

## WILMSLOW HIGH SCHOOL ANTI-BULLYING POLICY

**Policy Type:** Leadership Group

**Managed by:** Dr. J Pulle Head Teacher  
Mr. S Mackintosh Director of Student Services

**Governors' Link Committee:** Learning and Student Support Committee

**Date of Policy:** Autumn 2016

**Review schedule:** Annual

**Review records:**

<b>Review by DoSS Summer 2016</b>	<b>BIG Centre of Excellence awarded 18.10.16</b>		
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### **i. Rationale**

Wilmslow High School's rationale includes the promotion of 'mutual respect' and seeks, to encourage 'self-respect'. The school's aims refer to the creation of an environment which is calm and enjoyable and a culture which encourages the development of happy and confident individuals.

Such beliefs underpin a commitment to Wilmslow High School being a safe place for all students: a school in which no-one commits any act which would make a fellow student unhappy: a school in which bullying is not accepted and has no place.

Dr James Pulle (head teacher) and Mr S Mackintosh (Director of student services) have overall responsibility for the schools approach to bullying. This includes the whole school approach to raising awareness and working proactively with the aim to build a climate of respect and care for everyone in which bullying will have no place. Responsibility also lies in the manner incidents are recorded, reported, communicated and dealt with in the school community.

### **ii. Policy Links**

This policy must be read in conjunction with both the safeguarding and behaviour & discipline policies. As a natural process, any incidents of bullying recorded and dealt with by school may also incorporate key procedures highlighted within the behaviour and discipline policy. In addition, the safeguarding policy covers further elements of intervention and support that may be required if a vulnerable student is the perpetrator or victim of bullying behaviour.

### **iii. Definition**

The school defines bullying as the intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim. (Anti-Bullying Alliance definition). This definition was developed in consultation with students, staff and school council members and is shared with the school community regularly through curriculum time, assemblies, PHSCE Days, tutorial time as well as anti-bullying week.

Bullying or prejudice driven behaviour can take a number of different forms such as:

- **Physical** bullying which can include kicking, hitting, pushing and taking away belongings;
- **Verbal** bullying which includes name calling, mocking and making offensive comments;
- **Emotional** bullying which includes isolating an individual or spreading rumours about them;
- **Cyber-bullying** where technology is used to hurt an individual – for instance text messaging or posting messages on the internet.
- **Racist** bullying such as making racial taunts or gestures or graffiti.
- **Sexual** bullying where someone makes unwanted physical contact or makes sexually abusive comments.
- **Homophobic** bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
- **SEN, Health Condition, Appearance** prejudice driven bullying where someone is targeted due to a physical/mental disability, health condition or their physical appearance.

#### iv. Policy Aims

- to eradicate incidents of threatening behaviour which may make students unhappy
- to help support a school ethos based on mutual respect where differences are celebrated and student focus is on attainment and personal development
- when bullying occurs, to ensure consistency from all members of the school community regarding the response to bullying and the procedures used
- to counsel and support victims
- to correct the behaviour of those responsible
- to monitor bullying and potential bullying on a regular basis including student consultation
- Anti-bullying key performance indicators will be reported to the governing body on a regular basis through scheduled governing body meetings.
- To ensure a multitude of support processes are available within school e.g. peer mentors, Zumos project, specially trained staff members

#### v. Principles

Wilmslow High School is striving to become free of bullying by developing an ethos of mutual respect and by applying the following principles:

- all reported incidents of bullying will be investigated thoroughly by the student services pastoral team
- The development of the ‘well-being hub’ enables students to have a recognised area for support where specially trained staff members can take students through support packs and restorative justice action.

