**Anti-Bullying**

**Policy**

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# 1. Rationale

1.1 It is of central importance to the school community that we provide a physically and emotionally safe environment where students and staff can enjoy school life and achieve their potential.

 As stated in our School Values Statement, Walton-le-Dale High School recognises that:

* Everyone has the right to feel safe in school;
* We should be polite to each other at all times;
* Everyone has to take responsibility for their own actions;
* Everyone should be given respect.

 How we treat other people and how we conduct ourselves around school in our community should reflect these values.

1.2 This policy aims to address the following outcomes of the Every Child Matters Framework ie

 Outcome 1: Be Healthy;

 Outcome 2: Stay Safe;

 Outcome 3: Enjoy and achieve;

 Outcome 4: Make a positive contribution.

1.3 **Definition**

 The definition of bullying, including racist, sexist and homophobic bullying is:

* Deliberately hurtful (including aggression);
* Repeated over a period of time;
* Difficult for victims to defend themselves.

 Walton le Dale High School students have summarised the definition as:

 **'Bullying is when you make someone's life a misery every day'.**

1.4 Bullying can take many forms:

* **Physical** - hitting, kicking, taking/destroying belongings
* **Verbal** - name calling, insulting, making offensive remarks, malicious rumours, malicious phone calls;
* **Indirect** - spreading nasty stories, exclusion from social groups, sending malicious e-mails,text messages, chat room messages eg MSN, web pages.

1.5 It is not bullying when:

* There is no intention to hurt or harm ie behaviour is thoughtless or accidental;
* There is a one-off fight/argument between students of equal stature or strength;
* There is a good reason why others cannot be included in a group activity;
* A student is called a nickname with which they are happy.

# 2. Purposes

2.1 This policy aims to provide an understanding and awareness of what constitutes bullying, strategies for dealing with bullying and procedures and guidelines to be followed in the event of bullying and suspected bullying. It works on the premise that bullying is a serious matter and any incident once reported will therefore be acted upon promptly and appropriately. However, it recognises that what is perceived as bullying can involve a complex chain of events and interpretations of those events so that each particular case needs to be dealt with on an individual basis.

2.2 This policy links directly to the Behaviour for Learning Policy. The approach taken by the school with bullying incidents will be initially of a restorative nature. If a successful resolution is achieved sanctions will not necessarily be applied. If however, the restorative approach does not work the sanctions as outlined in the Behaviour for Learning policy will be applied. Parents will be involved in the latter case and in the former when appropriate. Occasionally, external agencies will be involved.

2.3 This policy aims to raise awareness through tutorial work, assemblies, day to day work in lessons, School Council, pastoral work, specialist mediation work and Enrichment Days. Awareness is also raised within the formal curriculum through Personal, Social and Health Education, Citizenship, Performing Arts and in other subject areas such as English, when appropriate.

# 3. GUIDELINES

**3.1 Student responsibilities**

 All students, particularly senior students, prefects, mediators and mentors have a responsibility either to deal with a bullying incident themselves (provided that they feel competent and confident to do so) and then to report the outcome to a relevant member of staff or to report the incident. They also have a responsibility to support and encourage students who they know or suspect are being bullied and to report their worries.

**3.2 Staff responsibilities and procedures**

 Staff should be vigilant at all times with the awareness that bullying can take many forms and often occurs covertly in unstructured situations. When in doubt staff should consult Heads of Section/ Year, the School Mediator or Senior Leadership Team members. Professional judgement must be applied at all levels when assessing the severity of any incident. Where an incident involves students from another school, Walton-le-Dale staff will liaise with colleagues from the relevant school.

**3.3 Restorative approaches**

 This approach is a voluntary process and will only work if all involved want to make things better. All students involved in the incident/s can be brought together with a mediator (staff or student) in a safe, confidential environment to talk about:

* What happened
* Who was affected by it
* How did everyone feel
* What is going to happen to make things better

 This allows the person causing the harm to take responsibility for their actions and allows them the opportunity to change their behaviour. This procedure does not involve sanctions. Where a student does not wish to participate or where the process has failed the case is referred to Student Welfare staff or Senior Leadership Team.

**3.4 Repeated or extreme bullying incidents**

 If a situation persists or is extremely serious, the involvement of the Senior Management Team, Governors and parents/carers will be required. Other agencies and/or the CSA may be involved/required. In cases where a person has been physically assaulted, the police may also be involved/be called in. In such cases, or where bullying is persistent, the instigator is liable to face the full range of school sanctions, including permanent exclusion/likely to face exclusion from school.

**3.5 Bullying against staff**

 ***By students***

 Similar actions to those outlined in 3.4 above should be followed. However, it may be the case that a member of staff will need extra support from colleagues or SLT when facing an individual or class in front of whom they may feel humiliated or intimidated. In these cases consideration should be given to support strategies such as team teaching, class dynamics, assistance with assertive discipline and the offer of counselling.

 ***By colleagues***

 The guidance in the LCC document 'Work place and work-related bullying and harassment (2003) should be referred to.

 Other routes can be explored:

* Line Manager support
* Mediation
* Professional Associations and/or Trade Unions
* Outside agencies

# 4. Conclusion

4.1 This policy is fundamental to the healthy life of a successful school community. All members of the school community are responsible for implementing this policy.

