

10a ANTI-BULLYING POLICY

*Our mission is to develop happy, confident and successful children
who are well prepared for their future.*

This policy is written with due regard to the DFE non-statutory advice [Preventing and Tackling Bullying \(2017\)](#), [Cyberbullying: Advice for Headteachers and School Staff 2014](#) and Keeping Children Safe in Education ([KCSIE](#)). This policy applies to the whole school, including Early Years Foundation Stage ([EYFS](#)).

AIMS

- to demonstrate that the school takes bullying seriously and that bullying will not be tolerated;
- to take measures to prevent all forms of bullying in the school and on off-site activities;
- to support everyone in taking action to identify and protect those who might be bullied;
- to demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying;
- to promote an environment where everyone feels safe to disclose and discuss bullying openly;
- to promote positive attitudes in pupil relationships.

DEFINITION

Bullying can be described as behaviour by an individual or group, usually but not necessarily repeated over time, that it intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email. It can be motivated by prejudice against the Protected Characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) as defined in the [Equality Act 2010](#). Bullying can occur directly or through electronic communication. Bullying can include:

- excluding people from groups;
- gossiping;
- hitting;
- inappropriate text messaging and emailing;
- initiation ceremonies;
- kicking;
- making offensive comments;
- mocking;
- name-calling;
- producing offensive graffiti;
- pushing;
- sending offensive or degrading images by phone or via the internet;
- spreading hurtful and untruthful rumours;
- taking belongings;
- taunting.

Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant. Pupils are bullied for a variety of reasons.

Specific types of bullying include:

- **Physical:** pupils being punched, pushed or hurt; made to give up money or belongings; pupils having property, clothes or belongings damaged; pupils being forced to do something they don't want to.
- **Verbal:** name-calling, sarcasm, teasing, insulting, making threats, spreading rumours, making personal comments.
- **Emotional:** excluding, isolating or ignoring, tormenting (e.g. breaking or hiding belongings including money), being unfriendly, graffiti, chastising, teasing, name calling, making gestures, mimicking, mocking, being indifferent, spreading rumours, passing messages, whispering, 'put downs'. It can involve manipulating a third party to tease or torment someone and it can involve complicity that falls short of direct participation.
- **Sexual:** unwanted physical contact or comments of a sexual or sexist nature e.g. sexism, misogyny/misandry, homophobia, biphobic, sexual violence/harassment
- **Cyberbullying:** is bullying of any of the above types which makes use of electronic communication e.g. messaging, posting offensive materials on the internet, sending pictures or video clips, silent calls or abusive messages, emails, chat rooms, instant messaging and the use of websites.

All forms of bullying are taken equally seriously and dealt with appropriately. A bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm. In these circumstances, cross-reference should be made with the school's policy on [Child Protection and Safeguarding](#), [Behaviour Management](#) and [E-Safety Policies](#). Pupils and parents must be made aware of the school's responsibility to involve other statutory agencies where there is evidence of a crime or where child protection issues are involved.

STRATEGY FOR PREVENTION

At Westbrook Hay, staff, parents and children work together to create a happy, caring, learning environment. Bullying will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown time and again that the extent of bullying in schools is greatly underestimated.

Bullying can be brought to the attention of staff by any member of the school community. The school accepts its responsibility to address issues that have occurred between its pupils outside of school as well as in school.

At Westbrook Hay we actively promote an open anti-bullying ethos with the emphasis placed on prevention. A variety of resources are used in school to support this, such as weekly SCARF (Safety, Caring, Attainment, Resilience, Friendship) lessons, a part of our PSHE Programme. Positive behaviour is reinforced at all times and pupils are encouraged to:

- appreciate and view positively differences in others, whether arising from race, colour, culture, gender, sexual identity, ability or disability;
- take responsibility for their actions and behaviour, both in School and in the wider community;

- feel able to speak out to friends, parents, staff and trusted adults if they feel that they or others, are being bullied;
- challenge all forms of bullying and harassment.

