



WINCHCOMBE SCHOOL

Anti-Bullying Policy

Effective Date: March 2015

Reviewed: Oct 2018, Oct 2019, Jan 2021

Next Review: January 2022

Review Responsibility: Curriculum & Standards

This Policy was reviewed and adopted by the Full Governing Body

Adopted		
Signature		Headteacher
Signature		Chair of Curriculum & Standards
Date		
Version Updates	<ul style="list-style-type: none"> i. Removal of direct legislation links ii. Changes to include 'Pastoral Team' and 'Head of Phase' iii. Addition on Computing/IT lessons to deliver appropriate behaviour messages iv. Revision of reporting/action/follow-up flowchart and stages v. Addition of terms 'Biphobic and Transphobic' vi. Change 'pupils' to 'students' vii. Change named individuals to roles and link governor roles 	

1. Introduction

Winchcombe School believes that young people have the most successful learning experiences in a supportive, caring and safe environment where there is no fear of students being bullied, and staff are free from fear of bullying by students. **Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.** Only when all issues of bullying are addressed, are students able to fully benefit from the opportunities available at Winchcombe School. This policy details how we aim to prevent and deal with bullying. Winchcombe School is a fully inclusive and safe environment for everyone. Students, staff and parents can openly discuss bullying without fear of further bullying or discrimination.

2. Our School Commitment

As a school we are committed to providing a fully inclusive, safe and caring environment so that everyone can thrive both academically and socially. We are committed to dealing with all types of bullying and we will do all we can to prevent it happening in the first place. Our aim is to raise awareness about bullying, understanding of our anti-bullying policy and the strategies of support available to students, staff and parents. Winchcombe School does not tolerate bullying and want students, staff and parents to feel confident we will take any complaint about bullying seriously and resolve the issue in a way that protects all those involved from the impact of bullying.

Headteachers have a legal duty to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, students and their parents and carers. These legal duties extend to include preventing and responding to bullying that happens outside of school, where it is reasonable for us to do so. Schools have a duty to safeguard and promote the welfare of all students and to ensure that children and young people are safe from bullying and discrimination. All students are aware of the school's approach and are clear about the part they play in preventing bullying, including when they find themselves as bystanders.

3. What is Bullying?

Definition: Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physical 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, appearance, special educational needs or disabilities, or because

a person is adopted, in care or has caring responsibilities. It might be motivated by actual differences between students, or perceived differences. Bullying is a form of discrimination.

Bullying happens when a person deliberately makes another person feel hurt, intimidated or distressed through mental, verbal or physical abuse. Bullying can occur by word, action or gesture. It is very important for students to realise the extent of bullying as many are mistaken or misunderstand the definition when they 'fall out' with friends and peers. Bullying is usually part of a pattern of behaviour rather than an isolated incident.

4. What does bullying look like, feel like, sound like?

Bullying is any behaviour by an individual or a group that:

- is meant to hurt - the person or people doing the bullying know what they are doing and mean to do it
- happens more than once - there will be a pattern of behaviour, not just a 'one-off' incident
- involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves.

Bullying can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive/personal remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups. This type of emotional bullying is more common than physical bullying and it can also be more difficult for people to cope with and to prove
- Cyber, e.g. e-mails, text messages, mobile phone calls, picture/video bullying, instant messaging, chat rooms and the use of social media such as Snapchat, Facebook etc
- Indirect, e.g. graffiti, defacing of property, display of pornographic, class, disability, homophobic, biphobic, transphobic, racist or sexist material
- Sexual, e.g. unwanted physical contact
- Abuse of the vulnerable, e.g. those with physical disabilities or special educational needs

Concerns about sexual violence and sexual harassment between children in School should be dealt with under the School's Safeguarding and Child Protection Policy 2018. We recognise that children are capable of abusing their peers. This is known as 'Peer on Peer Abuse'. Abuse will never be tolerated or passed off as 'banter' or 'part of growing up'. Most cases of students hurting other students will

be dealt with under our School's Behaviour Management Policy and this Anti-Bullying Policy but our Safeguarding and Child Protection Policy shall apply to any allegations that raise safeguarding and child protection concerns for any of the individuals involved. This might include allegations where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent
- Involved students being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault or sexually inappropriate pictures or videos (including sexting).

