

Anti-Bullying Policy

Last Revision Date	August 2017
This policy is Reviewed by	Deputy Head
Group	Pastoral
ISI Reference	
Next Review Date	August 2018

Tick which category this document refers to:

ISI requirement to be made available	✓
ISI requirement to be on website	✓
Internal staff only	
Internal students only	
Internal staff and students	
Statutory requirement to have on website (non ISI)	✓

Key Contacts:

Designated Safeguarding Lead (DSL):	Julia Sutherland
Designated Safeguarding Deputy:	Karin Green
Lead Governor for Child Protection:	Chris Sutton
West Sussex Children's Services - Multi-Agency Safeguarding Hub (MASH):	Tel: 01403 229900 (Out of Hours – 0330 222 6664) MASH@westsussex.gcsx.gov.uk
Local Authority Designated Officer (LADO):	0330 222 3339 (Please refer to MASH first)

Anti-Bullying Policy

This policy has been written in line with the *DfE Guidance July 2017 Preventing and Tackling Bullying*.

Objectives

We are a Christian school committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Good behaviour, where pupils treat each other and the School staff with respect, is of paramount importance, to enable all children to thrive.

1 Peter 3 v 8-9

“You must all have the same attitude and the same feelings; love one another as brothers, and be kind and humble with one another. Do not pay back evil for evil or cursing with cursing; instead pay back with a blessing because a blessing is what God promised to give you when He called you.”

Bullying is behaviour by an individual or group that intentional hurts (physically and/or emotionally) another person and generally is a repeated behaviour. Bullying of any kind is unacceptable at our school. Bullying can take many forms both in the online and real world. It is often motivated by prejudice against someone on grounds of race, religion, gender, sexual orientation, special educational needs, disabilities or because a child is adopted. It can also be motivated by differences between children which might be real or perceived.

Low level disruption and unkind words must not be dismissed as banter or horseplay. If this type of behaviour is not addressed it can lead to a reluctance to report other behaviour. If bullying does occur, all pupils should feel able to tell someone 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 encouraged to tell a member of staff, prefect, peer mentor or independent listener.

Prevention

We believe that by implementing the following strategies we can do our best to inspire kindness, tolerance and understanding amongst our students. We believe consistency, communication and careful monitoring by all staff can play a preventative role in combatting bullying:

- By reinforcing our motto “Kindness is the Walstead Way”
- By actively promoting and rewarding good behaviour
- By having high expectations of the whole school community that bullying of any kind is unacceptable in our school.
- By raising staff awareness through training and ensuring that action is taken to reduce the risk of bullying at times and places when it is most likely.

- By using and reinforcing our code of conduct and the child's version of our Anti-Bullying Policy (Appendix 1)
- By offering a forum for discussion of anti-bullying strategies in Learning for Life (L4L)
- By ensuring adequate staff are on duty supervising at Break and Rest times.
- By placing a strong emphasis on respecting and caring for others in our chapels, which supports British Values and our Christian Ethos.
- By having focus weeks such as "Kindness Week".
- By offering peer mentor training for senior pupils and appointing peer mentors to have specific roles during break times and to lead by example.
- By educating the whole school community, using the policy as a working document, accepting input from parents and the School Council.
- By discussing and storytelling in form time, L4L, chapels and tutorials.
- By providing access to the School's Independent Listener
- By raising awareness of 'ChildLine'
- By linking in with national Anti-Bullying Week and initiatives in order to equip all pupils with anti-bullying strategies.
- By dealing with all incidents of low level unkindness effectively
- By taking all accusations of bullying seriously and dealing with issues immediately and effectively.

As this is a school with boarders, we also take the following precautions:

- The policy is made available to all staff, parents and pupils linked to boarding.

What is Bullying?

