



The  
Westminster  
School

# Anti-Bullying Policy 2017/2018



*Safe Happy and Learning Together*  
*Building foundations and providing*  
*opportunities to create confident,*  
*aspirational and independent members of*  
*our community.*

Approved by Governing Body on: 08/06/18

Signed by Chair of Governors:

*Ken Ols*

Head Teacher:

C A Hill BEd NPQH

Lead Personnel:

B Taylor

Date of Review:

08/06/19

## **Anti-Bullying Policy (to be used in conjunction with the School Behaviour Policy)**

*‘Pupils know that friends sometimes fall out and that there are minor instances of misbehaviour. They say that bullying is not a problem, though, and that there is always someone for them to talk to’ Ofsted, November 2017*

*‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally’  
Preventing and Tackling Bullying, Department for Education, July 2017*

The Westminster School believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help is regarded as a sign of strength and not weakness.
- All members of our community will be listened to and taken seriously.
- Everyone has the right to feel ‘Safe, Happy and Learning Together’.
- All of us have a responsibility to ensure we do not abuse or bully others.
- That all parties are supported appropriately

The School takes bullying extremely seriously. Everyone in School has the right to be treated with respect and this is reflected in the teaching of British Values and promotion of SHaLT (Safe, Happy and Learning Together). We recognise the damage it can cause to the education of the victim, the perpetrator and the pupil body as a whole. We are also aware of the impact that bullying can have on the home and the immediate family. We are committed to challenging the assumption that bullying is inevitable.

### **Aims of this policy**

- To ensure that the environment reflects the School vision that all will be Safe, Happy and Learning Together
- To create a culture where people feel they can tell others about bullying and trust that it will be acted upon swiftly
- That all members of the School community understand the process of dealing with all types of bullying

### **Definition of bullying**

We recognise that it is a challenge in itself to educate students about what bullying is and how it can be defined. In order to produce this policy we consulted with students, staff and parents to define bullying.

Appendix 1 outlines the views from students during an Anti-Bullying Week assembly, in summary they recognised bullying as:

Name calling  
Swearing directly at others  
Verbal abuse  
Silly names  
Cyber bullying

Making people feel small and worthless  
Intimidation  
Physical

Students also felt that bullying would lead people to feel:

Sad  
Upset  
Embarrassed  
Frightened

### **Parents and Carers**

When we consulted with parents in March 2018 about this policy they recognised that the most important thing was to educate students that bullying is not acceptable. They also felt that bullying is predominantly something that happens over a period of time but recognised that due to the needs of some students it may only have to happen once to have a lasting impact.

Parents felt that communication was essential and accepted that they had a responsibility to support their child with any issues with bullying. Parents were also given a copy of the SHaLT curriculum and the topics addressed and were happy that bullying was being addressed accordingly.

### **Types of Bullying**

As well as the list above it is important to define types of bullying.

#### *Cyber Bullying*

In the ever developing technological world we recognise that students are exposed to more and more. This may include a range of social media sites as well as the internet. The School works closely with their ICT provider to ensure that such sites are blocked. The School will act swiftly on any sites that may appear to be accessible where harm could be caused. Any incident that may be recognised as cyber bullying is reported to the Deputy Head Teacher through the means of an e safety concern. This concern is dealt with and parents are contacted. We also recognise that Cyber Bullying may also happen outside the School premises. This does not mean that we do not take this seriously and will investigate when appropriate. In cases of extreme Cyber Bullying the School may act by contacting the police or external agencies.

#### *Homophobic Bullying*

Homophobic bullying is when someone targets an individual due to their sexuality, for example lesbian, gay, bisexual or transgender. The School takes this extremely seriously and endeavours to demonstrate equality for all. This is reflected by the School winning the recent Educate and Celebrate Music competition to promote positive attitudes towards LGBT. Any incidents of homophobic bullying are reported through the Sleuth system. The Head Teacher will report incidents of Homophobic bullying to the governing board termly.

#### *Racism*

Racist bullying is where someone is targeted due to the colour of their skin, the way someone may talk or their religious and cultural beliefs. This will not be tolerated in school and any racism towards a student or a member of staff results

in a Local Authority Act of Violence or Aggression form. The School may also decide to contact the police in cases of regular and aggressive racial abuse. Racist incidents are also reported on the School Sleuth system and incidents are reported to governors by the Head Teacher termly.

### *Physical Bullying*

Physical bullying is one of the most obvious forms of bullying as it occurs when one person tries to gain power and control physically over their targets. Examples of this kind of bullying are hitting, kicking, slapping and shoving as well as other physical attacks.

### *Verbal Bullying*

Verbal bullying uses words, hurtful statements and name calling to gain power and control over their target. This type of bullying normally uses insults to hurt, embarrass and belittle another person. Their targets are normally picked because of the way they look, act or behave. Verbal bullying can be hard to identify, as it is not as visible as physical bullying, and would normally happen when other people are not around to hear what has been said. It is important to address this type of bullying rather than telling the victim to 'ignore what was said' as verbal bullying can leave someone with deep emotional wounds.

