

# Wellington School



Honesty

Community

Excellence

Fairness

Endeavour

## Anti-Bullying Policy

**Updated:** September 2024

**Review Date:** September 2025



# Wellington School



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| <b>Policy Title</b> | <b>Anti-Bullying Policy</b> |
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## ***Summary of Contents***

The Policy outlines procedures for dealing with reported incidents of bullying.

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| <b><i>Date of Update</i></b>            | <b>September 2024</b>     |
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## Anti-Bullying Policy

**"Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community."  
(DfE, 2007).**

Bullying is not acceptable at Wellington School and all instances of reported bullying will be investigated, recorded, witness accounts taken and referred to the appropriate Director of Key Stage / Pastoral Manager.

**This policy is re-enforced by Form Tutors, in School Assemblies and during Anti-Bullying week.**

This policy is based on DfE guidance "*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*", July 2017 and it is recommended that schools read this guidance: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>.

### 1) Definitions and Objectives

Bullying is behaviour by an **individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.**

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

This policy outlines what Wellington School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying will be tolerated.

**It is important that bullying must not be confused with the usual childhood/teenage "fall-outs" or friendship disagreements.**

### 2) The Law:

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or

believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

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

- Emotional – 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, Biphobic or Transphobic (HBT) – 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 and calls. Misuse of associated technology, i.e. camera and video facilities.
- Disability/SEND – because of, or focusing on a disability or special educational need.
- Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance.

**Although all of these actions are serious and adults should always intervene, they may not always be regarded as bullying unless they are part of an on-going pattern of behaviour against the victim.**

**Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned.**

**Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the bullied student according to the particular incident/s.**

**Whilst we will be victim-led it is School that will decide on a logical response to a situation (please see Relational Behaviour Policy)**

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

The School community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- At Wellington we are Ready, Respectful and Safe
- Be upstanders not bystanders
- Follow the PSHE Association programme of study. Bullying is addressed as part of the relationships theme in both PSHE and Curriculum 4 Life.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create “safe spaces” for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Carrying out restorative conversations where appropriate.

## **5) Involvement of pupils**

We will:

- Offer all students the chance to be an Anti-bullying Ambassador- a dedicated cohort of trained student leaders who meet half termly and feedback on relevant issues.
- Regularly canvas children and young people’s views on the extent and nature of bullying through surveys and meetings
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.
- Provide Anti-Bullying training twice in an academic year.
- Encourage students to be upstanders not bystanders and report bullying to a trusted adult

## 6) School- Parent Partnership:

### School will:

:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role-model positive behaviour for pupils, both on and offline.
- Discourage parents from taking matters into their own hand, but speak to a member of staff.

### Parents will:

- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent etc.
- Support their children and work in partnership with the school. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. **Parents are responsible for this behaviour.**
- If you feel your child may be a victim of bullying behaviour inform the school immediately.
- It is important that you advise your child not to fight back. It can make matters worse.

## 7) Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Relational Behaviour Policy (Ready, Respectful and Safe)
- The Wellington Way
- Equality, Diversity and Inclusion
- Complaints Policy
- Safeguarding Policy

## 8) Monitoring & review

- This policy was approved by the Governing Body.

- This policy will be monitored and reviewed in September 2024.
- The Designated Safeguarding Lead (DSL) will report on a regular basis to the Governing Body on incidents of bullying and outcomes.
- The School will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.

## **9) Dealing with incidents**

The following steps may be taken when dealing with incidents: (see Appendix 1 also)

- If bullying is suspected or reported, the incident will be dealt with quickly.
- A clear and precise account of the incident will be recorded on Edukey (Safeguarding Log) and referred to the relevant Pastoral Manager (PM) and Director of Key Stage (DoK)
- The PM/DoK will interview all concerned and take witness accounts
- Where the bullying takes place outside of the school site then the school will support parents to help deal with the incident (s).
- Parents/carers will be kept informed
- Logical responses will be used as appropriate and in consultation with all parties concerned and in line with our Relational behaviour policy
- If necessary and appropriate, the Police or other local services will be consulted