Bullying is the intentional hurting of another person and generally is a repeated behaviour.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures or highlighting differences)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racial - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Gender related – unwanted questions and comments about gender identity
- Homophobic - focusing on the issue of sexuality
- Cultural – focusing on different language, traditions, religion, ways of life
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- About disability – focusing on physical, mental or learning disabilities
- Misuse of another's property - defacing, borrowing, stealing
- Virtual – cyberbullying via instant messaging, email, text messages, and social network sites (see Online Safety Pupils policy)

Bullying can result in:

- pain
- anxiety
- a change in behaviour (e.g. being withdrawn or feeling different)
- physical evidence

- poor academic performance
- psychological damage
- insecurity
- feelings of inferiority
- fear
- exclusion
- feelings of exclusion
- loss of confidence
- embarrassment
- shame
- unwillingness to go to school, into the classroom or on to games field
- extra days off school "sick"
- headache, stomach ache or other symptoms indicating stress or unhappiness
- guilt (e.g. believing something to be your fault when it may not be)
- others being incited to join in

Bullying differs from teasing/falling out between friends because

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually repeated.
- It can result in intimidation and isolation either physically or emotionally or in an online environment

Bullying can take place:

- In school
- Out of school
- Via the internet – Cyberbullying
 - Email, chat room, social networking site and other websites
 - Mobile phone – hurtful text messaging, calls and images
 - Misuse of associated technology – camera and video facilities, mobile device etc.

Bullying can take place between:

- children
- children and staff
- between staff
- individuals or groups
- Certain groups of children are known to be particularly vulnerable to bullying by others: these may include children with special educational needs such as learning or physical disabilities; young carers; 'Looked After' children; those from ethnic and racial minority groups; and those young people who may be perceived as lesbian, gay, bisexual, transgender or questioning their gender role.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act (1989). Where this is the case, the School staff should discuss with the School's designated safeguarding lead (DSL) who will report their concerns to the Multi-Agency Safeguarding Hub (MASH).

Why respond to bullying?

- Because of the impact on the victim – emotional, physical or psychological.
- To enable bullies to have strategies to improve and address their behaviour.
- Because of the negative effect on both parties of not addressing the bully
- Because of the knock-on effect on school and families (e.g. unhappiness created)

Although bullying as such is not a criminal offence, there are criminal laws which apply to harassment and threatening behaviour, such as the Malicious Communication Act (1998) the Communication Act (2003), and the Harassment Act (1997).

Action we take:

Initial incident - Every report of bullying is taken seriously.

- If bullying is reported, the incident is communicated to the pupil's Form Teacher/Tutor.
- At this stage, the Head of Section and Deputy Head should also be informed
- Evidence is gathered and the incident is investigated by the Form Teacher/Tutor or Head of Section depending on its severity
- Evidence in the form of brief notes are kept by the person who is investigating the incident
- Evidence is shared with the Head of Section and Deputy Head
- If the allegation is substantiated, then the evidence is shared with all relevant parties (including the parents) at the earliest opportunity.
- Action is taken to resolve conflict by the Form Teacher/Tutor and/or the Head of Section depending upon the severity of the incident.
- Appropriate sanctions will be applied (see page 6), and the victim will receive support
- A Bullying Report form (Appendix 2) must be completed, regardless of whether the allegations were substantiated or not, and given to the Deputy Head who will file it in the pupil's file.
- A record will be kept by the Deputy Head of all reported and investigated bullying in school
- The Headmaster is kept informed by the Deputy Head of all reported incidents and their outcomes

If the victim is at risk of significant harm a referral should be made to the Multi-Agency Safeguarding Hub (MASH) without delay.

Repeated incidents

- If the bullying continues and the incidents are repeated after the initial incident, the matter will be referred to the Deputy Head and the Headmaster
- The parents of the bully will be invited in to discuss the matter with the Deputy Head and/or the Headmaster
- The parents of the victim will be kept informed and invited in to discuss the matter with the Deputy Head and/or Headmaster
- Appropriate sanctions will be applied in liaison with the Headmaster and the Deputy Head. These may include, temporary or permanent exclusion. (See page 8)

- At all times action will be taken to try and resolve the conflict.
- The victim will receive support and be helped to understand that it is not his/her fault
- The perpetrator will receive support in order to help them change their ways
- Records of the incidents and sanctions will be kept by the Deputy Head

