

# Westbourne School

Educating girls and boys for life



## Westbourne School Anti Bullying Policy

This policy is applicable to all pupils, including those in the EYFS.

At Westbourne School our key values are based around **respect**, **inclusion**, **excellence** and **resilience** and these are clearly identified and explained in our School's Behavior Policy. These components are fundamental in order to promote a safe and calm environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his/her full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed; but orderly, atmosphere. All pupils should care for and support each other.

Bullying can be defined as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally" ([Guidance on Preventing and Tackling Bullying, Department for Education July 2017](#))

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable

The aim of Westbourne's anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is antisocial behaviour which affects everyone; it is unacceptable and will not be tolerated. Westbourne states that it is the happy child who learns, the child with self-respect who will reach his or her potential – bullying will obviously adversely affect this.

Bullying may be defined as the intentional hurting, harming or humiliating of another person by physical (including sexual), verbal (including chat room and SMS messages - Cyber-bullying [see ANNEX 1]), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory.

Bullying may involve actions or comments that are sexual or sexist, homophobic, racist, which focus on religion or cultural or family background, special educational needs, disabilities or physical attributes (such as hair colour or body shape). It may also be unpleasant in other ways.

Bullying can happen anywhere and at any time and can involve anyone - pupils, other young people, staff and parents.

Bullying may ultimately cause psychological damage and even suicide.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Westbourne encourages pupils to report bullying incidents at school, whether it relates to them or to others.

### Peer on peer abuse

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.

This can include:

- Bullying (including cyber bullying)
- Physical abuse
- Sexual violence and sexual harassment, including Sexting
- Upskirting (Annex 2)
- Initiation/hazing type violence and rituals

[Keeping Children Safe in Education](#) (September 2019)

Part 1: 27-28

### Staff involvement

School staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying in the first place. We do this by talking to pupils in form time, PSHEE lessons and assemblies about issues of difference.

The pastoral team work closely with form tutors to gather information regarding our pupils and their pastoral care. This is also recorded on our weekly pastoral log and shared with other members of staff. This is a valuable document that allows us to identify any unwanted behaviour and address it immediately.

#### **Our Senior School pastoral team are:**

Mrs N Day-Head of Pastoral Care and Designated Safeguarding Lead

Mrs D Loasby - Pastoral Care of Year 7 pupils

Mr S Glover - Pastoral Care of Year 8-11 Boys

Mrs L Mirfin- Pastoral Care of Year 8-11 Girls

#### **Our Junior School pastoral team are:**

Mr J Clark Head of Juniors Dept Designated Safeguarding Lead

Mr A Tedcastle Dept Head of Juniors

Ms K Lillywhite SENDCo

Mrs E Rees-Oxley - Head of PreSchool and EYFS Designated Safeguarding Lead

Miss R Hall Dept Head of PreSchool and Dept Designated Safeguarding Lead

Form Tutors

Staff meet weekly in both staff meeting and briefing to discuss any concerns / pupils. Form tutors liaise with parents, subject specialist teachers and Head, Dept of Junior School and SENDCo.

All staff, through our Safeguarding and Child Protection Policy, are aware that safeguarding issues can manifest themselves via peer on peer abuse (*Keeping Children Safe in Education, Part 1: 35-40, 97-98, September 2019*) and must report immediately to the pastoral team and Headteacher.

Some types of harassing or threatening behaviour, could be deemed as a criminal offence. In such cases, the Headteacher/staff should seek assistance from the police.

### **Instructions to Staff**

a) Slight suspicions or concerns are noted in PASS/3Sys notes – this will help to build up a pattern of behaviour. The **pastoral log**, created by the pastoral team on a weekly basis, help identify recurring patterns.

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoiled by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the Secretary with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by the pastoral team via effective communication with parents and other staff. Although we have designated members of the pastoral team assigned to certain year groups/genders, it is important that the whole team is consulted and updated to provide consistency.

b) If specific incidents of bullying are suspected or reported the incident must be dealt with immediately by the member of staff who has been approached. If they consider this to be a serious and definite bullying issue the matter must be referred to a member of the Senior Management Team. They will normally take the following action, but will use their judgement to decide the best way forward:-

- The victims and those accused of bullying will be interviewed separately
- Independent witness information will be obtained
- A written record will be made of the incident, investigation and outcome. Parents will be informed.