### *Relational Aggression*

Relational aggression is a type of bullying that is also known as emotional bullying. It can often be unnoticeable, which can be dangerous as it is a type of social manipulation, in which the bully tries to ruin the social standing of their target. They could try to ostracise others from a group, spread rumours, break confidence and be highly manipulative.

### *Sexual Bullying*

Sexual bullying can be repeated actions that are harmful and humiliating. It can be sexual name-calling, vulgar gestures, crude comments, touching without permission, propositioning as well as pornographic materials. A bully might make comments about a person's sexual development or activity. In extreme cases, sexual bullying can lead to sexual assault.

## **Strategies to Address Bullying**

To help pupils differentiate bullying we use the STOP acronym:

Several  
Times  
On  
Purpose

When we spoke to students it was encouraging that they could talk about different types of bullying including cyber bullying (see below). When they discussed how we could help prevent bullying they were able to recognise that support should be given not only to the victim but to the bully also.

As a result, there is a whole School approach to the treatment of bullying in which:

- we promote an atmosphere in which "it's OK to tell"
- every known incident is reported and dealt with according to our behaviour policy (refer to Sleuth reporting system)
- we identify the causes of bullying and attempt to eliminate them

- we support both the victim and the bully **BUT...**
- we aim to change the bully's behaviour
- we involve parents/carers of both parties

All staff should:

- be alert to signs of bullying and intervene - Including Low Level disruption. This should not be ignored or seen as 'banter' or 'horseplay' as this can be the early signs of something that could become more serious
- be prepared to listen to reports of bullying
- take action on name calling etc
- In line with the School LGBT agenda do not tolerate any name calling associated to gender or sexuality (for example 'gay' or 'homo')
- record and report any incident of bullying according to the School Behaviour Policy - See Sleuth Reporting Flow Chart - Appendix (Behaviour Policy)
- Encourage victims to be open.
- Keep lines of communication clear (for example form tutors should inform SLT phase leader of persistent bullying)

### **Key Workers**

The School has recently introduced a Key Worker system where staff are allocated to identified students. Students who we suspect may be being bullied will be allocated a Key Worker to promote well-being and give reassurance. It may be deemed appropriate for a Key Worker to be allocated to the bully, to ensure they have the appropriate support to make them aware of what impact their actions may be having on those around them. This may occur on a case by case basis and appropriate staff will be identified to be this key worker. Interaction between the key worker and the student will be very student led.

### **Solution Circles**

In recent staff consultation it was identified that solution circles could be an appropriate method of developing strategies to address bullying. This strategy is where staff work together to look at triggers, particular trends and identify further strategies to support students. Staff have received training on the use of social stories.

### **Supporting Students Report Incidents of Bullying who have Communication Difficulties**

In recent staff training and consultation on Bullying it was recognised that students with communication difficulties needed strategies to communicate if they feel they are being bullied. As a result the school have developed TEACH and PEC's resources to support students with communication difficulties report incidents to staff. This can be found in appendix 1.

### **Recording Bullying Incidents in School**

Staff will use the sleuth system to record any negative incident that happens in school. Staff have been trained (March 2018) to recognise that if there are any trends in behaviour between students to recognise that this may be bullying. Identified senior staff for each key stage closely monitors sleuth and will identify bullying incidents quickly. These incidents are then closely examined to identify whether these incidents are indeed bullying and action will be taken as required. Senior Management staff meet every Friday to identify appropriate strategies.

Bullying incidents are reported to governors that are deemed as bullying following close scrutiny.

### **Bullying in the Curriculum**

The problem of bullying is addressed through the Personal Health, Social and Economic Education (PSHEE), and Citizenship curriculum. Pupils are taught how to recognise and deal with bullying behaviour. The School SHaLT (Safe, Happy and Learning Together) curriculum also enables students to recognise the range of cultural beliefs.

SHaLT themes for the academic year 2017-18 where bullying and cultural diversity are addressed will be:

E Safety (termly)  
Mexican Day of the Dead  
Black History Month  
A Worry Shared  
Anti-Bullying Week  
It's OK to be different  
LGBT

Bullying is also addressed in:

Assemblies  
SHaLT Time (form)  
Group workshops (i.e. Krunch)  
In line with behaviour recovery (i.e. calming zones)

### **Bullying Outside the School Premises**

The School recognises that issues that occur in School can result in bullying outside of School. We still take this extremely seriously and will investigate all cases that are reported to us. In incidents where it is deemed appropriate we will take further action by contacting the police or other external agencies.

### **ALTERNATIVE PROVISION**

A small percentage of our students attend alternative provision. As part of the school quality assurance framework the school holds providers to account on their Anti-Bullying Policy and the procedures they currently have in place to address bullying in their provision. Students who attend alternative provision can talk to the following members of staff if they feel they are being bullied

Form Tutor  
B Taylor (Assistant Headteacher 14-19)  
J Gardener (Work Related Learning)

Liaison will then take place with the alternative provider and the situation closely monitored with parents being informed throughout.

Alternative Provision will NOT be used as a result of a student bullying others, alternative provision is used to support a students engagement and careers aspirations.