If an allegation is made of bullying that includes (but is not limited to) the above, the staff member must refer to the Safeguarding and Child Protection Policy guidance and immediately refer the matter to the Designated Safeguarding Lead. Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and policies are in place for the Designated Safeguarding Lead and his team to deal with these situations and provide all staff and students with the foundation for a calm, considered and appropriate response to any allegations or reports.

5. Who bullies?

Anyone has the capacity to bully. There are no completely reliable predisposition diagnoses. However, those who perceive themselves as low status within a community, institutions or group may use bullying in an attempt to artificially boost their status. Self-esteem is therefore a key factor in whether someone bullies or not. This puts equal opportunities, understanding of diversity and inclusion at the centre of anti-bullying work at Winchcombe School.

6. Who is bullied?

Anyone can be bullied – child, young person, parent, carer, guardian, staff member or volunteer. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person – shyness, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour. Frequently the perceived difference comes from assigning an individual to a group. Such bullying would then be designated as class, disability, homophobic, biphobic, transphobic, racist, religious or sexist. People can be assigned or be a member of more than one group.

7. Identifying and reporting concerns about bullying

All concerns about bullying will be taken seriously and investigated thoroughly. Students who are being bullied may not report it. However, there may be changes in their behaviour such as becoming shy and nervous, feigning illness, taking unusual absence or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. All school staff will be alert to the signs of bullying and act promptly and firmly in accordance with this policy. Parents and carers are also encouraged to be mindful of changes to their child's demeanour and behaviour and seek advice from School if they are concerned.

Students who are aware of bullying (as 'bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way.

Students:

All students will be encouraged to report bullying (as victims and bystanders) by:

- I. Talking to a member of staff of their choice;
- II. Using the Toot-Toot Make a Noise App via which they can report all forms of bullying directly to the Pastoral team. The App automatically redirects students to ChildLine during school holidays;
- III. Contacting local and national support agencies for advice and support as detailed and linked at the end of this policy.

Parents:

Parents and carers are encouraged to report concerns about bullying and to support the school in tackling it. Trying to resolve bullying directly with the bully or their families can lead to problems escalating.

All students, parents and staff are reminded this policy should be read in conjunction with the School's Safeguarding and Child Protection Policy and in particular with regard to the following sections:

- Section 7.7 Allegations of abuse against other students
- Section 9 Technology including mobile phones, tablets and cameras
- Appendix 1 Types of Abuse, including peer on peer abuse and cyberbullying

- Appendix 7 Handling Sexting Incidents Procedure

8. Responding to reports about bullying

School :

The school will take the following steps when dealing with concerns about bullying:

- I. Ensure the immediate physical safety of all students, staff and parents.
- II. If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it.
- III. A clear account of the concern will be recorded and given to a member of the Pastoral Team (Pastoral Lead or Head of Phase) or in their absence, a member of SLT.
- IV. The member of staff will conduct 'fact finding' via interviews with everyone involved and reviewing other sources of information e.g. screenshots. A detailed record on CPOMS and behaviour section on MIS will be made. All information will be held in line with the school's data protection practices and policy.
- V. Tutors will be kept informed and if the bullying persists, subject staff will be advised.
- VI. Parents and other relevant adults will be kept informed and in some cases, a meeting arranged in school to discuss the matter and the action to be taken.
- VII. Where bullying occurs outside of school, any other relevant schools or agencies such as the Police and Social Care will be informed and advice/support obtained.
- VIII. Punitive measures will be used as appropriate and in consultation with all parties involved. These may include the loss of social time at break and lunch; after school detention; confiscation of electronic devices; fixed term exclusion and for extreme cases of bullying or repetitive bullying behaviour after earlier sanctions have failed, permanent exclusion.
- IX. Disciplinary measures will be applied fairly, consistently and reasonably taking account of any special educational needs or disabilities that the students may have and taking into account the needs of vulnerable students
- X. Appointments will be made for the 'victim' and the 'perpetrator' to spend time with Peer Counsellors or other School Counsellors and staff members to understand the impact of bullying.
- XI. Winchcombe School utilises the process of Restorative Practice which aims to bring the 'victim' and the 'perpetrator' together after some individual counselling. They will discuss their actions and will become aware of how their actions have affected others. Restorative Practice accepts conflict is a part of life and it allows students to take

responsibility for their feelings and behaviour and is a good way to repair the damage caused by bullying. It does not make the 'perpetrator' less responsible but looks at reparations for damage done.

