WHSG Anti-Bullying Policy

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Reviewed	**July 2017**
To be reviewed	**July 2020**

1. Aims

We aim to create a community in which everyone is valued and in which learning will thrive. It is important therefore to create a safe environment in which students can grow in confidence and reach their full potential. Our code of conduct and Behaviour Policy offers a robust framework for considerate behaviour in all aspects of school life and is intended to provide a foundation for a happy and positive school.

Any form of bullying is unacceptable at our school. Discussions about this take place in a variety of forums within the school curriculum and in our everyday language we convey that bullying is wrong.

2. Principles

- All members of the school community and parents/carers should have an understanding of what bullying is.
- All governors and staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All students and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Students and parents/carers should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated by or towards any member of the school community.

3. What is Bullying?

Bullying is when an individual or a group of people intentionally make someone upset or hurt their feelings through unwanted and persistent physical or verbal abuse in person or online, or just disrupt their lives on more than one occasion. Different ways vary from verbal, social, physical, emotional/psychological, racist, homophobic, transphobic, sexual, cyber bullying.

Bullying of some form or another occurs in all schools. There are many definitions, but most have three things in common:

- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

Bullying can take many forms, but there are three main types:

- physical – for example, hitting, kicking, taking or hiding belongings.
- verbal – for example, name calling including racist remarks, insulting, laughing at or ridiculing someone. This may be in person or online.
- emotional – for example, ignoring or excluding someone or spreading rumours. This may be in person or online.

There may sometimes be misunderstanding about the meaning of the term 'bullying': one-off incidents, whilst they may be very serious and must always be dealt with, would not normally fall within the definition of 'bullying'. The school works hard to ensure that all students know the difference between bullying and simply "falling out". Friendship fallouts occur at times and occasionally there will be conflict between students. Bullying occurs where there is an imbalance of power.

4. Roles and Responsibilities

- The whole school community will be vigilant for bullying and proactive in promoting anti-bullying
- Governors will review bullying records termly
- The Senior Leadership Team (SLT) will review the bullying records, policy and actions regularly
- All staff will deal effectively with any bullying incidents they are aware of or made aware of
- Students will tell an adult if they see or hear any bullying actions towards any member of the school community
- Parent/carers will support students by ensuring that they communicate any concerns that they have as soon as possible

5. Prevention of Bullying

Students

Bullying is addressed via the tutor programme, PSHCE and assemblies throughout their time at the school. This includes definitions, types, forms and ways of reporting bullying. Resilience and friendship issues are also part of the pastoral curriculum.

Staff

All staff are encouraged to look out for and report to form tutors possible signs of bullying, for example distress in students, deterioration of work, feigning illness, isolation and erratic attendance. The form tutor may refer the matter to the appropriate Head of Year (HOY), who in turn, may consult the SLT.

Internal Provision

- SHARP system **(Appendix 1)**
  Parents/carers and students can use this anonymous reporting tool to inform the SLT member in charge of student support of any concerns they may have about bullying
- Anti-bullying policy
  This is available on the school website and in the staff handbook
- Training
  Staff are provided with advice and training in how to recognise and deal with bullying. All new staff including NQT's and teacher trainees receive anti-bullying training when they join the school
- Student leadership
  There are a range of student leadership opportunities across the school. These students act as role models to students and model appropriate and considerate behaviour. As part of their preparation and training for their roles they are advised what to do if students need someone to talk to. Examples include:
  - Every year 7 student is allocated a buddy when they join the school
  - House Leaders meet their form groups regularly
  - Sixth form prefects attached to each year group
  - Students in year 7 may be encouraged PE 'Skills Club' in order to develop their resilience and social skills through team work
- Form tutor
  Every student is allocated to a form group on joining the school and remain in this form throughout their time at the school. The form tutor also remains with them so that

every student has at least one staff member who knows them very well and therefore may recognise signs of bullying

- Student support services
  We pride ourselves on a student support team who are skilled in supporting vulnerable students. In particular the Heads of Year (HOY), Emotional Literacy Support Assistant (ELSA) and Counsellor
- Outside agencies
  We seek best practice from other agencies to support our work on promoting equality and celebrating diversity
- School policies
  This policy works in partnership with the school's Behaviour policy, E-Safety policy, Bring Your Own Device (BYOD) Protocol and Acceptable Use Policy (AUP). In addition, this policy interacts with our policy on Equal Opportunities and is regularly monitored as to whether any group is disproportionately victimised and act accordingly.
- Parents/Carers
  Parents/carers are encouraged to contact school if they have any concerns, asking for the form tutor or HOY, and staff will pursue these in full. A supportive approach between parents/carers and school is seen to be very important in achieving the best outcomes for students. Bullying online should be reported in the same way and, where possible a screen shot or print out should be taken if it is thought the bullying is by another student.

6. Recording and Reporting

Students can report bullying to any member of the school staff or, anonymously, via the SHARP system.