### **CPD Opportunities for Staff**

The School ensures that staff are adequately prepared to deal with bullying and support our young people. Through our vigorous induction process new staff receive this Anti-Bullying policy and training on Sleuth in order for them to be able to report appropriately.

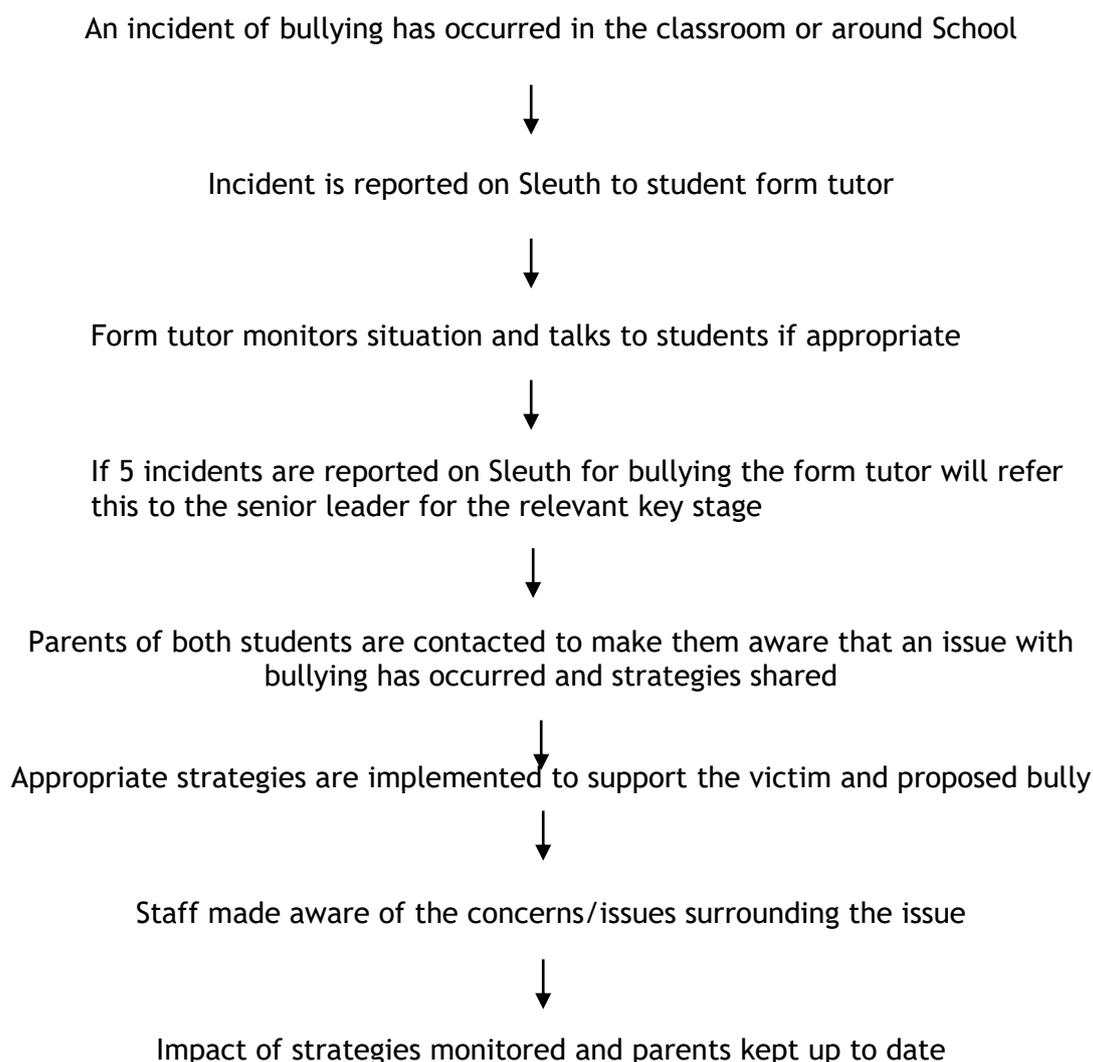
Staff are given continual support and advice about how to manage the behaviour in their classroom in order to promote a positive learning environment therefore reducing incidents of bullying.

Staff have received Level One Child Protection training and have had awareness training of Prevent and LGBT. The Sleuth reporting flow chart found in the Behaviour policy enables staff to clearly identify the channels of reporting bullying. Staff can easily access e-safety concern slips and members of SLT are always available and can be approached to discuss matters of bullying.

Support staff have also received Team Toolbox training which gives them a range of strategies and resources to use with students to help deal with bullying and relationships with others.

### **Procedures to follow**

Through liaison with parents and staff it was agreed that it would be beneficial to devise a flow chart to outline the procedures when a bullying concern may arise.



### **Supporting Websites and Agencies**

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)

Childline: [www.childline.org.uk](http://www.childline.org.uk)

NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)

NDCS: [www.ndcs.org.uk](http://www.ndcs.org.uk)

### **Cyberbullying**

Childnet International: [www.childnet.com](http://www.childnet.com)

Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

### **SEND**

Mencap

MindEd

### **Review of Policy**

In line with all policies, the policy will be reviewed every year. It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience.

# Appendix 1

