

Anti-Bullying Policy

Rationale

All staff at Westhaven School are committed to providing a caring, friendly, inclusive and safe environment so that everyone can learn or work in a relaxed, secure and safe environment.

Purpose

Bullying of any kind is unacceptable at Westhaven School. If bullying does occur, all learners and staff should be confident in knowing that incidents will be dealt with promptly and effectively. This means that anyone who knows or suspects that bullying is happening is expected to report it immediately. At Westhaven, we take a proactive approach to supporting learners in developing social, communication and interaction skills through our curriculum delivery and during social times. We are also proactive in supporting our staff team to work effectively with each other.

What Is Bullying?

Bullying is unwanted aggressive or intimidating behaviour that involves a real or perceived power injustice. There is intention to hurt the other person through words or actions and the behaviour is repeated, or has the potential to be repeated, over time.

Bullying can be:

Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical: pushing, kicking, hitting, punching or any use of violence

Racist: racial taunts, graffiti, gestures

Discriminatory: based on age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race (including colour, nationality, ethnic and national origin), religion or belief, sex or sexual orientation

Sexual: unwanted physical contact or sexually abusive comments

Verbal: name-calling, sarcasm, spreading rumours, teasing

Cyber / online: all areas of the internet, such as email & internet chat room misuse, threats by text messaging & calls and misuse of associated technology , i.e. camera & video facilities (See E-Safety Policy)

Why is it Important to Respond to Bullying?

Bullying hurts and can impact on someone's social, emotional and mental health. No one deserves to be a victim of bullying and everybody has the right to feel safe and be treated with respect. Victims of bullying need support to express their feelings and learners who are bullying need support to learn different ways of behaving. Staff also need to feel confident in approaching their line managers or any member of the Senior Leadership team to discuss any concerns.

Objectives of this Policy

- All governors, teaching staff, non-teaching staff, multi-agency team partners, learners and parents/carers should have an understanding of what bullying is
- All governors and staff should know what the school policy is on bullying, and follow it when bullying is reported
- All learners and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises

As a school we take bullying seriously. Learners and parents/carers should be assured that they will be supported when bullying is reported.

Signs and Symptoms

A child/young person 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 go on the school transport/taxi
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stuttering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares

- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- 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 & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility as part of the investigation.

Procedures

1. Staff record any "potential bullying" incident as a L3 on CPOMs (this may be a result of an incident witnessed, learner statement or parent / carer contact)
2. The SLT, safeguarding team and behaviour team monitor potential bullying incidents to identify patterns of repeated potential bullying behaviour
3. If repeated patterns are identified, this is then recorded as on CPOMs as a L4 Child on Child abuse incident
4. The incidents will then be investigated by SLT, the behaviour team and the safeguarding team. This will include talking to witnesses, the victim and the bully
5. Once the investigation is complete, including deciding on the appropriate consequence for the bully, the parents / carers of the victim and the bully will be contacted
6. Work will be done where possible and appropriate to help the bully (bullies) to recognise and change their behaviour. This may include attended targeting interventions such as discriminatory awareness workshops

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. A discussion around any potential support for the bully to help them change their behaviour will take place as well as appropriate consequences. In serious cases, external fixed term exclusions will be considered
2. If possible, the young people will be supported by staff to discuss the issues and be reconciled
3. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

Prevention

At Westhaven, we pride ourselves on having a climate of mutual support, praise and success and put relationships between staff and learners at the heart of everything we do. When learners feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. To reduce the likelihood of online bullying, we are a "no-phone school" and have Smoothwall monitoring on all school devices (staff and learners). In addition to this, we use KIDSCAPE methods for helping children to prevent bullying which may include:

- adhering to the Westhaven Way expectations of behaviour
- using social stories
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- encouraging children to discuss incidents as they occur and so be part of the process of accepting consequences and addressing issues before they escalate
- having discussions about bullying and why it matters
- having discussions about bullying at the school council meetings to allow the young people the opportunity to be aware, involved and to monitor the situation
- supporting anti-bullying week
- support from the School Nurse
- through schemes of learning:

