reports bullying off the school premises and the perpetrator is not from our School, we consider a range of steps:
- Talk to the local Police about problems on local streets (if necessary seek a police presence at trouble spots)
 - Talk to the transport company about bullying on buses or trains
 - Talk to the Headteacher of any other school whose students are bullying off the premises
 - Map safe routes to school and tell students about them
 - Advise students about how to avoid or handle bullying outside the school premises.

14.0 Technological Bullying Prevention

- 14.1 Bullies may sometimes work through various different media, however, there are a number of steps that can be taken to reduce this and Wexham School will raise awareness of these with our students **by advising them of the following.**

Via mobile phone, texts or silent calls:

- Always tell someone each time it happens.
- Do not give out personal details. Be selective about who gets your phone number.
- Screen your calls by letting your voicemail take it if you do not recognise the number calling you. If it is a friend, they will leave a message. Do not give out your name on your voicemail message.
- Make a note of times and dates of calls that make you feel uncomfortable and keep all abusive text messages. Show them to your parents and report them at school to your tutor or Learning Co-ordinator. These can be used as evidence at a later stage.

Via email

- Never reply to unpleasant or unwanted emails because a response is what the sender is looking for.
- Keep the emails as evidence and tell someone you trust what has been going on.
- Contact your email provider's abuse team. You should be able to find out how to do this on your email homepage.
- Do not reply to an email address you do not know, even if there is an option to 'unsubscribe', because this confirms to the sender that your email address does exist.

Via social media, instant messaging, snap chat or similar

- As soon as any comments start block that user so that they cannot contact you, at least via that IM provider
- Set the archive conversation feature to on. This is more effective as evidence than conversations that are copied and pasted, and will be helpful if you report this to the service provider.
- Be careful who you add as a friend – only add people you know – and be careful what personal information you have in the public domain (i.e. in a profile) which might enable people to contact you.
- If it gets really bad change your IM address then try to add only friends you know well

- If you get lots of offensive comments print them out and make a complaint to the police or bring them to your Leader of Year if you suspect it is students at school

Via video/pictures

- If you find images in the internet that have been taken and/or placed there without your consent these must be reported to your Leader of Year. Examples include attacks which are deliberately recorded and placed on the internet, video or taking pictures of others bullying and placing images or video of others on the internet or in emails that have been distorted or tampered with in order to humiliate or offend the victim.

14.2 All of the above are illegal. You should keep a copy and inform your tutor or Leader of Year Learning. These can be used as evidence at a later stage.

14.3 More generally staff should encourage victims to save any media/cyber imagery or messages they are concerned about and let a member of staff see them. Staff who are victims should do likewise and inform a member of the SLT. When reports are received the School will take the complaint seriously and will investigate. The police may also need to be contacted by the victim, the victim's family or the School.

15.0 What happens if preventative strategies to combat bullying do not work?

15.1 Where students do not respond to preventative strategies to combat bullying, the School will take further action. Examples include:

- Removal from the group/class
- Withdrawal of break/lunchtime privileges
- Detention
- Withholding participation in any school activities that are not an essential part of the curriculum
- Involving external agencies including the police
- Conflict resolution
- Initiating an Individual Behaviour Plan or Acceptable Behaviour Contract
- Internal Exclusion
- Fixed-term exclusion

15.2 Where serious violence and harassment or persistent bullying is involved, the Headteacher may permanently exclude a student.

16.0 For those dealing with bullying

16.1 If someone tells you that s/he is being bullied:

- Listen to the victim and give them support
- Talk to the bully. Record this meeting. Make clear the unacceptable nature of such behaviour and the serious consequences of any repetition (see below)
- In the case of a student, inform the Tutor and Learning Co-ordinator of both the victim and the bully immediately.
- In the case of a member of staff, inform their Line Manager immediately.
- If there is a repetition of such behaviour (even with a different victim) the Leader of Year or Line Manager must obtain written documentation of the incident with, where possible, the observations of people not involved but present

- Where the incident involves a member of staff, the Line Manager should liaise with a member of the SLT.
- Staff at briefing or through the bulletin must be made aware of the need to be observant concerning the welfare and progress of any student.
- Middle and/or Senior Leaders will inform the parents of the victim and the bully, where s/he is a student, sending home a copy of the School Anti-Bullying Policy and the advice sheet for parents (attached to this policy) or requesting an interview with parents at a mutually convenient time.