If there is a safeguarding/possible criminal element to the incident, information would be passed straight to the DSL so that they could decide next steps (i.e. if a possible crime has been committed, school MUST NOT interview children)

Education is an essential part of raising awareness and instrumental in reducing the likelihood of bullying at times and places where it is most likely to occur. This is done through:

- *Safeguarding training with the headteacher and refreshers every 3 years during INSET days*
- *SSSM every Wednesdays*
- *Weekly Pastoral meetings (followed up by the pastoral log that is sent to all SS staff)*
- *Form Tutor meetings every 3 weeks*

### Pupil involvement

It is important that we educate our pupils so that they understand the school's approach towards bullying. Pupils must be clear about their part and how they can prevent bullying, including the role as bystanders. We do this through

- Covering Anti-Bullying week annually (usually in Term 1, November)
- PSHEE lessons
- Form Time, which is organised through Vertical Tutor Grouping Years 7-11
- Assemblies
- Enrichment afternoons

We want to create an ethos of good behaviour where pupils treat one another and the staff with respect because they know it's the right way to behave. In order to do so, this culture extends beyond the classroom:

- corridors
- dining hall
- playground
- games field
- and beyond the school gates, including to and from school

### Parents/Guardians Involvement

Parental/guardian involvement is fundamental to ensure our school values are promoted and upheld. Parents have an important role in reinforcing the value of good behaviour at home and maintaining high standards to ensure that we do not tolerate bullying anywhere. It is essential that school and homes have consistent expectations of behaviour and that they cooperate closely together. Acceptance of this policy forms part of our standard terms and conditions.

### **Action by Parents**

Westbourne does take its claim to be a caring school extremely seriously and encourages parents to contact us as soon as they have any concerns about a possible or definite issue of bullying. You may contact any member of staff or approach the Headteacher directly.

Try to reassure your son or daughter that they are right to tell you and that it is correct for the information to be passed on to the school. Try to obtain as much specific information about the bullying incidents as possible.

In the case of cyberbullying, it is recommended that pupils do not have computers in their own rooms, but that these are in a communal area of the home.

Have strict guidelines about the use your child may make of the internet and the time they may spend on it.

Parental control software can limit who your child sends emails to and who he or she receives them from.

Moderated chat rooms are supervised by trained adults. Your ISP will tell you whether they provide moderated chat services.

Further useful information can be found on the website for the Department of Children, Schools and Families.

## **Intervention**

### **The aims of the intervention are:**

- To prevent further incidents
- To restore the well-being of and rectify any damage to the self esteem of the victim.
- To educate the bully so as to permanently change his or her behaviour.

### **Intervention**

Bullying can affect an individual's social, mental and emotional health. Therefore, we have a responsibility to support children who are being bullied and those who are accused.

### **Provision for those being bullied:**

- having a quiet word from a teacher that knows that child well
- The pastoral team can provide support 1-1
- Provide counselling
- MAST referral
- Engage with the parent
- Refer the pupil to a local authority children's service
- Complete a CAMHS form
- Restorative Justice

### **Support for the victim**

If considered appropriate and as agreed with parents, a mentor may be appointed to provide 1:1 support for the victim of bullying.

### **Whole class intervention**

As class sizes are small, we have introduced **Vertical Tutor Groups**, to prevent bullying issues. These form groups include Year 7-11 pupils. During lessons, pupils are organised into classes appropriate for their age and possible academic ability. If there was a bullying incident reported, the following steps could include:

- One to one mentoring by form teacher
- Anonymous listing of concerns by all pupils which are then dealt with in class discussion.
- Writing of class rules/expectations of each other.
- 'Buddying' system, using our older pupils to mentor/support the younger ones via VTG
- Involvement of member of Senior Management Team to organise and promote discussion.

This course of action may also be used when a request has been made and it has been agreed to keep the situation confidential.

