

# WAKEFIELD GRAMMAR SCHOOL FOUNDATION (incl EYFS)

## ANTI-BULLYING POLICY

### General Statement

The governing body values the good relationships fostered by the school, and expects that every allegation of bullying will be taken seriously. The governors believe that the Foundation should adopt a zero tolerance attitude to bullying.

All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can learn in an environment without fear.

This policy was written originally having reviewed the DCSF publication - **Safe to Learn: Embedding anti-bullying work in schools**. This was first published in September 2007. *It has now been updated following publication in March 2014 of the Department for Education advice - **Preventing and tackling bullying: Advice for head teachers, staff and governing bodies**.*

The policy is available to parents from the Foundation website ([www.wgsf.org.uk](http://www.wgsf.org.uk)). It is also available by request from any Foundation school office or from the Governors' office.

### Aims

Bullying is unacceptable in Foundation schools and will not be tolerated. Any member of the Foundation community, pupil, employee or volunteer has the right to learn and work without fear of being bullied. The Foundation also recognises that bullying may also occur outside school and this must also be investigated and acted upon. The Foundation will do what is reasonably practicable to eliminate any such bullying by:

- demonstrating that the Foundation schools take bullying seriously and that it will not be tolerated;
- taking measures to prevent all forms of bullying in the school and on off-site activities;
- supporting everyone in taking action to identify and protect those who might be bullied;
- demonstrating to all that the safety and happiness of pupils is enhanced by dealing positively with bullying;
- promoting an environment where it is **not** an offence to tell someone about bullying;
- promoting good behaviour and positive attitudes in pupils

### Definition of Bullying

The latest guidance defines bullying as below.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make judgments about each specific case.

## **Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in or outside school. Cyber-bullying is when one person or a group of people try to threaten or embarrass someone else using a mobile phone or other hand held device (including the camera functionality) or the internet. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The most common forms of cyber-bullying involve the use of text or picture messages, instant messenger systems, email, abusive phone calls or posting comments on social networking sites such as Facebook or Twitter. This list however is not exhaustive.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and if necessary delete inappropriate images or files on electronic devices, including mobile phones.

**Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm as a result of bullying or cyber-bullying, this will be defined as abuse and as such will be referred to the appropriate local agencies by the Designated Safeguarding Lead.**  
***Refer to the Child Protection and Safeguarding Policy.***

## **Responsibilities**

### **Governing Body**

The governing body will nominate a governor who will liaise with the Spokesman, the Heads of the Foundation schools and the individual schools' designated teachers (see below) over all anti-bullying strategies, and individual cases where appropriate.

The governing body will discuss, review and endorse agreed strategies on the initiative of the 'nominated governor', and in any case will discuss the Head's annual report on the working of this policy.

## **The Head**

The Head will:

- determine the strategies and procedures;
- ensure that all staff have an opportunity of discussing strategies and reviewing them;
- discuss development of the strategies with the school Leadership Team
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, parents and pupils;
- report annually to the governing body.

## **Designated Person**

The Designated Person (normally the Deputy Head or another Senior Teacher) will:

- be responsible for the day-to-day management of the school anti-bullying policy
- ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- keep the Head informed of incidents
- arrange relevant staff training;
- determine how best to involve parents in the solution of individual problems; and
- make a termly report to the Head .

Clearly if wider child abuse is suspected then the Child Protection Policy will apply and should be referred to.

Other specific staff (e.g. Head of Year/Form teacher) may have responsibilities within an individual school within the Foundation. Refer to the school's Anti-Bullying Policy.

In any event all school staff will:

- know the policy and procedures;
- be observant and to ask pupils what is happening to them;
- deal with incidents according to the policy;
- never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity;

## **Anti-Bullying Education in the Curriculum**

The Foundation schools will raise the awareness of the anti-social nature of bullying through a PSHE and Citizenship programme, school assemblies, the school council, use of tutorial time and in the national curriculum programmes of study as appropriate.

- the Deputy Head (or Head as appropriate) is responsible for initiating and developing with appropriate colleagues an anti-bullying programme as part of the PSHE and Citizenship course; and
- teaching staff are responsible for introducing anti-bullying material in their programmes of study as appropriate.

Changing the attitude and behaviour of bullies will play a major part in the strategies used by the school.