Assemblies are used to develop pupils' emotional literacy and reinforce the School's anti-bullying ethos. The school also participates in national themed weeks, such as Anti-Bullying Week, and encourages that the focus of the week is continued throughout the year.

IDENTIFICATION

In order to identify incidents of bullying and the identities of bullies, at Westbrook Hay we have agreed to carry out the following strategies:

- to adopt the 'it could happen here' mantra from KCSIE;
- to monitor pupil interactions and relationships, particularly any significant changes;
- to report even low-level concerns using My Concern;
- to discuss pupils of concern at the weekly Pastoral Leadership Team (PLT) and Safeguarding Team meetings;
- to pass onto the wider staff any priority pupils at the weekly whole staff meetings.

STRATEGY FOR DEALING WITH BULLYING

Pupils can raise concerns about bullying in a variety of ways:

- talking to Form Tutors, Heads of Year or any member of staff;
- posting in 'Worry Boxes' or writing a 'Worry Email';
- talking to friends and parents;
- contacting Childline.

PROCEDURE FOR DEALING WITH AN INCIDENT OF BULLYING

When an allegation of bullying is made to a member of staff, often a Form Tutor, an investigation will take place. The member of staff initially completes a Conflict Investigation Form (CIF) and informs the Designated Safeguarding Lead (DSL) and Deputy Head. The CIF helps to determine whether bullying has taken place, its nature and degree. During this procedure the member of staff will:

- Discuss at length with the victim what has taken place, this will require patience and understanding;
- If possible, ask the victim to record in writing what has happened, or alternatively, the member of staff dealing with the incident should take written notes.

At this point, other members of senior staff may need to become more involved and carry out the following:

- Interview any witnesses;
- Discuss the allegation with the bully/bullies;
- Encourage the bully/bullies to tell the truth at all times;
- Explain the details to the bully/bullies and ask them to tell the truth about the situation/incident;
- Get the bully/bullies to understand what the school definition of bullying is;
- Reiterate to the bully/bullies that bullying is not acceptable at Westbrook Hay;
- Support the bully/bullies who, themselves, may have been victims of bullying;
- Hold meetings with parents of the victim and bully/bullies.

Following this procedure:

- Record keeping is essential, safeguarding incidents are recorded on My Concern and any accompanying sanctions are recorded on DayBook.
- The member of staff investigating the incident will pass on their completed Conflict Investigation Form to the Deputy Head.
- It is expected that the incident and pupils involved will be discussed at the weekly PLT meetings and different levels of support might be agreed and implemented by the: Form Tutor, Head of Year, Youth Mental Health First Aider, Head of Learning Support (and other outside agencies), Emotional Literacy Support Assistant (ELSA), DSL or School Counsellor;
- Staff are regularly reminded, particularly during inset, about the importance of record keeping and how to use My Concern and Day Book effectively.
- All substantiated allegations of bullying are reported to the Governing Body, at least annually.

OUTSIDE AGENCIES

Children can contact the following agencies:

- In an emergency, call the police on the telephone by dialling 999.
- [Childline](http://www.childline.org.uk) is a free, confidential helpline for children and young people, you can call any time on 0800 1111, or look at their website at www.childline.org.uk.
- The [NSPCC](http://www.nspcc.org.uk) have a contact line on 0808 800 5000 for children and young people.
- The Duty Team, Children’s Specialist Services: Telephone 03001234043 and 03001234043 out of office hours and at weekends.
- The [Samaritans](http://www.samaritans.org) can be called at any time on 116 123.
- [Kidscape](http://www.kidscape.org.uk) has helpful advice.
- The Office of the Children’s Commissioner can be contacted on: 020 7783 8330.
- Another helpful website is: www.worriedneed2talk.org.uk.

Details of the above are posted around the school and attention drawn to them through lessons and assemblies.

Version	4
Review Period	Annual or in line with statute or regulation
Independent Schools Inspectorate	Regulation 10a
Deputy Head, Assistant Head (Pastoral) Review	20.12.22
Headmaster Review	30.01.23
Education Governor Review and Approval	29.01.23