- there will be safe, supervised areas for students during non-lesson time
- students found to be bullying will be dealt with according to the school's anti-bullying and behaviour policy
- parents will be informed of any bullying incidents involving their children whether as victim or as perpetrator
- all members of the school community have a responsibility towards resolving any bullying incidents
- Staff ensure a consistent and coherent approach by wearing Lanyards and using the simple 'step by step' procedure to report any incidents
- Parents can report incidents of bullying by either phoning or emailing the student services team at Wilmslow High School
- Students should be encouraged to take positive action against bullying by reporting all occurrences. This can be achieved in a number of different ways:
  - Report directly to student services
  - Report to any member of school staff
  - Report to the 'Peer Mentor' led lunch club
  - Report via 'speak out' through the Zumos project
- Assemblies, PHSCE days, tutorial and curriculum time are all used to educate students about bullying and create a 'don't be a bystander' ethos. Anti-bullying messages are addressed clearly and consistently over the course of the year within our school environment
- members of staff (including support staff) all receive annual training from the director of student services and his team to ensure a consistent approach to bullying incidents and support of whole school anti-bullying initiatives
- Student ownership of the schools approach is vital to the success, and therefore, school council members take a proactive approach to highlighting support mechanisms (Zumos project, peer mentoring, student services) and consulting with specific year group cohorts for feedback
- regular surveys of pupil attitudes will be carried out via the Kirkland Rowell surveys, tasks during anti-bullying week and through student council investigation and feedback
- there will be regular liaison with the County Child Protection Team
- Keeping our students safe online (E-Safety) is addressed at various points throughout the year both within curriculum time as well as during assemblies and PHSCE days supported by the Cheshire East Police Lead for Online Safety within schools

#### **vi. Review**

The school will review this policy on an annual basis to ensure that guidelines from government policy and future developments from anti-bullying alliances have been accounted for. This process will be completed by staff, senior leadership team and the governors to ensure it has passed through a due diligence procedure at all levels.

Parents can access the policy via the main school website ([www.wilmslowhigh.com](http://www.wilmslowhigh.com)) and will be provided with an opportunity to feedback on the policy via the annual Kirkland Rowell survey.

The school is proud to work in partnership with the Bullying Intervention Group and strives to meet the high standards set to achieve the 'B.I.G Award'

### **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to use the bus to school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school
- is obsessively monitoring their mobile phone
- begins to truant
- becomes anxious, withdrawn or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the mornings
- begins to do poorly in school work
- comes home with clothes torn or damaged or 'go missing'
- asks for money or starts stealing money (to pay bully)
- has dinner money or other monies continually 'lost'
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children **or** siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous or jumpy when a cyber message is received

These signs and behaviours could indicate other problems but bullying should be considered a possibility and should be investigated.

### **Procedures**

- Guidance to students is published through the Student Planner (see Appendix 1)
- Guidance to staff is published through the Tutor Handbook (see Appendix 2)

- Student summary of the Wilmslow Way Behaviour Policy is published through the Student Planner (see Appendix 3)
- If a student or teacher is concerned about an incident of bullying then the following needs to take place:
  1. Report the incident to the relevant student manager and/or head of house in person or through the ‘Speakout’ section on the Zumos website
  2. Completion of the Bullying Incident Form to thoroughly investigate
  3. Report to the Director of Student Services
  4. Sanctions will be determined by the Director of Student Services
  5. Incidents of bullying will be recorded on SIMS so that patterns/trends can be tracked
  6. Parents will be informed of the outcome of the investigation
  7. It may be deemed appropriate for students to work with a student manager through the re-education or confidence building support pack.
- The purpose of sanctions is to demonstrate that bullying is not acceptable; to express the disapproval of the school community and to deter other students from similar behaviour.
- Although generally the same sanction may be used for a particular incident of bullying, there is not a direct correlation between a particular type of bullying and a specific sanction. The individual student, special circumstances and repeat offences, may for example; influence the agreed sanction.
- Work in the ‘wellbeing hub’ is dedicated to support a restorative approach and anti-bullying procedures. This provides support and early intervention strategies.
- Work packs are available in the ‘wellbeing hub’ to enable re-education of the perpetrator and confidence building for the victim.
- The ‘Zumos project’ and peer mentors provide additional platforms for students to access information regarding anti-bullying and support mechanisms as victims of bullying.

