

## ACORN EDUCATION AND CARE

### The Wenlock School - Anti-Bullying Policy

The Wenlock School team has written this policy. Within their roles, both teaching and care staff should be aware of the different types of bullying that occur and the responses they should take to address any form of bullying, both in and out of school.

Guidance has also been taken from the Department for Education document; '*Safe to Learn: Embedding Anti Bullying Work in Schools*' '*School support for children and young people who are bullied*' and '*Preventing and Tackling Bullying 2017*'.

It is important to review the anti-bullying policy on a regular basis. The last page of the policy outlines the dates for this and will form the record for reviewing and monitoring, including the names of staff involved in this and any action necessary to update or change procedures or (parts of) the content of this policy.

#### **Policy statement**

It is important that everyone in the school community recognises that bullying may exist and that there is a need to respond to any form of bullying. Bullying can result in people feeling reluctant to attend school, anxious, insecure, lonely, unhappy, or depressed.

All staff believe that bullying will not be tolerated in any form and is defined to mean;  
***“Deliberate hurtful behaviour repeated over a period of time and in circumstances where it is difficult for those being bullied to defend themselves”***

Any form of bullying is unacceptable, and we will not tolerate it. Staff should be aware of the different forms of bullying listed below and be confident of implementing the steps required to address any form of suspected bullying.

**The aims of this policy are:**

- To support the child's development in ways that will foster security, confidence, and independence.
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard bullied children, and of their responsibilities in identifying and reporting possible cases of this form of abuse in line with Local and National procedures and guidance.
- To provide a systematic means of monitoring children known or thought to be at risk of harm from bullying.
- To emphasize the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school that all members of the school community will follow in cases of suspected bullying abuse.
- To develop and promote effective working relationships with other agencies, especially the police and social services.
- To ensure that we have checked all adults within our school who have access to children for their suitability and make them aware that bullying has no place in or out of school.

**Nature of bullying**

Bullying can be-

- Deliberately hurtful
- Repeated over a period
- Difficult for victims to defend themselves against

Bullying can take many forms: -

- Physical - including hitting, kicking, spitting or taking others' belongings.
- Verbal – including name-calling, insulting someone or someone they know and making offensive remarks towards someone based on any individual characteristic such as gender, body shape, hair colour, culture or a physical disability.
- Cyber – all inappropriate use of the internet or other forms of communication technology i.e. phones to send threatening messages, spread rumors, name call etc.
- Emotional – being unfriendly, excluding from peer groups and tormenting.
- Prejudice-based – racial taunts, graffiti, gestures, name-calling.

- Sexual – sexual harassment (unwanted physical contact), sexual abuse / demeaning comments.
- Homophobic – because of or focusing on the issue of sexuality bullying involves an intention to undermine and degrade a person(s) by picking on a vulnerability or making a difference out as a fault. Those who bully aim to hurt by means of force, intimidation or ridicule in order to control others, or perhaps inspire a reaction that escalates a situation.

### **Pupils**

Should any pupil experience bullying by another young person or member of staff then they need to tell an adult about this at the first stage. The actions below provide a basic summary of the things pupils can do if they are being bullied.

#### **If you are being bullied-**

- Try to stay calm and look as confident as you can.
- Remind yourself that bullying is wrong; you do not deserve to be bullied.
- Do not ignore it but keep yourself safe.
- Be firm and clear and tell them to stop.
- Get away from the situation as quickly as possible.
- Tell an adult what has happened straight away, this could be a member of the care team, tutor, pastoral support worker, teacher or head teacher.

### **Staff**

Staff are aware that bullying is unacceptable and will challenge whenever this is evident by a young person or a member of staff.

Staff will challenge a young person adopting Anti-Oppressive Practice (AOP)/Anti-Discriminatory Practice (ADP) principles and by the use of CPI techniques.

Staff will always continuously monitor behavior and are expected to react before bullying becomes a major issue.

The ethos of the school has a major influence on the extent of bullying that occurs and the school promotes tolerance and respect towards others through role modeling by teaching staff. We plan curriculum opportunities to address issues around bullying with pupils. The main forum for the development of an environment of tolerance and respect are to be found in tutor time

sessions and PSHE lessons. These forums provide an opportunity to involve young people, as far as possible, to determine a code of conduct around school that promotes high standards of learning, through keeping pupil's safe and helping them to manage relationships and their behaviour.

### **Action against bullying**

In order to minimise the potential for bullying to occur, members of staff should always supervise pupils within the school environment. This is a key responsibility in the role of the pastoral and teaching staff who challenge examples of bully behaviour as they arise.

Promoting a positive school ethos, which fosters respect for others alongside an understanding and acceptance of personal differences, will help to establish and maintain a culture of tolerance and respect towards others. Through generating a culture of open, honest and respectful dialogue, pupils will feel more readily able to discuss any forms of bullying with adults.

To address incidents of a bullying nature, pupils should firstly speak to an adult about the incident, where they should give relevant information about what happened during the incident as well as the antecedents to the incident. Depending on the seriousness of the incident, the adult will discuss with the pupil the action they will take.

The initial priorities will be two fold:-

1. To keep the pupil safe and reassure them that any form of bullying is not acceptable and will be acted upon.
2. To gather information about the bullying incident(s) leading to possible further action.

The seriousness of the incident(s) will determine the severity of action taken against the pupil(s) involved. Below is a summary of potential action to take following proven incidents of bullying:-

- If staff feel that the bullied pupil would benefit from being involved in learning about anti-bullying strategies, they should plan and undertake this with them as soon as possible.
- Friendship networks may be established to enable peer support for the pupil bullied.
- The perpetrator of bullying should have their care manager informed of the incident(s) and he/she should be involved in the discussion and implementation of appropriate sanctions.
- The perpetrator should be given an opportunity to discuss their opinions about the incident(s) with staff. This should be used to try to establish any underlying reasons for their actions.

- Records of the incidents should be made, with the names of the pupils involved in the incident(s). The pupil bullied may wish to remain anonymous on this record. This is acceptable, although a succinct outline of the incident should be logged at the pupil's care home.
- If staff feel that the incident(s) was serious enough to warrant a fixed term exclusion, then this should be initiated. Incidents of a less serious nature will result in an appropriate sanction, discussed, and agreed with the care manager and the head teacher.