

WEALD SCHOOL ANTI-BULLYING POLICY

The Weald School is a caring community which endeavours to promote equal opportunities for all and to develop sensitivity and respect for one another.

Every pupil at The Weald has the right to receive an education in an environment that is free from intimidation. Our community will not tolerate any unkind actions or remarks and bullying in and around the school, or on a journey to and from school, will be regarded as a serious matter and be dealt with accordingly. We are a “Telling” school. Bullying is too important not to report.

Statement of Principles and Values

The school reflects the principles and values as stated in West Sussex County Council’s Anti-Bullying Strategy 2015-18.

- We believe that bullying behaviour is unacceptable and should not be tolerated in our school.
- We recognise that bullying is a community issue that extends beyond schools. It doesn’t generally happen in isolation and often cannot be resolved in isolation.
- Responsibilities and accountabilities will be in line with those outlined in current legislation and guidance, see below for their application to the Weald School.
- This policy will adhere to the principles of ‘Every Child Matters’, particularly those outcomes that make specific reference to bullying. In particular, this policy recognises the importance of systematic recording and reporting procedures and a commitment to active consultation with children and young people.

WHAT IS BULLYING?

Bullying is any persistent repetitive or significant serious single act that hurts, threatens or frightens someone else. It may be physical, verbal or psychological in nature.

Definition of Bullying

This policy will adopt as its definition the one given by the DfE 2013: ‘bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.’

This definition has been further enhanced by using National Society for the Protection of Cruelty to Children (NSPCC) research which suggests there are five essential components of bullying behaviour; the first three are shared with general aggressive behaviour, with the final two components demonstrating characteristics that set it apart from other aggressive behaviour:

- 1. Intention to harm:** *bullying is deliberate, with the intention to cause harm; friends teasing each other in a good-natured way is not bullying, but a person teasing another to upset them is bullying*
- 2. Harmful outcome:** *one or more persons are hurt physically or emotionally*
- 3. Direct or indirect acts:** *bullying can involve direct aggression, such as hitting someone, as well as indirect acts such as spreading rumours*
- 4. Repetition:** *bullying involves repeated acts of aggression: an isolated aggressive act, like a fight, is not bullying*
- 5. Unequal power:** *bullying involves the abuse of power by one or several persons who are (perceived as) more powerful, often due to their age, physical strength or psychological resilience*

(NSPCC 2010)

The key types of bullying include:

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

Forms of bullying include:

- Bullying related to race, religion or culture
- Bullying related to special Educational needs or disabilities
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers, looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying.

West Sussex Anti-Bullying Strategy

West Sussex addresses issues related to bullying through a multi-agency and multi-divisional partnership called 'Action Against Bullying' (AAB). This partnership is led by a strategy group who have identified the following priorities:

	• Anti-Bullying strategy priority	The Weald School's response
• Priority 1	<ul style="list-style-type: none"> • Raise Awareness of bullying by: • Ensuring an effective 	<ul style="list-style-type: none"> • Information on website providing support and signposting to external support

	<p>partnership approach is taken with a focus on raising awareness of bullying in regards to individuals; operational services and strategic outcomes</p> <ul style="list-style-type: none"> • Actively participating in projects and activities to promote an AntiBullying ethos across the county, for example championing the annual National Anti-Bullying Week. 	<ul style="list-style-type: none"> • Student Noticeboards and Intranet noticeboard guidance • Tutor time activities, assemblies • Key member of staff with oversight • Running events/learning during national anti-bullying week.
<ul style="list-style-type: none"> • Priority 2 	<ul style="list-style-type: none"> • Have a clear route of getting 'Help' by: <ul style="list-style-type: none"> • Providing appropriate and accessible information to all children and young people of West Sussex • Ensuring that the range of support for children and young people is promoted effectively to professionals, parents/carers and children and young people themselves. 	<p>Support mechanisms:</p> <ul style="list-style-type: none"> • Members of staff who provide support to students and families (Form Tutors, Heads of House) • Information on website providing support and signposting to external support • Peer mediation for low level incidents • Restorative justice work • Working with West Sussex mediation services to resolve issues between families
<ul style="list-style-type: none"> • Priority 3 	<ul style="list-style-type: none"> • Provide adults working with children and young people the skills to deal with bullying by: <ul style="list-style-type: none"> • Supporting organisations to develop and implement effective policies and practices • Ensuring organisations work in partnership and share best practice in their approaches to tackling and preventing bullying 	<ul style="list-style-type: none"> • Members of staff who provide support to students and families (Form Tutors, Heads of House) • Pastoral staff to attend training offered by WSCC. • Bullying log and structured response to escalation of bullying incidents <ul style="list-style-type: none"> • Use of Sims and tracking of patterns of incidents through work of key member of staff
<ul style="list-style-type: none"> • Priority 4 	<ul style="list-style-type: none"> • Actively listen to the 'voice' of children and young people by: <ul style="list-style-type: none"> • Providing opportunities for children and young people to talk about bullying 	<ul style="list-style-type: none"> • Help@theweald available for students. • Peer mediators available. • House councils to collect student voice on bullying issues and solutions. • Heads of house to promote opportunities to talk in assemblies.

