



## Westbourne School Anti Bullying / Peer Abuse 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. Behavioural descriptors for each of these four values are included in Annex 3. 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 their 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. Peer on peer abuse\* can happen anywhere, at any time and can involve anyone so it's important that our pupils, staff and parents are fully aware we will not tolerate such behaviour in our school. Every member of our community has a responsibility to be vigilant and report any concerns.

*\*for clarification, bullying is a form of peer on peer abuse (Keeping Children Safe in Education, paragraph 49)*

### What is peer on peer abuse?

Peer abuse is the physical, emotional and / or sexual abuse of a child or young person by their peers, (including those from other year groups), including:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; ● causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; ● consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting,<sup>14</sup> which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual

- gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

## What is bullying?

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 can:

- Be inflicted by a child, adult, individual or group;
- Take many forms;
- Be motivated by differences or prejudice;
- Be threatening and intimidating even when subtle;
- Be harmful, although not always consciously;
- Be due to an imbalance of power;
- Be Cyberbullying (See Annex 1).

The aim of Westbourne's Anti-Bullying / Peer Abuse policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour which affects everyone; it is unacceptable and will not be tolerated. Westbourne believes 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.

As well as the behaviours listed above (in the definition of peer on peer abuse), bullying can also include:

- Making people do things they don't want to;
- Stopping people doing things they want to do;
- Damaging and/or taking someone's belongings;
- Verbal bullying\*: name-calling, sarcasm, teasing;
- Saying or writing nasty things, & rumours\*;
- Blackmail or threats;
- Showing upsetting material;
- Indirect bullying: e.g. social exclusion, scaring.

\*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). Bullying **is** a form of peer on peer abuse.

Any form of peer on peer abuse can:

- be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences;
- result in significant, long lasting and traumatic isolation, intimidation or violence to the

victim.

As outlined in the 2021 Ofsted [Review of sexual abuse in schools and colleges](#), all staff should understand, that even if there are no reports in the school of peer on peer abuse, it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to the designated safeguarding lead (DSL).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Staff should also be aware that girls, children with SEND and LGBT children are at greater risk of becoming victims of sexual violence and / or sexual harassment.

Children or young people who harm others may have additional or complex needs e.g.:

- significant disruption in their own lives;
- exposure to domestic abuse or witnessing or suffering abuse;
- educational under-achievement;
- involved in crime.

School has a duty of care towards alleged perpetrators as well as victims, and it is advised that it may be appropriate to offer supportive intervention to a perpetrator, sometimes alongside their sanction, following an incident. Victims should always be offered support.

Emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously.

Peer abuse IS abuse and should not be tolerated. ALL staff, including supply staff, should report any concerns to the DSL immediately.

**Stopping harm & ensuring immediate safety is the first priority of the school.**

### **Taking action**

**Staff at Westbourne School will (when appropriate):**

- Always take complaints seriously;
- Never ask a student for a written statement, it can interfere with a criminal investigation; - Assess needs of victim and perpetrator;
- Consider referral to Police or Social Care;
- Contribute to multi-agency assessments;
- May convene a risk management meeting for each individual case;
- Record all incidents and all action taken.

[Local guidance on managing reports of peer abuse \(Sheffield\)](#)

## **What could indicate that a child is experiencing peer on peer abuse?**

Changes in a pupil's behaviour may indicate that they are being bullied/experiencing abuse, and should be discussed with the child and parents/carers. These could include:

- displaying fear or anxiety, becoming withdrawn or unusually quiet;
- avoiding people, locations, activities and events or change to established habits; - fear of walking/changing route to & from setting;
- feeling ill in the mornings;
- frequent visits to the school office with symptoms such as stomach pains, headaches;
- truanting, going missing, running away, unwillingness to return to school; - frequent absence, erratic attendance, late arrival;
- a decline in the quality of their work;
- coming home with items destroyed or missing;
- becoming withdrawn, starting to stammer, lacking confidence, changing eating habits; - distress, anxiety, suicidal thoughts;
- crying, poor sleep, nightmares;
- asking for, stealing or 'losing' money;
- refusing to talk about what's wrong;
- unexplained bruises, cuts, scratches;
- aggressive, unreasonable, bullying siblings;
- choosing the company of adults.