- XII. Student conduct agreements may be used between both parties to clearly define their further interactions and relationships.
- XIII. Once the bullying incident has been resolved and the 'victim' considers the matter closed, a support programme will be put in place for the 'perpetrator'. Winchcombe School recognises that those who bully have often been 'victims' of bullying themselves.
- XIV. Parents of 'perpetrators' may attend a meeting with their child's Form Tutor, Pastoral Team, Head of Phase or a member of SLT to discuss the incident and to agree to the appropriate action taken. The School relies on the support of parents and carers in matters such as this to stop the problem continuing and to help the student to improve their behaviour.
- XV. Students at risk of exclusion as a result of continual bullying will have a Pastoral Support Plan (PSP) created which will target internal and external support.

Students and Staff:

Students and staff who have been involved in bullying in any respect will be supported by:

- I. Discussing what happened
- II. Being offered continuous support
- III. Discovering why the student became involved
- IV. Establishing the wrongdoing and need to change
- V. Informing parents to help change the attitude of students
- VI. Providing reassurance that the bullying will be addressed
- VII. Restoring self-esteem and confidence
- VIII. Recognition of the impact of bullying on the mental health of all involved both in the short and longer term
- IX. Short and long term plans which incorporate a deep understanding of the impact of bullying on the individuals involved
- X. Referral to the School's SENCO if appropriate
- XI. Access to the School's on-site alternative provision which has facilities for both inclusion and exclusion areas

- XII. Understanding that missing school because of bullying (whether unusual bullying related absence or as part of an exclusion period) disrupts a student's education and can make it difficult for students to reintegrate back into the main School
- XIII. The use of special interventions or referrals to other agencies where appropriate such as CYPS (CAMHS), Police, Student Referral Unit and other professionals
- XIV. Peer Counsellors, School Counsellor and small group work
- XV. Help and advice on how to remove online and other digitally held material

Parents:

Most concerns about bullying will be resolved through discussion between home and school. However, where a parent feels their concerns have not been resolved, they are encouraged to refer to Winchcombe School's Complaints Policy. Where a student is involved in bullying others outside of school, i.e. in the street or through the use of internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example by restricting/monitoring their use of the internet or mobile phone. Referral of the family to external support agencies will be made where appropriate.

Parents are invited to attend the School's Parent Forum which meets termly. This regular event is hosted by the Head, members of the Senior Leadership Team and the Governing Body. Parent representatives have regular contact with staff in setting the agenda for these meetings, though any parent is entitled to contact staff in advance to schedule an issue for discussion or to raise it at the meeting. The School welcomes parent's views and comments on its anti-bullying policy and procedures and encourages the opportunity for dialogue in the Parent Forum. Specific and individual cases cannot however be discussed and parents are reminded to follow the process for reporting bullying concerns outlined above.

9. Awareness and Prevention of Bullying

The School will raise awareness of the nature of bullying through:

- I. PSHE and Citizenship lessons
- II. Tutorial time
- III. School newsletter
- IV. Behaviour Policy reviews and amendments
- V. Assemblies
- VI. Posters and displays

- VII. During R.E. lessons with an emphasis on empathy and compassion
- VIII. During Drama lessons and activities
- IX. During Computing and/or IT lessons for appropriate online behaviours
- X. Training of Peer Counsellors and their work with students
- XI. Anti-bullying week and other local and national initiatives
- XII. Anti-bullying noticeboard
- XIII. Anti-bullying Interest Group within School Parliament
- XIV. Staff training which emphasises the principles and purpose of the School's Anti-bullying policy and procedures; its legal responsibilities regarding bullying; how to resolve problems and where to seek support when necessary.
- XV. Develop links with the wider community that will support inclusive environments and anti-bullying education including inviting guest speakers to visit the School; working with the Police and Social Care and seeking advice and support from specific organisations for help with particular problems.