## **10) Supporting victims of bullying:**

*Pupils who have been bullied will be supported by:*

- Access to a Mental Health First Aider
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Offering restorative conversations in a safe space (this is victim-led)
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance
- As a Trauma Informed School, Wellington also recognise that perpetrators of bullying often require support, as they have often been bullied themselves. We work to support and educate (but never condone or excuse)



## **Appendix 1- Investigating procedures**

### **Establishing the nature of the problem before an incident is logged.**

Bullying is a term which is freely used by both students and parents. If a complaint is received, it is up to the Director of Key Stage / Pastoral Manager to establish the nature of the problem. One-off disagreements are logged in case any patterns emerge over time.

The School will assume a problem-solving approach. This will establish whether the complaint can be defined as bullying.

### **Prompts for Interviewing Students.**

Who is involved? Take each name individually and ask:

- What have they done?
- Where did this take place?
- When did it happen?
- Who saw this happen?
- How often has this happened?
- Why do you think they did this?

There are many definitions of bullying. Key indicators are:

- Deliberately hurtful behaviour
- Repeated over a period of time
- A power imbalance

If the Director of Key Stage / Pastoral Manager is clear that there is a case of bullying, it is logged on Edukey as a safeguarding concern (both victim and perpetrator)

## Appendix 2

### Supporting Organisations and Guidance

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

#### Cyber Bullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- CEOP: <https://www.ceop.police.uk/safety-centre/>

## Appendix 3 Advice for Parents



**Don't face it alone**

**#SpeakOutAboutBullying**

### Advice for Parents and Carers

#### See it. Report it. Show support.

Thousands of young people experience bullying behaviour every day. They often don't speak out about it because they are scared of what might happen or they are unsure about who to tell or how to report it online. We want to change this by showing young people that they deserve to be heard and that help and support are available.

Experiencing bullying behaviour can make young people feel small, lonely and like they have no voice. They may think that even if they did manage to say something, no one would believe them.

If you know or suspect that your child is experiencing bullying behaviour, it can be a very upsetting and emotional time. You may also feel unsure about what to do to support them and how to access help.

The signs of bullying behaviour aren't always obvious. If you're ever unsure, speak up to remind your child that they aren't alone and that you're there to support them.

**No-one should face bullying alone.**

#### Understanding Bullying

"Eventually I came out of it the other side without vulnerability or fear of going through it again, because I got help when I spoke up"

Student Anti-Bullying Ambassador

"Bullying behaviour is repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe. This can happen both online and offline."

"We had an open and honest discussion. I wanted my daughter to know that I was there for her."

Parent

Experiencing bullying behaviour is an unpleasant part of too many children's lives, with around a quarter of pupils experiencing some bullying behaviour during their primary school years and one in six 10-15 years olds reporting having experienced it, according to a study by the Department for Education. Online bullying is a serious issue, with one out of five children aged

10-15 years in England and Wales experiencing at least one type of online bullying behaviour according to the Office for National Statistics.

Bullying behaviour can be physical, verbal or indirect. Indirect bullying behaviour can involve the spreading of rumours, deliberately excluding someone or online bullying.

**Don't face  
it alone**

#SpeakOutAboutBullying

## See it. Report it. Show support.

Bullying behaviour can have long term effects on young people, including:

- Mental health problems like depression and anxiety
- Trouble forming friendships
- Lack of acceptance by peers
- Becoming suspicious of other people
- Poorer school performance

(source: NSPCC)

## How can you tell if your child is experiencing bullying behaviour?

A young person might be hesitant to tell you about bullying behaviour for a variety of reasons: they may feel embarrassed, upset or angry. They may worry that, by speaking out, they will make the situation worse, so it's important to remind them that you are there for them and will listen to their concerns. Here are some signs to look out for:

- Unwillingness to go to school, perhaps saying they're unwell
- Coming home with damaged or missing belongings
- Seeming anxious or depressed
- Appearing more withdrawn or shy, including self-isolating or withdrawal from activities they previously enjoyed
- Worsening performance or behaviour at school
- Having unexplained cuts or bruises
- Change in friendships
- Hiding their phone, tablet or other devices or checking them more often than usual



### SUPPORT NETWORKS

Support networks can be very powerful. Help young people to identify someone they can turn to if they have a problem, worry or concern.