It is fundamental that ALL staff (including supply staff/volunteers), pupils and parents are aware of our policies and procedures and have a responsibility to report any concerns to the appropriate members of staff regarding bullying.

## **How we prevent bullying and peer abuse at Westbourne:**

A comprehensive approach can reduce incidents and improve the wellbeing of pupils, including:

- talking about difference in lessons, events, projects, assemblies, form time; - teaching that use of prejudice based language is unacceptable, particularly in PSHEE lessons; - creating an ethos of good behaviour and respect in all areas of school life; - understanding how actions affect others;
- developing parent, carer and pupil awareness;
- encouraging parents and carers to reinforce good behaviour at home through communication via our weekly Friday Flyer;
- ensuring pupils are clear about what to do if they become bystanders;
- implementing clear disciplinary sanctions (see our school behaviour policies on our website / in our parent portal);
- using outside organisations and resources;

- providing effective staff training;
- good quality training for staff to understand diversity and the needs of all pupils; - work with the wider community such as the police, children's services and other agencies;
- making it easy for pupils to report bullying, be confident they will be listened to and action taken;
- creating a safe, inclusive environment.

### **Staff involvement**

The JS staff meet weekly to discuss our pupils and their pastoral care. This is also recorded on our weekly meeting minutes and shared with other members of staff. This is a valuable document that allows us to identify any unwanted behaviour and address it immediately.

The pastoral team works 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.

We also make use of a **potentially harmful sexual behaviour log**, which allows the DSL and pastoral team to regularly review and analyse any patterns or trends in behaviours / concerns around the school. Staff are encouraged to report any concern, however seemingly minor, as it is clear from the recent Ofsted [Review of sexual abuse in schools and colleges](#) that the scale of this problem, nationwide, is much greater than most adults thought. Analysing the log regularly ensures we are more likely to become aware of any current issues in our school which need addressing (e.g. if there is a part of the playground which needs a greater level of supervision, or if there are certain children who are starting to display concerning behaviour). Having regard to [Hackett's Continuum](#) supports the team to be aware of the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant.



### Hackett's Continuum, 2010

The **SS pastoral team and JS head & Deputy Head** also keep a **Serious Incident Log**, which is shared with the Head of Junior / Senior School (as appropriate) and the Headteacher. This log contains a record of substantiated claims of bullying / peer on peer abuse, including action taken and support / interventions offered to victims and perpetrators. Any substantiated claims of bullying, sexual violence and/or harassment (including online), racial/homophobic/transphobic abuse would be recorded on this log.

### Our Senior School pastoral team includes:

Mrs N Day-Assistant Head of Senior School, responsible for Pastoral Care and Designated Safeguarding Lead (DSL)