10. Promotion of this Policy

This policy and methods for reporting bullying concerns will be promoted throughout the School, for example in information packs for new students and staff and through regular awareness raising activities such as those outlined above for existing students, parents and staff. The Anti-bullying Interest Group will be comprised of students, staff and governors. It will support these efforts and will meet at least three times per year to discuss the following:

- I. Updates to the Anti-Bullying Policy
- II. Updates to the recording and reporting systems
- III. Plans for educating students about bullying and its effects
- IV. Ideas for Anti-bullying week and other initiatives
- V. Work of the Peer Counsellors
- VI. Work of the School Parliament
- VII. Other ideas for raising the profile of anti-bullying in School

Everyone has a part to play in preventing bullying at Winchcombe School. Below are a few extra ideas on how we can all help:

- I. Encourage students to talk about issues. The more we encourage communication; the more students will feel confident something will be done about their individual situation. Encourage students to use the Toot-Toot Make a Noise App.

- II. Encourage students to empathise with others and encourage social and emotional behavioural skills throughout the school day. This can be done through assemblies, school ethos, tutor time (Citizenship and PSHE) and observation of staff interactions with each other and with students. Work and discussions about issues of difference, diversity and inclusion should form part of everyone's day to day experiences at Winchcombe School.
- III. Actively encourage the School's good behaviour ethos where students treat one another and staff with respect because they know this is the right way to behave. Values of respect for staff and other students, an understanding of the value of education and a clear understanding of how our actions affect others permeates the whole school environment and is reinforced especially by staff and older students who set good examples to others.
- IV. Take every opportunity to make it clear that **bullying is unacceptable** and Winchcombe School takes this issue very seriously. It is everyone's responsibility to ensure bullying does not happen and everyone has a responsibility to tell someone if they witness something happening.
- V. Students need to know that the School has an anti-bullying policy and what it means. This will be done via assemblies and tutor time and in the various ways referred to above. Students, parents and staff should share information about bullying at the earliest opportunity to avoid situations escalating and to ensure support is put in place for everyone involved quickly.
- VI. Staff should form relationships with the students in their tutor groups and teaching groups to ensure students feel safe in confiding in staff if they need to. School staff who proactively gather information about issues between students which might provoke conflict are able to develop strategies which prevent bullying from occurring in the first place.
- VII. Students, staff, parents and carers must all feel able to challenge how incidents of bullying are dealt with by the School if they are unhappy in any way. In the first instance, concerns should be shared with the person responsible for investigating the incident after which, the School's Complaints Policy (available on the website) should be referred to.
- VIII. When students, staff and parents are aware that bullying has taken place they should all make a special effort to monitor the mental well-being and behaviour of the people involved and speak to other staff and professionals if they think additional support

and help is necessary. **Winchcombe School's anti-bullying policy is the responsibility of the entire school community and listening to concerns about the impact of bullying on victims, bystanders and perpetrators is one of our priorities. We want everyone in our school to feel valued, safe and cared for.**