Staff should report any bullying disclosure to the HOY as a matter of urgency, verbally but followed up in writing. Any incidents should be recorded onto SIMS in the appropriate category, for all parties involved, clearly indicating victim and perpetrator. The written report completed should be attached as a linked document to the student SIMS file, as well as copied to the student paper file. When a student does report bullying, the possible paths to resolution will be explored with them before action is taken. Action will not be taken by staff without prior discussion with the victim.

Procedures

The victim and alleged perpetrator will be interviewed and the seriousness of the incident assessed.

The parents of the victim and alleged perpetrator will be informed of the allegation and investigation.

The HOY will determine whether to initiate proceedings under the Behaviour Policy.

Procedures for staff who are informed of an incident or ongoing bullying problems:

a. Offer the victim support by listening carefully and sympathetically treating every incident as potentially serious and obtaining a written account of the situation. This should then be referred to the relevant HOY for full investigation, and the appropriate Form Tutor should also be informed.

b. The HOY will talk to the victim initially, and then the person(s) accused of bullying separately and obtain their versions of events verbally and in writing.

c. The HOY will talk to any other students involved and similarly obtain a written account.

d. The HOY will review the incident when all accounts are collected and inform SLT Student Support. Depending on the severity of the bullying, the HOY or SLT will bring parties together to discuss the situation and the interpretation of incident. It will be made clear to all that bullying is unacceptable. It will be emphasised that the expectation is that this will be the end of the incident and should there be any further repercussions from either side that staff must be informed immediately.

e. Appropriate sanctions will be decided by the HOY and SLT in line with the school's Behaviour Policy and these should include an apology to the victim.

f. Incidents to be recorded on SIMS and paper student file.

g. The HOY will inform both sets of parents by telephone and/or in writing and enlist their support in reinforcing the advice given to pupils.

h. Monitoring of the situation will be maintained by staff involved. This should include a review/check-in with the victim one week after the incident is 'closed'.

i. The appropriate member of the Senior Leadership Team should be informed and/or involved by the HOY.

j. If it is apparent that a victim or perpetrator (alleged or proven) needs further support or guidance they may be referred to receive additional support via the HOY.

Escalation

Repeated offences will be dealt with in accordance with the Behaviour Policy.

It should be noted that bullying offences may involve the Police. This will be the decision of SLT Student Support.

Parent/Carer Involvement

The parents/carers of the alleged perpetrator(s) and the parents of the victim will be informed of any incident and the action that has taken place. Parents/carers are reminded that they or their children must tell the school if there is an issue with bullying. Keeping information from the school will never help a problem to be solved and may prolong the period a victim of bullying has to suffer. Parents/carers can inform the school via their child's form tutor in the first instance, if they feel the situation has not been resolved they should contact the HOY or failing that the SLT Student Support. This contact can be via email, telephone, or appointment.

7. Monitoring and Review

Every bullying incident is logged on SIMS as outlined above. This is monitored by the HOY and SLT Student Support. If any patterns are identified which require specific learning within the school community, then targeted work is done. For example, if a trend is noticed relating to inappropriate language this may be built in to a tutor time session or an assembly. A copy of the general PSHCE and tutor time programme can be found in **Appendix 2**.

A termly report on bullying incidents is presented at the Local Governing Body meeting. The policy is reviewed before its review cycle if this is deemed necessary. The policy and procedures are reviewed every 3 years unless legislation changes.

8. Support

Victims of bullying will be monitored closely by the HOY after an incident has been dealt with and offered ELSA support or counselling if required. The student's form tutor will monitor matters to try to ensure that the student does not suffer further abuse. It is vital that the student tells someone if the bullying continues.
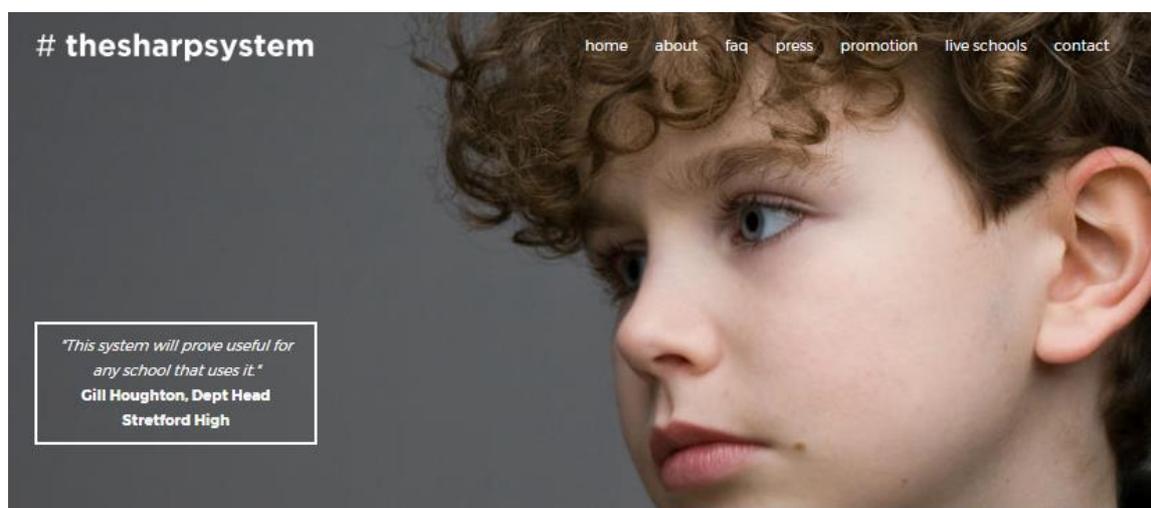
Perpetrators of bullying will also be monitored closely by the HOY and form tutor to ensure that repeated incidents do not occur. If appropriate, the perpetrator may be offered ELSA support or counselling.