Mrs D Loasby - Transition lead for Year 6 into Year 7

Mr S Glover and Mrs L Mirfin - Pastoral Care of Year 7-11 pupils

### Our Junior School pastoral team includes:

Mr J Clark Head of Juniors and Deputy DSL

Mr A Tedcastle Deputy Head of Juniors

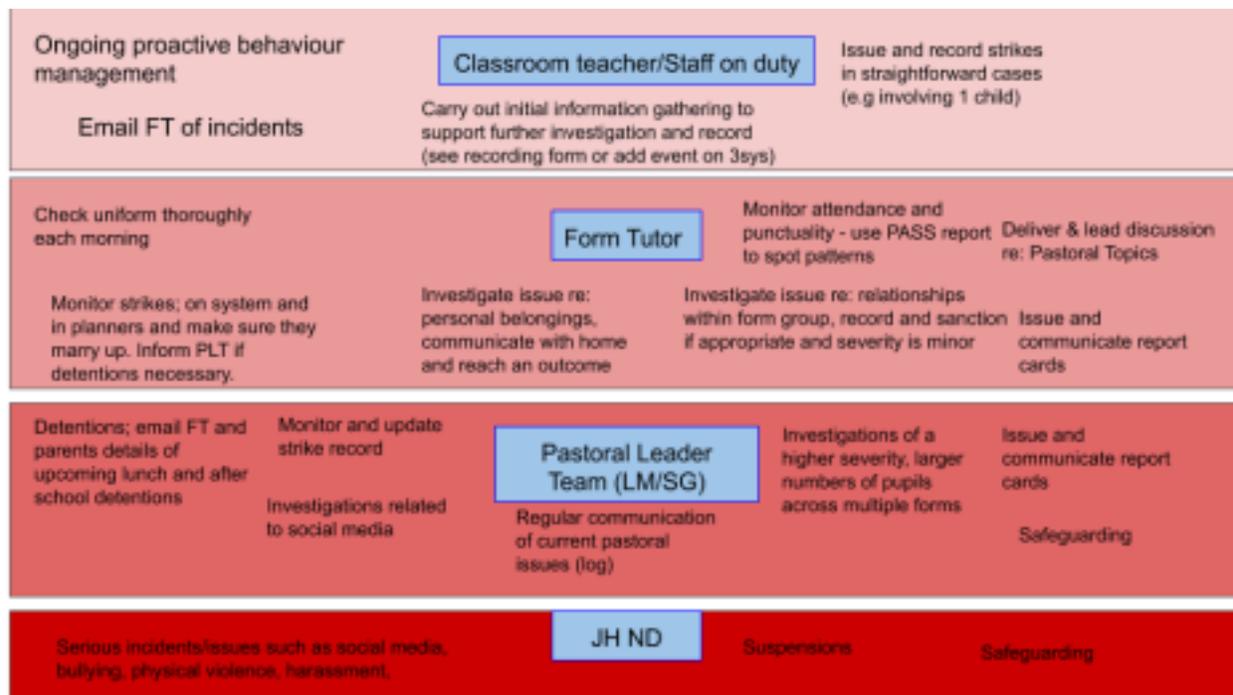
Mrs E Rees-Oxley - Head of PreSchool and EYFS DSL

Miss R Hall Dept Head of PreSchool and Deputy DSL

Form Tutors

Staff meet weekly in both staff meetings and briefing to discuss any concerns/pupils. The below

flow chart shows the procedure we would take to deal with incidents, including bullying and peer on peer abuse, within our Senior School:



All staff, through our Safeguarding and Child Protection Policy (see website / parent portal for this) are aware that safeguarding issues can manifest themselves via peer on peer/child on child abuse.

Some types of harassing or threatening behaviour, could be deemed as a criminal offence. In such cases, the Headteacher should seek assistance from the police and Local Authority Designated Officer (LADO). In more serious cases, it may be appropriate for school to conduct a **risk assessment\***, particularly if there is a possible criminal element to an allegation of abuse. In such circumstances, it is crucial that the voice of the victim is heard, and that their wishes and feelings are respected. School will do all it can to ensure that they feel protected and that any possible risks are minimised and managed.

\*See Annex 4 for our procedure regarding the writing of risk assessments related to peer abuse

## Instructions to Staff

### Responding to growing concerns about a pupil's behaviour

Slight suspicions regarding pupils' behaviour, or concerns are noted by staff on our school's Management Information System (MIS). If the concerns are related to potentially harmful sexual behaviour, these are recorded on the **potentially harmful sexual behaviour log**. This helps us to identify any patterns of concerning behaviour. The **pastoral log**, created by the pastoral team on a weekly basis, also helps identify recurring patterns. These processes for assessing and recording information include:

- Current information - what happened that day/week (dates, times);
- Follow up actions - what actions we intend to take;
- Telephone conversations - possible communication home;

- Views of significant others - who else is involved?

Although there may be other causes for changes in behaviour, a repetition of, or a combination of possible signs of peer on peer abuse should be investigated by the pastoral team via effective communication with parents and other staff.

Although we have a dedicated pastoral team, it is important that the whole staff team is consulted and updated to provide consistency. In more serious cases, the pastoral team will have additional meetings to ensure a 'round-table' approach to deciding appropriate next steps. This enables us to work together to find the best solutions for any issues, and it provides individual team members with an extra layer of supervision, to ensure they are able to explore and reflect on decisions made regarding sanctions and risk assessment.

In the early stages, where it appears that there are growing concerns around a pupil's general behaviour (ie. a specific incident may not have been reported), the form tutor will be the best placed to open up a dialogue with the pupil, as they may be in need of early help which school could provide. Effective early help could prevent escalation of worrying behaviours, and minimise any potential for harm to pupils. See our Safeguarding and Child Protection Policy for more information regarding our early help procedures. We ensure that staff support pupils for whom English is not their first language to communicate their needs and concerns, through use of our EMAS UK programme.