## **Procedures**

How is bullying shown? It can be:

- physical (pushing, kicking, hitting, punching, spitting or any form of violence)
- verbal (name-calling, spreading rumours or untruths, taunting, teasing, gossiping, making offensive comments) – *this can be face to face or on the telephone*
- targeting differences (see list below)
- social or psychological (making threats, excluding from groups, tormenting, exploiting known issues, humiliating, ignoring, using body language inappropriately)
- forcibly taking or stealing someone's belongings
- cyber bullying (sending of inappropriate text messages, picture messages or images, emails; inappropriate use of social networks)

Bullying tends to be fuelled by prejudice against an individual or group that may be different. This can be for many reasons but commonly may be based on:

- race or culture
- appearance
- disability
- religion
- gender (sexual or sexist)
- sexual orientation (homophobia)
- children having special educational needs

Although bullying is not a criminal offence, there are some types of harassing or threatening behaviour, or communications that could be a criminal offence. Where the Foundation suspects this may be the case, advice will be taken from the Police.

## **Signs of Bullying**

Pupils who are being bullied may show changes in behaviour, e.g. becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be changes in work patterns, a lack of concentration, or truancy.

All staff should be aware of these possibilities and to report promptly any suspicions of bullying to the most appropriate member of staff (Head of Year/Form Teacher or Designated Teacher).

Pupils will be encouraged to report incidents of bullying.

Form Teachers and PSHE teachers will include anti-bullying training in their programmes.

### **Dealing with Incidents**

In general however:

- if bullying is suspected or reported the incident will be investigated and dealt with initially and immediately by the teacher approached;
- if a racial element to the bullying is suspected the Head/Deputy Head must be informed immediately;
- the teacher will record the details of the incident and inform a senior member of staff
- the senior member of staff will interview all the parties and make a record;
- staff teaching the bullied pupil and the form tutor will be informed;
- the senior member of staff will determine the appropriate strategy and plan of action to combat the bullying;
- parents will be kept informed by the Deputy Head (or Head)
- any sanctions against the bullies will be determined by the Deputy Head (or Head)

### **Bullied Pupils**

Staff who deal with pupils who have been bullied must always offer reassurance. Pupils who have been bullied will be given support determined by the Head of Year or the Form Tutor (or other appropriate teacher) in consultation with the pupil.

### **Bullies**

Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies.

### **Sanctions**

Any of the school's formal punishments can be used against bullies as appropriate. Please refer to the schools' Behaviour and Discipline Policies. The reporting of bullying may not always lead to the direct punishment of those accused, but, if the complaints are shown to be well founded and/or the behaviour continues, the full range of sanctions are available, including exclusion and expulsion.

## **Involvement of Parents**

Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and takes a positive approach to educating pupils to combat it.

Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate by the school.

Parents will be informed of the policy and procedures and the possibility of permanent exclusion following gross acts of bullying.

## **Involvement of Pupils/Students**

Pupils will be involved in the positive strategies through both the school councils and forms/tutor groups. Pupils will have an input into the PSHE anti-bullying programme, and will be consulted on how it could be developed.

A major part of the programme will consist of educating pupils in how to cope with bullying. The programme will involve assemblies, projects, drama, stories, literature, historical events and current affairs amongst others.

## **Counselling**

The school is prepared in appropriate cases to arrange counselling for both bullies and the bullied.

## **Reporting and Recording**

All incidents must be reported and recorded using the schools' documentation.

## **Staff Training**

The Deputy Head (or Head as appropriate) is responsible for arranging a programme of staff development, which will include anti-bullying strategies. This will include training for education support staff and governors as well as teachers.

This policy is communicated to staff through Inset training and is available in staff handbooks and from the staff shared area on the network.

## **Monitoring and Review**

The Deputy Head will keep and consider reports on serious incidents, and make a termly report, with statistics, to the Head. The Head may do this him/herself in some cases. The Head will consider the reports with the Senior Leadership Team to determine what can be learned from the incidents and how they were handled with a view to improving the school's strategies.

The Head will make an annual report to the governing body at the General Purposes Committee held in September each year.

Anti-Bullying Policy - Review History

Policy written	December 2008
Reviewed	February 2011
Reviewed	October 2012
Reviewed	July 2014
Updated (refer CP policy)	November 2015