Subject	Content covered
PSHE	<p>In PSHE exposure to understanding what bullying is is emphasised so that learners have a clear understanding of what is right and wrong. This is introduced in key stage one through talking about hurting someone's feelings, this then progresses to talking about teasing and exclusion, and then bullying (in all forms, such as physical, verbal, emotional and online) is addressed by key stage two. In key stage three discrimination, peer pressure, and influence are all covered and an emphasis on stereotype and bystander behaviour is introduced in key stage four.</p> <p>Along with ensuring that learners understand what bullying is and the signs for it, it is strongly interwoven into every stage of the curriculum in PSHE that learners are taught and given strategies to cope with bullying. Learners are taught about positive responses, explicitly taught what to say or do and a repetition of identifying trusted adults to talk to is delivered every year. In key stage four learners are also sign posted to local services that can help.</p>
Computing	<p>In Computing, anti-bullying is covered through the following points:</p> <ul style="list-style-type: none"> - Consent and permission seeking is covered widely. - Learners agree to an Acceptable Usage Policy which makes note of using technology respectfully. - Understanding what peer-pressure is and how it looks online. - Understanding how we can avoid peer-pressure online. - Understanding social media and the dangers that can be associated with it. - Topics related to unsafe behaviours we may see online and what we can do should we see them (reporting and blocking). - Specific topics related to online bullying. What it is and what we can do if we have it happen to us or know it is happening to somebody else. - KS3 topics around what is appropriate and inappropriate to say and do online. <p>The aim of our Computing curriculum is that all of our learners will have been exposed to a wide range of tools that can help them recognise unsafe behaviours online and what they can do should they ever encounter them.</p>
SMSC	<p>Through our SMSC provision we:</p> <ul style="list-style-type: none"> • Enable learners to develop their self-knowledge, self-esteem and self-confidence. • Enable learners to distinguish right from wrong and to respect the civil and criminal law of England. • Encourage learners to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the

	<p>lives of those living and working in the locality of the school and to society more widely.</p> <ul style="list-style-type: none">• Enable learners to acquire a broad general knowledge of and respect for public institutions and services in England.• Further tolerance and harmony between different cultural traditions by enabling learners to acquire an appreciation of and respect their own and other cultures.• Encourage respect for other people.• Encourage respect for democracy and support for participation in the democratic processes, including respect on the basis on which the law is made and applied in England.
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Resources

Advisory Centre for Education (ACE) 0808 800 5793

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Please also refer to other related school policies:

Behaviour for Learning policy

Harmful Sexual Behaviour policy

Peer on Peer Abuse policy

Sexual Harassment and Sexual Violence policy

Online Safety policy

Flowchart for responding to bullying concerns

Step 1 Potential child-on-child abuse is identified by:

- A child disclosing
- A parent or carer contacting the school with concerns
- Staff witnessing potential child-on-child abuse
- Smoothwall online monitoring system identifying potential child-on-child abuse

Step 2 Potential child-on-child abuse is recorded on CPOMs by the staff witness:

Level 3 behaviour - Potential child-on-child abuse Subcategories

- Bullying Discriminatory - bi-phobic Discriminatory - disability based Discriminatory - sexist Discriminatory - transphobic Intimidation Online Sexual - sexualised behaviour Sexual - upskirting Threat of violence

Step 3 Potential child-on-child abuse incidents are reviewed by the Behaviour Support Team (BST), the Safeguarding Team (ST) and the Senior Leadership Team (SLT). If a repeated pattern of behaviour is identified, this is then recorded as a Level 4 behaviour. Only the BST, ST and SLT are able to record a Level 4 behaviour incident.

Level 4 behaviour - Child on Child Abuse Subcategories

- Bullying Discriminatory - bi-phobic Discriminatory - disability based Discriminatory - sexist Discriminatory - transphobic Intimidation Online Sexual - sexualised behaviour Sexual - upskirting Threat of violence

Step 4 A representative from the BST and ST meet with the victim and perpetrator separately to gather witness statements which are then recorded on CPOMs.

Decisions are then made by the SLT regarding:

Bully - consequences for the behaviour and support to reduce the risk of the bullying behaviour being repeated

Victim - emotional support

Step 5 Parents / carers of all children involved are contacted by a member of the ST to inform of the process to date and next steps

Step 6 Reparation between the victim and the perpetrator, facilitated by the ST and BST

History of Document

Version No.	Author/ Owner	Date Reviewed	Approved by Governors on	Comments	Next Review Date
1	FGB	March 2014	20/3/14	Clarification of where incidents are recorded. New section added to point 5.2 stating that discussions with parents should be recorded on incident log.	Mar 2016
	FGB	March 2017	16/3/17	No change from original	Mar 2019
	C&S Comm	Dec 2017	5/12/17	No change	Nov 2019
	C&S Comm	Nov 2019	21/11/19	No change	Nov 2021
2	C&S Comm	Nov 2021	25/11/21	No change	Nov 2023
3	FGB	Nov 2023	30/11/23	Major rewrite	Nov 2024

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