	Involving children and young people in developing solutions to reducing bullying across West Sussex	<ul style="list-style-type: none"> • Sixth form peer mentor support. • Kooth - online counselling helpline promoted during assemblies and advertised as support for students.
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THE ROLE OF THE GOVERNING BODY

The Governing Body has the responsibility for approving the policy and ensuring its implementation.

THE ROLE OF THE HEADTEACHER

The headteacher has the day to day responsibility for the welfare of the students at The Weald. He will strive to promote a safe and caring environment in and around the school and electronically where equal opportunities are provided for all. The Headteacher reserves the right to take action, where he deems it appropriate, to address bullying that takes place outside the school, where it has a direct impact on a student's well-being and progress in school. He will ensure that staff, pupils, governors and parents are aware of The Weald's policy on bullying.

THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD

The designated safeguarding lead has the responsibility to ensure that the school:

- develops and maintains an environment where children feel secure, are encouraged to talk and are listened to.
- makes known to students that there are adults in the school whom they can approach if they are worried.
- includes opportunities in the PD curriculum for students to develop the skills they need to recognise and stay safe from bullying and other forms of abuse.
- takes prompt and appropriate action to deal with any form of alleged bullying. This includes regular monitoring of help@theweald and the addressing of issues as they are reported.

THE ROLE OF THE HEAD OF HOUSE

- To provide the opportunity for students to share their problems and anxieties with an adult who is not a teacher.
- To make the distinction between the need for a sympathetic ear and the necessity for passing the information on.
- There is an email address help@theweald.org.uk into which students send notes to convey their problems. These are read by the HoH and appropriate action taken. The help@ inbox is publicised in assemblies.

The Head of House has the responsibility for the pastoral care and well being of the pupils in his or her House. They will receive reports on cases of bullying, either potential or actual, from staff, students, the victim or parents. He or she will then meet with the student involved and after eliciting the facts, take action as appropriate. This should include action to change the behaviour of the bully and to put into place support strategies for the bully and the victim. Sanctions against the perpetrator(s) will vary according to severity and circumstances:

- a) Verbal warnings
- b) Community service
- c) School detention
- d) Internal isolation
- e) Referral to outside agencies such as Social Services
- f) Fixed term exclusion
- g) Permanent exclusion
- h) Parents of those involved will be informed of the nature of the bullying and the action taken. This will be recorded and kept on file.

The HoH will also disseminate outcomes to Form Tutor and anyone else as appropriate. Communication of information is of crucial importance and the HoH has a pivotal role to play in this respect.

ROLE OF THE PD CO-ORDINATOR

Develop, monitor and review a programme of PD which facilitates the acquisition of self-worth and respect and recognises the merits of respecting others.

ROLE OF THE FORM TUTOR

The Form Tutor is the focal point for the student. Form Tutors can often be the first staff member to see the students in the morning. Any change in behaviour and / or appearance should be noted, passed on to the head of house and followed up in discussion with pupils.

Any concerns or disclosures made known to the form tutor should be passed on to the HoH, as well as being addressed personally by the form tutor.

ROLE OF THE WEALD STAFF IN GENERAL

All staff give serious consideration and attention to any form of reported bullying.

- Pupils are encouraged to disclose any form of bullying at the earliest opportunity. They should feel secure in the knowledge that they will be taken seriously and the matter dealt with promptly.
- Staff should be punctual to lessons and registrations.
- Students should be supervised carefully in changing rooms, corridors, stairs and dining areas.
- Duty staff should arrive promptly in their areas and be vigilant in pre-empting possible problem situations.
- No student should be allowed out of lessons other than in exceptional circumstances. A passport out of class card must be carried by the student when out of class.
- All teachers are role models. As such it is important they show respect for students and colleagues so that this is reciprocated and reflected in students' behaviour.

ROLE OF STUDENTS

- All students should show respect for each other and their teachers as defined in the Weald's expectations and Code of Conduct, including those for computer and mobile phone use.
- Students should support each other by reporting all instances of bullying. Older

pupils, particularly sixth form students, have a very important role to play in this respect. Students could also use help@theweald.org.uk

- Bus monitors should be alert to any misdemeanours en route to and from school, and report back incidents promptly to a senior member of staff or HoH.
- Several students have now become qualified peer mediators, able to assist small groups or individuals to help themselves and tackle problems relating to bullying.

ROLE OF PARENTS

- To support the aim and ethos of The Weald School to ensure that every pupil can be educated in a safe and caring environment.
- To inform the school of any domestic factors which may influence the behaviour of their child at school.
- To report at an early stage any cause for concern they may have with regard to any form of suspected bullying of their son or daughter. This includes “cyberbullying”.