### **Responding to a specific incident**

If specific incidents of peer on peer abuse are suspected or reported the incident must be dealt with immediately by the member of staff who has been approached. The relevant form tutors must be informed at this point. If they consider this to be a serious and definite peer on peer abuse incident, the matter must be referred to a member of the pastoral team, and the Assistant Head (for Pastoral Care) must be informed. They will normally take the following action, but will use their judgement to decide the best way forward:-

- The victims and the alleged perpetrator(s) of the abuse will be spoken to separately; • Independent witness information will be obtained (**but pupils will NOT be asked to create written statements of incidents, as per local and national advice**);
- A written record will be made of the incident, findings 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).

If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report of peer abuse is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it.

Education is an essential part of raising awareness and instrumental in reducing the likelihood of peer on peer abuse 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;*
- *Regular safeguarding e-briefings shared with staff;*
- *Senior School staff; meetings every Wednesdays*
- *Junior School staff meetings every Thursday*
- *JS Head and Deputy 121 each week*
- *Weekly Pastoral Team meetings (followed up by a pastoral log that is sent to all SS staff);*
- *Form Tutor meetings every 3 weeks (Senior School).*

### **Pupil involvement**

It is important that we educate our pupils what peer on peer abuse is and how to respond. Pupils must be clear about their part and how they can prevent issues such as bullying, including in their role as 'bystanders'. We must also be aware that some pupils with SEND could be considered to be more vulnerable so it is important we provide the necessary provision for their needs. Our communication with our SENCos, throughout the school, is fundamental to identify any concerns or issues amongst these pupils.

Through our school values (respect, excellence, inclusion and resilience), we teach and develop empathy, co-operation, conflict resolution skills and discuss what to do and who to go to if concerned. We also nurture friendships amongst peers and other year groups, but also encourage our pupils to challenge behaviour that is deemed inappropriate or does not comply with our school rules and values.

We do this through:

- Form time;
- Junior School Form time (class + form teacher);
- Lessons (particularly PSHEE);
- Assemblies;
- Enrichment afternoons;
- Games afternoons;
- Interventions;
- House events;
- Forest School sessions;
- Trips.

We consistently highlight the importance of **Anti Bullying week** (usually in Term 1). This is usually delivered in form time and PSHEE lessons, but we also provide information through our Friday Flyer so pupils, parents and staff are actively and effectively reviewing, monitoring, reporting and promoting anti-bullying, both in and out of school. We host anti-bullying

information evenings / events so that parents and carers are given the opportunity to ask questions and more thoroughly understand our procedures. Through effective communication, we are able to provide our pupils with information about where to get advice and support, and provide our parents and carers with relevant information about:

- identifying changes in children's behaviour;
- what to do if they are worried about their child.

We create a culture that extends beyond the classroom, to the:

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

### **Our Whole School Ethos**

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 their potential.

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

*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*

Incidents of peer on peer abuse (including bullying) would damage the school's ethos and aims and this message is constantly reinforced throughout the school in posters, messages and slogans.

Assemblies regularly focus upon appropriate behaviour between peers, emphasising again the school's aims and values.

On many occasions assemblies are centred on showing respect for others. In PSHEE 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 in curriculum lessons– this is referred to the Head of Department, the pastoral team 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.

### **Parent/Carer Involvement**

Parental/carers 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**

We encourage parents/carers to contact us as soon as they have any concerns about possible peer on peer abuse. They may contact any member of staff or approach the Headteacher directly.

Try to reassure your child 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 incident(s) as possible.

In the case of cyberbullying, it is recommended that pupils do not have unsupervised access to phones/computers [DfE: Advice for parents and carers on Cyberbullying](#)

## **Intervention**

### **The aims of an 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 abuser so as to permanently change their behaviour.

Intervention:

Peer on peer abuse can affect an individual's social, mental and emotional health. Therefore, we

have a responsibility to support children who are being abused and those who are an alleged perpetrator of abuse. We would assess those individuals involved and provide interventions that support the needs of all pupils. These interventions could include:

- a quiet word from staff;
- in EYFS, Key Stage 1 and 2 we use the positive and negative behaviour board to give an opportunity to realise there is a consequence to their behaviour choice and make the right decision to move back up during the day;
- pastoral team support, considering a possible a restorative justice approach; - if considered appropriate and as agreed with parents, a mentor may be appointed to provide 1:1 support for both the victim and/or perpetrator;
- formal counselling;
- engaging with parents;
- completing a Family Common Assessment or an Early Help Assessment; - referral to CAMHS and/or local authority children's services ;
- maintaining attendance through on-site or alternative education provision; - applying fair, consistent and reasonable disciplinary measures to the perpetrator alongside any vulnerability;
- considering any safety issues;
- being clear that bullying of staff by pupils, parents or colleagues, is unacceptable and will be acted on.