In the event of cyberbullying

This links to the Online Safety Pupils policy, where more details about cyberbullying can be found

- All reports of cyberbullying will be taken seriously
- Evidence will be collected including print outs or screen shots of the text or images. However, if the evidence is of inappropriate images (such as those used in sexting) nothing will be saved or printed, but a note will be made
- The parents of the victim will be informed - if they did not bring it to the School's attention in the first place
- The victim will receive support and help to understand that it is not his/her fault
- Once the bully has been identified sanctions will be applied as with all other bullying incidents (see page 6)
- The perpetrator will also receive support in order to help them change their behaviour
- All unpleasant and inappropriate posts will need to be removed. This may be done by the individual, the individual's parents or the School's IT technician with child/parents present depending on circumstances

In some cases, a criminal act may be being committed as there are laws against harassment and threatening or menacing communication – Malicious Communication Act (1998), Communication Act (2003), and Harassment Act (1997).

- In these circumstances, the police will be informed and they will advise on what action to take

If the victim is at risk of significant harm a referral should be made to the Multi-Agency Safeguarding Hub (MASH) without delay.

Sanctions

Any of these may be used depending on the incident:

- Parents will be informed in all cases where bullying has occurred

Sanctions may include:

- missing break/rest in order to complete a 'reflection sheet'
- missing break/rest to discuss with Form Teacher/Tutor or Head of Section
- missing break/rest for a given period of time
- not being allowed to go on a trip or attend an activity, or sporting fixtures
- not being allowed to use the computer rooms at break or rest (cyberbullying)
- Friday after school detention
- internal or external suspension
- exclusion

- In all cases a talk with the Form Teacher/Tutor and/or Head of Section and/or Deputy Head will take place, with future expectations made clear
- In some cases it may be appropriate to meet with both victim and bully together with the Form Teacher/Tutor or Head of Section acting in a mediating role so that the victim can express how they felt and the bully can apologise. However, this is not appropriate in all cases.

Regarding the victim and bully, any of these may be used:

- Role-play (to encourage assertiveness and build self-confidence) – help given by Form Teacher/Tutor or Head of Section, but may be taken to Deputy Head depending on the incident.
- Strategies to deal with situations – help given by Form Teacher/Tutor or Head of Section, but may be taken to the Deputy Head depending on incident.
- General discussions in form/year groups to raise awareness and prevent repeat incidents.
- General discussions in single sex groups to raise awareness and prevent repeat incidents.
- Discussion and use of storytelling in tutor group times or L4L lessons
- General discussion in ICT lessons if related to Cyberbullying
- Inviting a visiting speaker in to address the wider issue with a year group(s)

Ongoing:

- All relevant parties will be informed of actions taken by the School
- The victim will be supported by his/her Form Teacher/Tutor ensuring the victim has someone to turn to
- The victim's parents will be contacted by the Form Teacher/Tutor to ensure that they are informed of how things are progressing
- To ensure continuity of care there will be ongoing monitoring of the situation by Form Teacher/Tutor and other relevant staff.
- The perpetrator's behaviour will be monitored and the Form Teacher/Tutor will regularly check on the situation, keeping parents informed.

Key Link policies

- Safeguarding Policy Autumn 2017
- Behaviour Policy Autumn 2017
- Online Safety Pupils Autumn 2017
- Online Safety Acceptable Use of Technology Staff Autumn 2017
- Equal Opportunities Policy April 2017
- Complaints Policy 2017 - 2018
- PSHE 2017 – 2018
- SEN Policy

Staff responsible

All staff are responsible for the way members of the school community treat each other. Staff should report unkind or bullying behaviour by the children to Form Teachers/Tutors and the relevant Head of Section.

Head of EYFS
Head of PrePrep
Head of Juniors
Head of Middles
Head of Seniors
Heads of Boarding

Overall responsibility

Deputy Head
Headmaster

Signed: *C Calvey* _____ *Headmaster*

Signed: *M Searle* _____ *Chair of Governors*

Date: _____ *August 2017*

This document was written and developed by the Pastoral Team in consultation with Staff, Pupils, Parents, and Governors and reviewed by the Deputy Head.

