



Wolgarston High School
Staffordshire

Anti-Bullying Policy

Agreed by Wolgarston Governing Body
Frequency of Review: Annually

Amendments

SMC / AG / HL's – 2024

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Summary of changes from 2023-24 policy

- There is specificity on the actions the school takes to prevent bullying
- There is a section outlining the responsibilities of the Headteacher, the Chair of governors, staff, parents, carers and students
- There are more specific sanctions that the school may use
- Any incidents will be logged on Classcharts; allowing us to track trends more meaningfully over time

1.Introduction

Wolgarston High School is committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Like all communities and families people have disagreements, fall outs and people they may not like. When this turns into bullying of any kind, it is unacceptable at our School. If bullying does occur, all pupils should be able to talk and know that incidents will be dealt with promptly and effectively while ensuring they are fully investigated. One of the key strands of the Wolgarston Way is 'to do the right thing'. This means that anyone who knows that bullying is happening is expected to tell staff.

2.Aims of this policy

The aim of this policy is to ensure that The Local Governing Committee, teaching and non-teaching staff, pupils and parents:

- o Have an understanding of what bullying is;
- o Know what the School policy is on bullying, and what they should do if bullying arises;
- o Know that as a School we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported and that the school will take the appropriate action in the best interests of all children involved;
- o Know that bullying will not be tolerated.

3.School actions to prevent bullying

At Wolgarston we emphasise the importance of good behaviour, based upon the values of the 'Wolgarston Way' and being Ready, Respectful, and Safe at all times.

- Investigating all allegations of bullying.
- Assemblies. PSHE programme e.g., National Anti-Bullying week supported with assemblies, tutor activities and publicity
- Wolgarston uses a software package that monitors activity on the whole school network.
- Wellbeing Ambassadors support younger students
- Staff safeguarding and SEN (Special Educational Needs) training
- Behaviour Policy and Safeguarding Policy
- School Council
- Working with outside agencies for advice and support
- Providing a structured, well-staffed environment for pupils during school breaks

NB This list is not exhaustive

4.Defining Bullying?

Bullying is defined as deliberately hurtful behaviour, which is unprovoked, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying results in pain and distress to the victim.

- Bullying can be perpetrated by an individual or small group against someone where the bully or bullies are easy to identify.
- Bullying can also occur when an individual experiences repeated hurtful behaviour from the community but no individual is repeatedly involved. This may be because the student stands out from the community and bullies are much harder to identify.

Bullying is an emotive word and as a school we will only classify incidents as bullying where they meet the definition above. We understand that children and parents often use this term inaccurately in what are upsetting situations that cause anxiety and distress, when children fall out.

Bullying can be repeated actions under any of the following categories:

- o **Emotional** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- o **Physical** pushing, kicking, hitting, punching or any use of violence; taking or messing with someone else's belongings
- o **Racist** racial taunts, graffiti, gestures;
- o **Sexual** unwanted physical contact or sexually abusive comments;
- o **Homophobic** because of, or focusing on the issue of sexuality;
- o **Verbal** name-calling, sarcasm, spreading rumours, teasing;
- o **Cyber** all areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities.
- o <https://www.gov.uk/bullying-at-school/bullying-a-definition>

5. Signs of Bullying

All adults on the school site have a responsibility to be aware of signs of distress in pupils as well as responding to direct/indirect disclosure. While the following types of behaviour may be symptomatic of other problems they may also be the product of bullying:

The list is not exhaustive.

- a) obvious signs of distress such as tearfulness or constantly miserable expression
- b) an unwillingness to come to school
- c) frequent headaches, stomach aches or complaints of feeling generally unwell
- d) request for money from staff or friends
- e) bruising on face or body
- f) isolation from other children and being withdrawn from group activities
- g) a sudden deterioration in standards of work
- h) a reluctance to leave the classroom at the end of the lesson or at the end of the school day
- i) a tendency to stay close to staff during breaks
- j) damage to child's property
- k) uncharacteristic behaviour
- l) depression

The characteristics of some children may make it more likely that they:

- bully:
 - have low self-esteem and achievement
 - need a 'prop' of power over others
 - come from households in which they or siblings have been bullied - have authoritarian personalities

- are bullied:
 - lack close friends
 - are shy
 - have an over-protective family environment
 - belong to an ethnic minority group
 - have a disability
 - have special educational needs
 - display anti-social/poor behaviour, intrusiveness or a tendency to spread gossip
 - are arrogant
 - have a background of poverty/wealth