17.0 For all victims of bullying

17.1 When you are being bullied:

- Be firm and clear - look them in the eye and tell them to stop.
- Get away from the situation as quickly as possible.
- Tell an adult what has happened straight away.
- Write incidents down in a diary stating, where, when, who and any other relevant details

17.2 After you have been bullied:

- Tell a teacher, your Line Manager or another adult in the School.
- Tell your family.
- If you are scared to tell a teacher or an adult, take a friend with you.
- Keep on speaking up until someone listens.
- Do not blame yourself for what has happened.
- When you reporting bullying to someone else, be clear about:
 - a. What has happened to you.
 - b. How often it has happened.
 - c. Who was involved?
 - d. Who saw what was happening.
 - e. Where it happened.
 - f. What you have done about it already.

18.0 Outcomes sought by the School

- An attempt will be made to help the bully (bullies) change their behaviour.
- The bully (bullies) may be asked to genuinely apologise.
- The bully will be given a formal warning which will be recorded and a copy placed in his/her file.
- Other consequences may follow if there is a repeat of the behaviour.
- If possible, the students will be reconciled by means of a supervised restorative justice process.
- Bullies may be asked to sign a behaviour contract.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Where students are concerned, parental support will be sought to prevent further incidents.
- The bully will be counselled to help them avoid repeat behaviour by a Learning Mentor or outside agency
- Victims will be counselled to encourage an assertive response in future by a Learning Mentor or outside agency.

19.0 **Acknowledgement**

With thanks to Kidscape.

Preventing and tackling bullying, Advice for head teachers, staff and governing bodies (May 2012)

20.0 Information about bullying for parents and families issued by the DfEs' predecessor

All schools are likely to have a problem with bullying at one time or another. We hope that reading this sheet along with our School Anti-Bullying Policy will help to ensure that all such incidents are minimised here at Wexham School and that every individual can be safe, valued and happy during their time here.

Bullying behaviour includes:

- Name calling and teasing
- Physical violence
- Threats
- Isolating individuals from group activities.

Parents and families have an important part to play in helping schools deal with bullying:

- Discourage your child from using bullying behaviour at home or elsewhere.
- Show them how to resolve the difficult situations without using violence or aggression.
- Ask the School for a copy of its Anti-bullying Policy. You have a right to know about this Policy, which is for parents as much as staff and students.
- Watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect that a problem exists. Do not dismiss it. If you are worried, contact the School immediately.

If your child has been bullied:

- Calmly talk with your child about their experience.
- Make a note of what your child says. What has happened? Who was involved? Where has it been happening?
- Reassure your child that they have done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur, they should report them to a teacher immediately.
- Make an appointment to see your child's Tutor
- Explain to the Tutor the problems your child is experiencing.

Talking with teachers about bullying:

- Try and stay calm. Bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts.
- Be as specific as possible about what your child says has happened. Give dates, places and names of other children involved.
- Make a note of what action the School intends to take.
- Ask if there is anything you can do to help your child or the School.
- Stay in touch with the School.
- Let the School know if things improve as well as if problems continue.

If you are not satisfied:

- Families who feel that their concerns are not being addressed appropriately by the School might like to consider the following steps:
- Do not take matters into your own hands as this might inflame the situation. Make an appointment to discuss the matter with senior staff by using the published School Complaints Policy.
- If this does not help, write to the Chair of Governors explaining your concerns and what you would like to see happening.
- Contact local or national parent support groups or help lines for advice.

If your child is bullying other children:

- Many children may be involved in bullying other students at some time or other. Often parents are not aware that their child is involved in bullying.
- Children sometimes bully others because:
- They do not know it is wrong.
- They are copying older brothers or sisters or other people in the family whom they admire.
- They have not learnt better ways of mixing with their school friends.
- Their friends encourage them to bully.
- They are going through a difficult time and are acting out aggressive feelings.

To stop your child from bullying others:

- Talk with your child. Explain that what s/he is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how s/he can join in with other children without bullying.
- Make an appointment to see your child's Leader of Year. Explain the problems your child is experiencing. Discuss how you and the School can stop your child bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when s/he is co-operative or kind to other people.