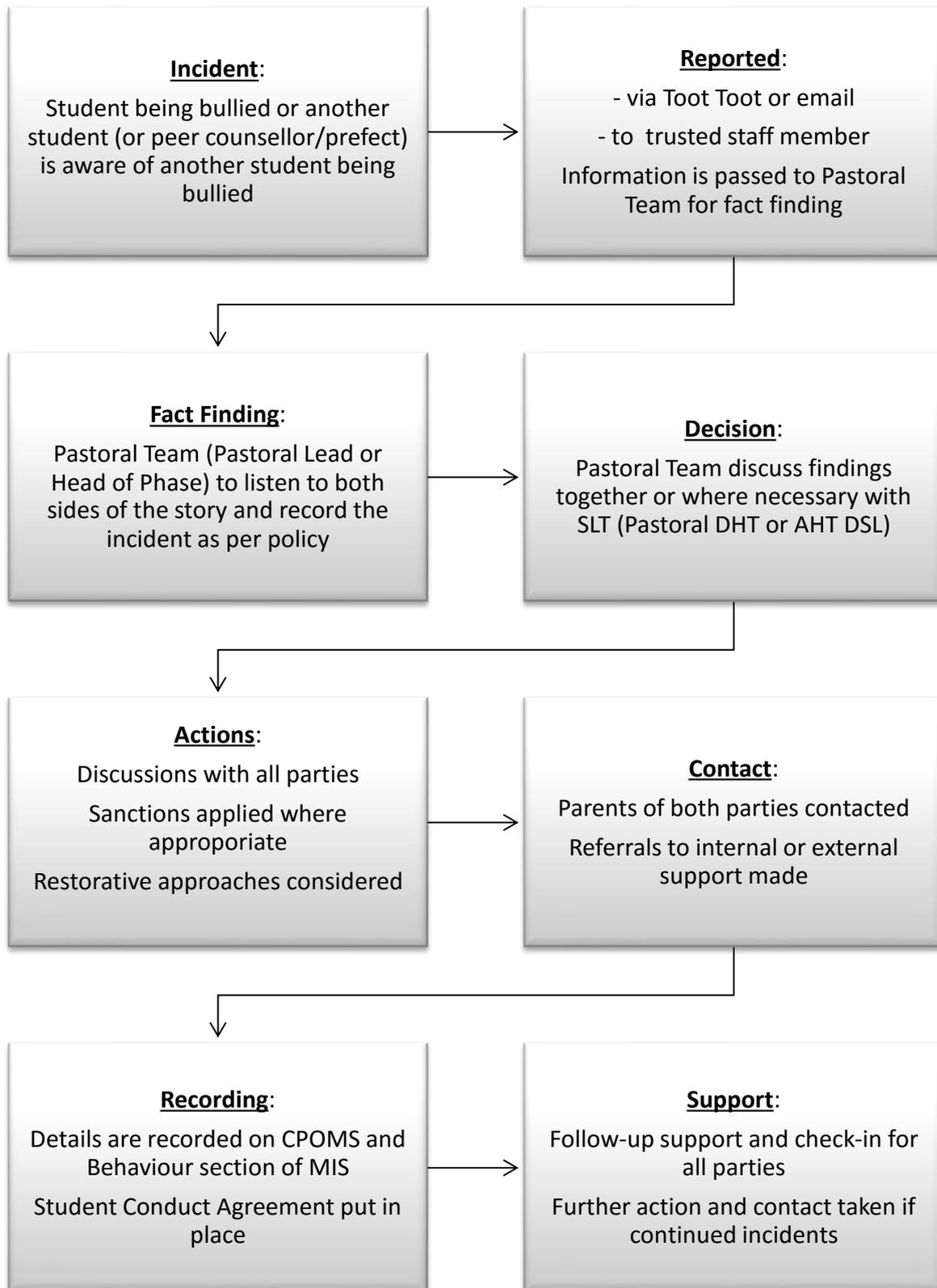
11. Monitoring, evaluation and review

The Designated Safeguarding Lead will lead on the implementation of this policy and act as the link person with the local authority and outside agencies and other professionals. Tim Young is also the School's Designated Safeguarding Lead for all issues of safeguarding and child protection. The Governing Body will monitor the implementation of this policy through the 'Student Wellbeing' linked governors. Through their monitoring activities a joint report will be produced in a twice yearly basis which will examine:

- Volume of reported concerns
- Monitoring information about the students involved
- Motivations for bullying
- Actions taken and outcomes

The School and its governing body will review the policy annually and assess its implementation and effectiveness. Such review will also take account of developments in technology and social media.

Simplified Process when dealing with bullying



Further sources of information and advice

[Child Line](#) – advice over the telephone and online, anytime of day or night. Use the website to contact a counsellor for support, get support from other people on the message board or call Child Line on 0800 11 11. A free, private and confidential service for children and young people. Whatever the worry, whenever help is needed, whether by telephone or online, ChildLine staff are always there for children and young people, anytime. Also offer links to advice for parents, carers and teachers and staff who work with children and young people via the [NSPCC](#).

[Anti-Bullying Alliance](#) – a coalition of organisation and individuals working to stop bullying and create safer environments in which children and young people can live, grow, play and learn. Helpful interactive bullying tool for parents and carers.

[Kidscape](#) – provides children, families, carers and professionals with advice, training and practical tools to prevent bullying and protect children and young people.

[Restorative Justice Council](#) – promotes quality restorative practices for everyone, championing clear standards and raising awareness and confidence in restorative processes.

[ChildNet](#) – an international non-profit organisation working with other professionals, businesses and organisations to make the internet a great and safe place for all children and young people.