5.Roles and responsibilities

5.1 The Headteacher

- Disseminate the policy to the whole school community via the school website.
- Implement the policy effectively.
- Train staff and raise awareness.
- Monitor, review and evaluate the effectiveness of the policy.
- Report to the governors on request.
- Liaise with the Local Authority and Local Governing Committee to ensure that the best practice is shared effectively

5.2 The Local Governing Committee

- Support the Headteacher.
- Help to build positive and supportive relationships with parents through mutual understanding and trust.
- Liaise with the Local Authority to ensure that the best advice is available and that the school policy is in line with both National and Local guidelines

5.3 Staff

- Take all reports of bullying seriously and respond to each incident accordingly.
- Inform the House Leaders of any concerns/incidents regarding bullying and any actions taken.
- Pastoral Staff/SLT will take appropriate action of any intervention/prevention strategies /programmes to support both the pupil who is being bullied and the pupil who is bullying.
- Log all alleged bullying incidents on Classcharts. Investigations into bullying will be recorded in CPOMS. (Child Protection Online Monitoring System)
- Contact the parents of both the victim and the child displaying bullying behaviour to discuss the problem if appropriate. Ensure that you also consider guidelines in relevant policies.
- The Safeguarding team has an overview of CPOMS.

5.4 Responsibilities of Parents/Carers

- If your child tells you they are being bullied, thank them for coming to talk to you. It takes a lot of courage to tell someone you are being bullied but it's the first step to sorting out the problem. Try not to get upset (it may be hard!) Remain calm and assure them that you will help them sort things out.
- Discuss with your child that a 'fall out with friends' is not always bullying.
- Inform the school of concerns raised by their child. You may be tempted to talk to the bully's parents but this can have negative repercussions for your child.
- Reinforce the value of good behaviour at home
- Monitor their child's use of social media regularly (if their child uses social media).
- Encourage them to not retaliate or react to bullying. Tell them to remove themselves from the situation as quickly as they can and to report any instances of bullying to an adult.
- Bullying can hugely reduce a child's confidence and self-esteem. When your child is at home try to highlight their strengths and do activities which they enjoy and which help relieve stress.
- Support the school where sanctions have been applied to pupils who are responsible for bullying others.
- Give the school a chance to work with your child to try and reduce bullying.

5.5 Responsibilities of Students

- Take responsibility for their own behaviour and actions and treat one another with mutual respect and kindness.
- Report any incidents of bullying to their Class Teacher / Parent / Carer and/or House Leader or member of SLT (Senior Leadership Team).
- Report any incidents that have occurred over social media sites.
- If you are concerned about the safety and wellbeing of yourself or anyone else, you can speak to any member of staff, but the school DESIGNATED SAFEGUARDING LEAD is Mrs Watson, and our Deputy Designated teachers are Miss Frith and Mrs Botten.

6. Bullying outside of school

If the school becomes aware of any bullying issues outside of school, during term time or school holidays, the school will encourage pupils and parents to contact relevant agencies i.e., Police, Children's Services and CEOP (Child Exploitation and Online Protection). The school may discipline a pupil in accordance with our own Behaviour and Safeguarding Policies, if the misbehaviour poses a risk to a pupil and the reputation of the school.

7. Responses to bullying

Punishing bullies does not end bullying. At Wolgarston High School we stress that it is bullying behaviour, rather than the person doing the bullying, that is not acceptable. The bully will be encouraged to understand how their actions have caused distress and anxiety and may need support themselves. The varying nature and varying degrees of bullying require a range of responses and a range of sanctions. Sanctions may include an informal warning, withdrawal from lessons, detention, isolation, suspension, parental meetings. NB. As a last resort, or in exceptional cases, permanent exclusion would be considered. This list is not exhaustive and due to data protection we are unable to share specific details of sanctions.

Support for the victim may include mediation, support from the tutor/House Leader, liaising with parents or referrals to outside agencies (Children's services, CAMHS).

8. Useful Links and Telephone numbers

Site	Link
CEOP Exploitation and Online Protection Centre)	www.ceop.police.uk
Anti-bullying alliance	http://www.anti-bullyingalliance.org.uk
Kidscape	www.kidscape.org.uk
Restorative justice in schools	www.restorativejustice.org.uk/restorative-practiceschools
Diana award	http://diana-award.org.uk/
LGBT advice	http://www.schools-out.org.uk/
Family lives	www.bullying.co.uk
Childline	www.childline.co.uk
Legal Centre	www.childrenslegalcentre.com
Advisory Centre for Education (ACE): 0300 0115 142 Youth Access: 0208 772 9900 KIDSCAPE Parents Helpline: 0207 823 5430	