## Strategies

1. It is important that we regularly evaluate and update our 'Acceptable use Policies' to ensure that we are up to date with changes in technology.
2. We must implement disciplinary sanctions. The pastoral team regularly update the school's behaviour policy and our sanctions. We keep records on a tracker document, based on the severity of the incident, so that staff and parents can see evidence of unacceptable behaviour.
3. Staff training
4. Use Specific organisations
5. Work with the wider community e.g. SY police
6. Make it easier to report bullying. We have created an email account that pupils can contact if they wish to report any concerns of bullying: [worrybox@westbourneschool.co.uk](mailto:worrybox@westbourneschool.co.uk). This information has been copied into pupils' planners and is also displayed on our anti-bullying posters around school.
7. Create an **inclusive** environment so that our pupils feel safe and can openly discuss the cause of their bullying, without fear. Celebrating success is an important way of creating a positive school ethos around the issue. We do this through recognition of prizes, credits, postcards home.
8. Anti-bullying messages should form part of the PSHE and general curriculum. Therefore think carefully about how you can include this message in the curriculum for your subject/age group.
9. Parents evenings during Anti-Bullying Week

## Sanctions

Punishment will depend on the severity of the situation and the degree of the intent. The school will use its full range of sanctions which range from: detentions, loss of privileges, internal and external suspension and possible expulsion. A list of sanctions may be found in the SS, JS and PSI staff handbooks.

## Review

The success of any intervention will be reviewed regularly by the Senior Management Team.

## ANNEX 1 – CYBERBULLYING

A definition of cyberbullying?

“Cyberbullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself.” Mobile, internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. Unfortunately, however, their popularity provides opportunity for misuse through 'cyberbullying'.

Categories of cyberbullying:

- Text message bullying
- Picture/video bullying via mobile phone cameras
- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying
- Bullying through instant messaging

- Bullying via websites.

Unlike other forms of bullying, cyberbullying can follow children and young people outside of school hours and into their own homes, which have previously been a refuge for those being bullied. Cyberbullies can remain unseen and unidentifiable.

Westbourne does not allow mobile phones to be used during the working hours. These must be switched off throughout the school day. Any usage must be agreed with a member of staff or supervised in the school offices. Failing to do so will result in appropriate sanctions.

Chat rooms are filtered and cannot be used on the school's network. All pupils (JS and SS?) have also signed an ICT acceptable use policy to ensure our technology is used appropriately.

Lessons are given to all pupils on the dangers of cyberbullying and the necessity to inform parents/teachers of any incidents.

It is the responsibility of parents to ensure their children, when at home, use electronic devices and internet social network sites in a responsible way. Parents should monitor their children's activity on the internet and try and understand themselves the technology and how it is being used. In particular, no children under the age of 13 should be allowed on various social media apps/websites.

Cyber bullying usually occurs outside of school and we would ordinarily not get involved in such issues, however, should the issues be brought to the schools attention then we will try to deal with it in an appropriate fashion and normal school behaviour and anti bullying policies will be utilised.

Cyber bullying is a serious breach of our code of conduct and for this type of disrespectful behaviour a child may be suspended or even permanently excluded.

Also refer to the below site:

[Cyberbullying: Advice for headteachers and school staff](#)

## ANNEX 2 - Upskirting

Upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear).

The purpose of this behaviour is to obtain sexual gratification, or to cause humiliation, distress or alarm. Anyone, and any gender, can be a victim and this behaviour is completely unacceptable.

Also refer to the below site:

[Upskirting: know your rights](#)

## SENIOR SCHOOL & JUNIOR SCHOOL

Westbourne's school ethos is about the right to be an individual – the school believes that it is the happy child who will learn, the one with self respect who will best meet his or her potential.

**The School's Code of Conduct** promoting these values are displayed around the school, constantly referred to and presented in their school planners

***School Code of Conduct***

*Show respect for yourself*

*Show respect for members of staff*

*Show respect for people in the Community*

*Show respect for school buildings and equipment*

*Be polite*

*Be tolerant*

*Be caring*

*Be considerate*

*Be punctual, smart and organised*

*Always work to the best of your ability*

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On many occasions assemblies are centred on showing respect for others. In PSHE lessons at every age level, there is a topic which teaches the children not to undermine the actions of others; show sensitivity towards peers; value the opinions of others; share problems with others and the meaning of bullying in every form. Throughout the curriculum pupils work at times in pairs and in groups. They learn to respect each other's opinions as they work, to share ideas and to help one another.

If there is a recurrent problem with a child or group of children – this is referred to the Head of Department and, if appropriate, the Headteacher. Incidents are recorded in the pupil records and, if necessary, parents are advised of the situation and work with the school to ensure our high standards of behaviour are achieved by all.

**The Use of Force to Control or Restrain Pupils**

With reference to the [DfE 'Use of Reasonable Force', July 2013](#)

“Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them.”

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

All members of school staff have a legal power to use reasonable force .

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

[Searching, screening and Confiscation, \(DfE, 2018\) January 2018](#)

### **Searching**

School staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

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