[Digizen](#) – information for educators, parents, carers, children and young people to strengthen their awareness and understanding of what digital citizenship is and encourages users of technology to be and become responsible digital citizens.

[Internet Matters](#) – Simple, practical and easy advice on the steps parents, carers and educators can take to keep children and young people as safe as possible on the internet. Age specific advice and information on what children may come across on the internet and how to get help if needed.

[Think U Know](#) – An education programme from CEOP (Child Exploitation and Online Protection Command). CEOP is part of the National Crime Agency and is tasked with working both nationally and internationally to protect children both online and offline. Six different age dependent websites link from the home page for advice about staying safe on a phone, tablet or computer.

[EACH \(Education Action Challenging Homophobia\)](#) – charity providing training, resources and support services to affirm the lives of lesbian, gay, bisexual, trans or questioning (LGBT+) people. Working to reduce discrimination, harassment or bullying experienced because of gender identity or sexual orientation.

[The Proud Trust](#) – life enhancing organisation that helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, training, events, campaigns, research and creating resources for LGBT+ youth.

[Schools Out](#) – an educational charity that offers practical advice, resources (including lesson plans) and training to schools on LGBT+ equality in education with the overall aim of making all school and educational institutions safe spaces for LGBT+ people whether students, staff, parents, carers or volunteers.

[Stonewall](#) – national charity working to empower individuals to make change happen and ensure national and global LGBT+ equality. Considerable expertise in LGBT+ bullying in schools, a dedicated youth site, resources for schools and specialist training for teachers.

[Mencap](#) – Charity which represents people of all ages and backgrounds with learning disabilities. Specific advice and information for people who work with children and young people plus parents and carers online community for support and advice (FamilyHub).

[End Violence Against Women & Girls](#) – Schools Safe 4 Girls programme focusing on sexual violence and harassment in schools. Leading coalition of specialist women’s support services, researchers, activists and NGOs working to end violence against girls and women in all its forms. Specific guide for schools sets out the different forms of abuse to support staff in understanding violence and abuse of girls, including warning signs to look for and how to get the entire school community working towards preventing abuse.

[Disrespect Nobody](#) – a Home Office led campaign which helps young people understand what a healthy relationship is – everyone should feel loved, safe and free to be themselves. Includes resources for parents and carers plus teaching materials to be used in the classroom.

[Preventing and Responding to Sexual Bullying](#) – clear advice for parents, carers and school staff and leaders on the prevention of, and responses to sexual bullying among young people. Resources to educate and support children and young people.

[Changing Faces](#) - UK’s leading charity for the 1.3 million people in the UK with a visible difference – a scar, mark or condition that makes them look different. Provides online resources and training for schools focusing on bullying because of physical difference.

[Cyberbullying and SEN/disability](#) – Advice provided by the Anti-bullying Alliance on developing effective anti-bullying practice. Disabled children and those with SEND are more likely to experience cyberbullying, less likely to be able to use the internet and less likely to have support to use the internet. The Alliance has worked with disabled young people to establish issues and solutions to some of the problems.

[Anti-bullying Alliance SEND programme of resources](#) – Advice provided by the Alliance for parents, carers and school staff on issues related to SEND and bullying.

[MindEd](#) – Provides a free online training tool for adults that can be used by parents and carers and by staff and students in schools. It can be used to help everyone learn more about children and young

people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children and young people who are bullied.

[Educate Against Hate](#) – provides parents, carers, teachers and school leaders with practical advice and information on protecting children from extremism and radicalisation. Children and young people are particularly at risk of radicalisation and extremism and may have low self-esteem, or be victims of bullying or discrimination. Developed by the Department for Education and the Home Office.

[Show Racism the Red Card](#) – UK's leading anti-racism educational charity providing resources and workshops for schools to educate young people, often using the high profile of sports such as professional football players in videos about a range of issues surrounding racism.

[Tell MAMA](#) – an independent, non-governmental organisation which works on tackling anti-Muslim hatred, prejudice and bigotry. Resources and information for young people, parents and staff plus a facility to report any form of anti-Muslim abuse and refer victims for support through partner agencies.

[Kick It Out](#) – Uses the appeal of football to educate children and young people about racism and provide resources and education packs for schools