## **Victim Support**

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

As well as issuing sanctions to the perpetrator(s), it is crucial that victims are supported by school so they are able to continue with their education and feel safe in school. Possible supportive strategies offered by school could involve:

- One to one support (usually a 6 week programme) by a member of the pastoral team (with the option, where possible/appropriate, for the victim to choose which member of the team will deliver the support);
- JS support for pupils is facilitated by form tutors and JS SENDCo with regular 121 meetings and appropriate liaison with home. External professional support will be accessed when and where appropriate.
- Counselling, which can be delivered in-house for our Senior School pupils (by our School Counsellor, Mrs Fagbohun) or externally by recommended specialists;
- A buddy/mentor approach;
- Additional support, on a one to one basis, from the form tutor, using a resilience-based approach such as the Resilience Doughnut;
- Staged review process, where the victim will check-in with a member of staff (preferably of their own choosing) at agreed intervals to assess their happiness and ongoing safety and well-being in school.

Where a sexual assault has occurred, this can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. "Children and young

people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred." (*Keeping Children Safe in Education*)

## **Perpetrator Support**

In order to provide the necessary support for the the perpetrator, we need to consider that they may:

- have been abused themselves;
- have significant needs;
- think it is fun;
- dislike or be jealous of someone;
- feel powerful and respected;
- feel it gets them what they want;
- be trying to impress their peers;
- get gratification from bystanders who watch the reaction of the victim.

These factors could determine which intervention(s) we feel is (are) appropriate.

Suggested interventions:

- One to one sessions with a member of staff who they feel comfortable with to help the perpetrator understand that what they said or did was hurtful and not in line with the school's values, ethos or policies;
- Therapy provided by our school counsellor (Senior School only);
- **Zones of Regulation (Junior School)**
- **121 targeted intervention and support via discussion with JS SENDCo**
- **Use of JS Resilience Doughnut**
- The perpetrator/s may require longer term support, for example. peer mentoring, 'buddy' scheme. This would be overseen by a member of the Pastoral Team;
- If appropriate, the perpetrator/s may need support through a specialist support service, which may be accessed via an Early Help Assessment.
- Undertake a follow-up at a pre-identified time on at least two occasions to check if the issue has been fully resolved.

## **Whole class intervention**

The Junior School makes use of **Tutor Groups**, which help to reinforce our school values.

During lessons, pupils are organised into classes appropriate for their age and possible academic ability. If there was a peer on peer abuse 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;
- Involvement of a member of the Senior Management Team to organise and promote discussion.

The Senior School makes use of **Vertical Tutor Groups**, which help to reinforce our school values. These form groups include pupils from Years 7-11.

During lessons, pupils are organised into classes appropriate for their age and possible academic ability. If there was a peer on peer abuse 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 the vertical tutor group or possible use of 'Head students / prefects';
- Involvement of a member of the Senior Management Team to organise and promote discussion.

### Strategies

1. It is important that we regularly evaluate and update our 'ICT Acceptable Use Policy' 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. Engagement with specific organisations
5. Work with the wider community e.g. SY police / Y6 Crucial crew visit to Lifewise Centre
6. Make it easier to report abuse. 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 and on our electronic noticeboard.
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 form part of the PSHEE and general curriculum. Therefore think carefully about how you can include this message in the curriculum for your subject/age group.
9. Parents evenings and 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 school handbook.

## **Review**

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

### **ANNEX 1 – 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 (Junior School and Senior School) 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 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 school's 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:

[DfE: Cyberbullying: advice for Headteachers and staff](#)

### **ANNEX 2 - Upskirting/The Voyeurism Act 2019**

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:

[Voyeurism Act 2019](#)

### **ANNEX 3 - Behavioural descriptors for our school values "We are Westbourne" - our core values**

At Westbourne School we expect everyone to exhibit our four key values of **respect**, **resilience**, **excellence** and **inclusion**. These are the behaviours we will see every day and therefore reflect our whole-school ethos.