## How to support a young person

It can be very upsetting to hear that a young person is experiencing bullying behaviour. Try to remain calm; they may be worried what you will do or say and they don't want you to become angry or upset. It's important to listen, support and ask them how you can help, so that you can work out what to do together.

### Listen

Letting a child feel heard is key. The most important thing you can do is listen. Practice 'active listening' where you summarise back what your child has said. So, for example, "so they took your books and threw them all over the floor? And you cried because you felt sad? I can understand why you'd be upset." Try not to respond with advice telling them to not "tell tales", or "be strong, ignore it" and try not to confiscate a device or restrict access if they report online bullying behaviour, these are things young people have said are not helpful and can make the young person feel unsupported or punished for speaking out.

### Thank them and work with them

A young person needs to know that they have done the right thing by talking to you about this. They might be worried that by telling you, the problem will get worse. Try not to take over their problem, worry

or concern by taking action without them. Instead work with them to show them you are listening and to help them think about solving and making the situation better together. This will stop some worries in their head about not knowing the next steps. Keep communicating, checking in and updating them on any agreed actions/next steps.

Thank them for being open about it and let them know you'll do your best to help sort things out.

### Make a record

Make notes with your child about what has been going on and when. Take screenshots of any online bullying behaviour if possible and encourage your child to report it and block. Finding out about the tools available on the specific platform may help the young person to mute, block, restrict and report the person.

**Don't face it alone**

#SpeakOutAboutBullying

## See it. Report it. Show support.

Take photos of any physical injuries or damage to property.

Keeping a diary of any future incidents will also be useful when addressing the bullying behaviour with the young person's school.

### Approaching a Young Person's school

Encourage your child to speak with a teacher or member of staff at school. You could also arrange to go with them to speak with the Headteacher and/or Pastoral Lead.

**If you feel you need to speak to the school directly, these are our top tips:**

- Schools should have an Anti-Bullying policy so check this out first. It will usually be found on the school's website or student planner and normally outlines the procedure for reporting and dealing with all types of bullying incidents in and outside of school.
- Ask to speak to someone and stress your concern. Don't let your own experience of school get in the way of your child's experience. Be aware that schools are busy places, and it may not be possible to speak or see a member of staff straight away.
- Try not to take your child out of school or keep them off if there is no immediate danger. This can often make it harder to get them back to school and doesn't give the school the chance to sort out the problem.
- Avoid talking to the parents/carers of the person exhibiting bullying behaviour. While you may be tempted to, this isn't always the most helpful plan of action and could make the situation worse.
- If a crime has been committed, report it to the police. If your child is ever in immediate danger, call 999 and see your GP, mental health services and tell the school if you're worried about a young person's wellbeing and mental health.

### Schools can, and should, deal with incidents between pupils online or outside of school

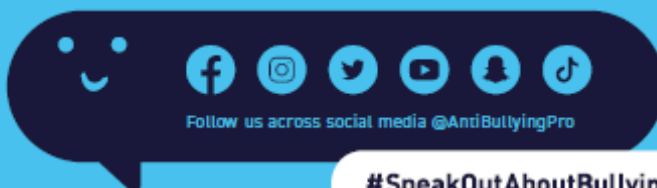


The Department for Education states:

'If an incident of bullying outside the school premises or online is reported to the school, it is important that it is investigated, and appropriate action is taken. This will send a strong signal to pupils that bullying will not be tolerated and perpetrators will be held to account.'

For more help and resources visit

**DontFaceItAlone.com**



For support, young people can **Text SHOUT to 85258** or contact Childline on **0800 111 childline.org.uk**

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