Appendices

- I. Kindness is the Walstead Way notice for main school classrooms
- II. Friendship and Kindness notice for Pre-Prep and EYFS classrooms
- III. Bullying Report Sheet



GREAT WALSTEAD
SCHOOL

Kindness is the Walstead way

Remember every day is an Anti-Bullying day

It is **bullying** when it happens

Several
Times
On
Purpose

Bullying is things like

Hitting, kicking, poking, calling names
Using words to make others frightened
Trying to get people to dislike someone
Sending nasty texts or emails, or making unpleasant posts online

We are a caring school

If you have a problem, tell us and we will listen and help

- We are a **telling school**. You can tell: friends, teachers, teaching assistants, prefects, peer mentors, parents, matrons, boarding staff, independent listener and ChildLine to name just a few.
- We encourage everyone to support our **school values** and remember that **Kindness is the Walstead Way**
- We work hard to support those who find it hard to be a kind and thoughtful friend.
- We teach you about bullying and what to do if you're bullied.
- The adults in the School will look out for people being kind and reward them
- The adults in the School will also look out for people being unkind and do all they can to prevent bullying from happening.

We can beat the bullies when we:

Start
Telling
Other
People





GREAT WALSTEAD
SCHOOL

Friendship and Kindness



It is bullying when someone is unkind

Several
Times
On
Purpose

Bullying is things like

Hitting, kicking, poking, calling names

Using words to make others frightened

Not letting others play or be friends with someone

We are a caring school



We can **STOP** anyone being unkind when we:

Start
Telling
Other
People

If someone is unkind, **tell** your teacher

If you are unhappy, **tell** your teacher

BULLYING INCIDENT REPORT SHEET – GREAT WALSTEAD SCHOOL

Name of person reporting incident:		Date of incident:	
Name of person being bullied:		Location of incident:	
Incident reported to:		Date reported:	

Details of people involved and actions:

Type of incident (please tick):																							
<table style="width: 100%;"> <tr><td><input type="checkbox"/></td><td>Physical aggression</td></tr> <tr><td><input type="checkbox"/></td><td>Deliberately excluding</td></tr> <tr><td><input type="checkbox"/></td><td>Verbal abuse (name calling, teasing)</td></tr> <tr><td><input type="checkbox"/></td><td>Text/email (cyber)</td></tr> <tr><td><input type="checkbox"/></td><td>Graffiti</td></tr> <tr><td><input type="checkbox"/></td><td>Other (please state):</td></tr> </table>	<input type="checkbox"/>	Physical aggression	<input type="checkbox"/>	Deliberately excluding	<input type="checkbox"/>	Verbal abuse (name calling, teasing)	<input type="checkbox"/>	Text/email (cyber)	<input type="checkbox"/>	Graffiti	<input type="checkbox"/>	Other (please state):	<table style="width: 100%;"> <tr><td><input type="checkbox"/></td><td>Abuse of personal property (theft, damage to)</td></tr> <tr><td><input type="checkbox"/></td><td>Threat/incitement</td></tr> <tr><td><input type="checkbox"/></td><td>Indirect verbal abuse (rumours)</td></tr> <tr><td><input type="checkbox"/></td><td>Racial</td></tr> <tr><td><input type="checkbox"/></td><td>Homophobic</td></tr> </table>	<input type="checkbox"/>	Abuse of personal property (theft, damage to)	<input type="checkbox"/>	Threat/incitement	<input type="checkbox"/>	Indirect verbal abuse (rumours)	<input type="checkbox"/>	Racial	<input type="checkbox"/>	Homophobic
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<input type="checkbox"/>	Racial																						
<input type="checkbox"/>	Homophobic																						

Frequency of behaviour:	Checklist: <i>(How informed could be by email, phone, memo or a meeting)</i>																																								
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Details of action agreed with people involved (and parents/carers):

Signed by:

(Member of staff)