Training and support for school staff in dealing with bullying will be offered as necessary to ensure that all staff feel confident in challenging and addressing bullying in school.

Appendix 1

The SHARP system

This was launched in January 2017. SHARP stands for 'School Help Reporting Page' and allows every student at WHSG to report any incidents which occur within the school and local community anonymously and without fear. The purchase was kindly funded by our PFA.

thesharpsystem   home   about   faq   press   promotion   live schools   contact

"This system will prove useful for any school that uses it."
Gill Houghton, Dept Head
Stretford High

About

The SHARP System was born in the summer of 2007, it originally piloted in 5 Merseyside Schools (Gateacre, Childwall, New Heys, Shorefields and Parklands.) Within the first few weeks SHARP had received over 3,000 visits from students at these schools and numerous referrals from young people that needed help.

The pilot was a very short affair and the system was quickly picked up by other Merseyside schools and schools in Cheshire and London. Within the first year the system had over 1,000,000 visits from the early adopting schools and it's results made the system an instant hit and SHARP won the Statutory Agency Award in the 2008 Liverpool Safeguarding Children Board Awards.

SHARP was featured in several local Newspapers such as The Liverpool Echo and The Manchester Evening News and in national publications such as The Telegraph and The BBC.

SHARP in recently has been cited in several Home Office, Government and Ofsted publications which allowed SHARP to be adopted by a number of schools in different areas of the country.

SHARP is continuing to grow and improve and we are currently developing SHARP 5 which offers greater functionality, improved performance on mobile devices and redesigned to keep it current and accessible for the current 250,000+ (and growing!) young people in the UK that use SHARP in their schools.

SHARP is accessed via our school website. All students have received instructions about how to access it:

'On the home page go to the 'student area' and select SHARP from the drop down list. It is as simple as that.'

Select 'SHARP' from the drop down list

Information has also been shared with all school staff via e-mail and the staff bulletin, and with parents via the Wallington Week.

A: Tutor Time

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Getting to know the school and the year 7 motto 'Have Courage and Be Kind'	School values	School values	Friendships, mentoring, charity - LEPRA	Extended Project based on the school values including resilience	Extended Project based on the school values including resilience
8	Leadership Activities	'Looking out for each other'	Resilience and self-esteem	Exam Preparation	Anxiety Programme	One-hour challenge
9	'Who do you want to be?' Setting the Standard	Options	Options Moral Dilemmas	Options	Options Moral Dilemmas	Form Assemblies
10	Friendships and anxiety Transition to GCSE	Mental Health themes	Mental Health themes	Speak-Out Challenge	Exam Preparation Revision Techniques Self-care	Exam Preparation Revision Techniques Self-care
11	Standard setting Outlook on the year Our sixth form	Mocks/Options	Mindfulness	Motivation		

B: PSCHE Curriculum Map

Year Group	Autumn	Spring	Summer
7	Identity, Rights and Responsibilities	Stereotypes – covers gender, sexuality, race, age, disability	The Rule of Law
8	Role of the Media – including body image	Advocacy / taking action project – local community	Careers and Life Skills - The Real Game
9	British Political System and Voting	Advocacy Project – Global Issues	Addiction - Drugs, Alcohol, Smoking and Vaping
10	Advocacy Project – First Give Project	Personal finance – including budgeting and fraud	Careers and future
11	Local Government and the national economy	International Relations and Global Citizenship	

PSHCE Enrichment Programme

	Mid-year off timetable session	Mid-year SRE session	End of Year enrichment day
Year 7	FGM	Bullying and friendship issues	E-safety, healthy living for teenagers, resilience.
Year 8	CSE (Child sexual exploitation)	Healthy relationships	E-safety and cyber bullying, First Aid, mental health issues, Road and transport safety
Year 9	Extremism	Consent	Drugs talk, Self-defence, LGBT (Lesbian, Gay, Bisexual and Transsexual issues), SRE (contraception)
Year 10	Positive mental health		Addiction, SRE (STIs), Risk, Teenage cancer trust
Year 11		Sexual expectations – in lesson time	