### **Conclusion:**

Wilmslow High School is striving to become free of bullying. Parents can be confident that everything possible is being done to ensure that their children are safe while they are at school. Any bullying will be dealt with consistently, constructively, and effectively.

Anti-bullying guidelines are provided within the Students Planners and on posters which are displayed around the school.

## Homophobic Bullying

### What does homophobic bullying look like?

**Homophobic** bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Who experiences homophobic bullying?

- Young people who are or who are thought to be lesbian, gay or bisexual.
- Young people who are different in some way – they may not act like other boys or girls.
- Young people who have gay friends, family or their parents are gay.

### Who does the bullying and why?

- People who think that lesbian and gay people should be bullied because they believe gay people are ‘wrong.’
- People who might be gay themselves and who are angry about it.
- People who think that ‘boys should act like boys’ and ‘girls should act like girls.’
- People who think gay people shouldn’t have the same rights as heterosexual people.
- People who may have been bullied themselves or have low self-esteem and poor communication skills.
- They think that gay parenting is wrong and pupils should be treated differently because of it.

### What does homophobic bullying look like?

- Verbal abuse including spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are ‘gay for example, ‘you’re such a gay boy,’ or ‘those trainers are so gay.’
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour.
- Cyber bullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

### Responding to homophobic bullying

Staff interact with students on a daily basis and are more likely to see or be told about incidents of homophobic bullying. It is important that staff responses are ‘*swift, proportionate, discreet, influential and effective.*’

School already has in place procedures to respond to incidents of bullying and these procedures, where appropriate should be applied to incidents of homophobic bullying.

### How to respond to verbal homophobic incidents

- Staff need to be able to discuss issues of homophobic bullying with pupils and parents/carers and deal with incidents quickly and effectively before a situation becomes more serious.
- Homophobic language is often used without thinking but it needs to be challenged because ignoring it allows homophobic bullying to continue to escalate.
- Take action to deal with homophobic language and follow the hierarchy of sanctions set out the school anti-bullying policy.

- Record all the information.

### **How to respond to physical homophobic incidents**

- Respond promptly and calmly to the pupil's disclosure and do not assume they are gay because they have experienced homophobic bullying.
- Be responsive and respectful if they do tell you they are gay.
- Is this an isolated incident or has it been going on for some time?
- Decide what action needs to be taken – can the issue be resolved between staff, the pupil and the bully?
- Follow the hierarchy of sanctions set out the school anti-bullying policy.
- Record all the information.
- Ensure that information can be kept confidential (for example, if the student has told you they are gay) in line with the school Confidentiality policy.

### **Associated resources**

Link to guidance on bullying at school

<https://www.gov.uk/bullying-at-school>

Link to guidance on bullying prevention

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Link to school strategies for preventing and tackling bullying

<https://www.gov.uk/government/publications/school-strategies-for-preventing-and-tackling-bullying>

Link to guidance on behaviour and discipline in schools

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076803/behaviour-and-discipline-in-schools-a-guide-for-headteachers-and-school-staff>

Link to behaviour checklist

<http://www.education.gov.uk/schools/pupilsupport/behaviour/a00199342/getting-the-simple-things-right-charlie-taylors-behaviour-checklists>

Link to Safeguarding

<http://www.gov.uk/schools-colleges/safeguarding-children>

Guidance on behaviour and safety (Generic)

<http://www.gov.uk/schools-colleges/behaviour-attendance>

### **Legislative links**

Education Act 1996

<http://www.legislation.gov.uk/ukpga/1996/56/contents>

School Standards and Framework Act 1998

<http://www.legislation.gov.uk/ukpga/1998/31/contents>

Education Act 2002

<http://www.legislation.gov.uk/ukpga/2002/32/contents>

Education and Inspections Act 2006

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

Education Act 2011

<http://www.legislation.gov.uk/ukpga/2011/21/contents>