**As a school we shall strive to:**

a) Organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision at problem times.

b) Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. the PSHE programme.

c) Deal quickly, firmly and fairly with any complaints, involving parents where necessary.

d) Review the School Policy and its degree of success.

e) The School Staff will continue to have a firm but fair discipline structure. The rules should be few, simple and easy to understand.

f) Not use teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, sex, etc.

g) Encourage students to discuss how they get on with other people and to form positive attitudes towards other people.

h) Encourage students and staff to treat everyone with respect.

i) We will treat bullying as a serious offence and take every possible action to eradicate it from our School.

4.2 This policy is based upon:

* Walton-le-Dale Values statement;
* The National and Lancashire Healthy Schools standards;
* DfEE Circulars 10/95 and 10/99 (Appendix B);
* DfEE 12/00 Bullying - don't suffer in silence
* Lancashire County Council 2005: The Anti Bullying School.

**APPENDICES**

Appendix 1: Guidance for students

Appendix 2: Guidance for parents

Appendix 3: Guidance for staff

Appendix 4: Help-lines and web-sites

# APPENDIX 1 – GUIDANCE FOR STUDENTS

**What can you do if you are being bullied?**

Remember that your silence is the bully’s greatest weapon!

Do not become resigned to being a target.

**1. Tell a friend what is happening**.

 Ask them to help you. It will be harder for the bully to pick on you if you have a friend/friends with you for support.

**2. Try to ignore the bully or say ‘NO really firmly, then turn and walk away.**

 Do not worry if people think you are running away. Remember it is very hard for the bully to go on bullying someone who won’t stand still to listen.

**3. Try not to show you are upset or angry.**

 Bullies love to get a reaction – it is FUN. If you can keep calm and hide your emotions, they may get bored and leave you alone.

 They can’t bully you if you don’t care. A bully thrives on someone’s fear.

**4. Don’t fight back if you can help it.**

 Most bullies are bigger and stronger than you. If you fight back you could make the situation worse, get hurt or be blamed for causing the trouble.

**5. It’s not worth getting hurt to keep your possessions or money.**

 If you feel you might get badly hurt, give the bullies what they want. Property can be replaced, you can’t.

**6. Try to avoid being alone in the places where you know the bully is likely to pick on you.**

 This might mean changing your route to school, avoiding parts of the school yard, or even only using the toilet when someone else is there. It’s not fair you have to do this, but it might put the bully.

**7. Always keep a diary of what is happening.**

 Write down details of the incidents and your feelings. When you decide to tell someone, a written record of the bullying makes it easier to prove what has been going down. This is best kept at home.

**MOST IMPORTANTLY TELL SOMEONE YOU CAN TRUST**

The school **will** take it seriously and **will** deal with bullies in a way which will end the bullying and will not make things worse for you.

**If you know someone is being bullied**

1. **TAKE ACTION!** Watching and doing nothing looks as if you are on the side of the bully. It makes the person being harmed feel more unhappy and on their own.
2. If you feel you cannot get involved, tell an adult **IMMEDIATELY.** Members of staff have ways of dealing with the bully without getting you into trouble.
3. Do not be, or pretend to be, friends with a bully.

# APPENDIX 2 – GUIDANCE FOR PARENTS

**What can you do as a parent?**

**Look for signs**

Your child may indicate by signs or behaviour that they are being bullied. You should be aware of these possible signs and investigate if your child:

* Is frightened of walking to and from school
* Does not want to go on the school/public bus
* Is unwilling to go to school/ begins truanting/feigns illness
* Becomes withdrawn, anxious or lacking in confidence
* Cries themselves to sleep at night or has nightmares
* Begins to do poorly in school work
* Has possessions going missing
* Has unexplained cuts or bruises
* Becomes aggressive, disruptive or unreasonable
* Stops eating or is making themselves sick
* Is frightened to say what is wrong
* Attempts or threatens suicide or runs away from home

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

**Be interested and involved**

Always take an active role in your child’s education. Enquire how their day has gone; who they have spent their time with; how lunch time was spent etc.

**Speak to the school**

If you think your child may be a victim of bullying behaviour, inform the School **IMMEDIATELY.** Your complaint **will** be taken seriously and appropriate action will be taken.

**Do not fight back**

It is important that you advise your child not to fight back. It can make matters worse.

**Support them**

Support your son/daughter and explain that there is nothing wrong with them and that it is not their fault.

**Do they know the policy?**

Make sure your child is aware of the Walton-le-Dale High School policy concerning bullying, and that they should not be afraid to ask for help.

# APPENDIX 3 – HELP LINES AND WEBSITES

Supporting Organisations and Guidance

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Beat Bullying: www.beatbullying.org

Childline: www.childline.org.uk

DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: https://www.gov.uk/government/publications/preventingand-tackling-bullying

DfE: “No health without mental health”: https://www.gov.uk/government/publications/no-health-without-mental-health-across-government-outcomes-strategy

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk • Young Minds: www.youngminds.org.uk

Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

Cyberbullying

Childnet International: www.childnet.com

Digizen: www.digizen.org • Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

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

LGBTQ

EACH: www.eachaction.org.uk

Pace: www.pacehealth.org.uk

Schools Out: www.schools-out.org.uk

Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

SEND

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

Anne Frank Trust: www.annefrank.org.uk

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk

Stop Hate: www.stophateuk.org

Show Racism the Red Card: www.srtrc.org/educational