#### **RESPECT**

**We expect you to:**

- Listen with interest to what others have to say;
- Be smart, punctual, organised and actively engaged in school life;

- Respect yourself, others and your surroundings;
- Display kindness and gratitude;
- Not touch other people's property without permission;
- Not invade people's personal space;
- Allow others to have a different opinion, and show tolerance towards them.

### **RESILIENCE**

#### **We expect you to:**

- Use mistakes as a learning opportunity rather than a reason to give up;
- Treat challenging work as an opportunity to start a learning conversation with your teacher or your peers;
- Focus on growing your strengths, and using these to become a real leader in those areas;
- Respond to challenges proactively, having faith that many challenges you face will help you to develop as a successful and confident person;
- Embrace rather than fear change.

### **EXCELLENCE**

#### **We expect you to:**

- Believe that you are capable of great things;
- Strive towards being the best you can be;
- Complete all tasks set to the very best of your ability;
- Reflect on your work and behaviour in order to improve;
- Be inquisitive and strive to master knowledge in all areas;
- Value your own unique strengths and skills.

### **INCLUSION**

#### **We expect you to:**

- Appreciate that everyone is different, and know that that is a good thing;
- Challenge others when you know their behaviour is not inclusive;
- Not use labels to identify people;
- Think about how our actions affect others;
- Embrace and champion diversity, and take active steps to engage in learning about the rich heritage and backgrounds of our whole community;
- Take active steps to ensure that everyone feels they play an equal role in this community;
- Listen to and engage with the voices of everyone - not just those who are the loudest or most confident.

### **ANNEX 4 - Risk Assessments where there has been a report of abuse, sexual violence and/or sexual harassment**

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment,

the need for a risk assessment should be considered on a case-by-case basis. For more serious incidents of bullying (which do **not** include a sexual element), it may also be appropriate for school to conduct a risk and needs assessment - again, this should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children (and, if appropriate, staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harm.

Risk assessments will be recorded and kept under review (the timescale of reviews will depend on the severity and nature of the risk). Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The school risk assessment is not intended to replace the detailed assessments of expert professionals. "Any such professional assessments should be used to inform the schools or college's approach to supporting and protecting their pupils and students and updating their own risk assessment." [Sexual violence and sexual harassment between children in schools and colleges](#)

Where a report of sexual violence is progressing through the criminal justice system, school will update its internal risk assessment at any point when additional information or advice is shared with us. When managing any delays in the criminal process, school should continue to manage its own risk assessment, making sure it **does not delay** in protecting the victim, the perpetrator and/or any other children/adults in school.

School transport is a potentially vulnerable place for a victim or alleged perpetrator(s) following any incident or alleged incident. The school, as part of its risk assessment, will consider any additional potential support needs to keep all of our children (and adults) safe. Risk mitigation could include ensuring the alleged victim and perpetrator are not in any lessons together, temporary move of the perpetrator to another education setting for the duration of any criminal process and / or increased supervision on corridors (this list is not exhaustive, and any measures put in place would be agreed on a case-by-case basis).

When conducting a risk assessment, we will take advice from [Sheffield Safeguarding - Peer Abuse](#), and consider information about:

- What the concerning behaviour is
- When & why the alleged/abuser may have behaved this way e.g. warning signs & triggers
- Any cultural context for the behaviour
- Related issues e.g. child exploitation, disability, abuse & neglect, substance/alcohol misuse
- Any language & interpretation needs of the alleged abuser/victim & their families to ensure full

understanding of the safeguarding issues

- Age & understanding of alleged/abuser/victim
- Previous education experiences of the alleged/abuser (e.g. relationships, attainment) ● Views of parents/carers/family, their response, anxieties, level of cooperation/compliance ● Alleged/abusers cooperation, responsibility taken, understanding of allegations & victim's viewpoint
- Impact of social media
- Positive and negative friendship groups inside & the setting and in the community ● Mapping others at risk at the setting e.g. people related to concerns e.g. alleged/victim's siblings ● Alleged/abusers capacity to change, resilience, goals, attitudes, opportunities, engagement, participation
- Therapeutic support & other assessments from agencies & whether outcome has been positive ● Training needed to develop staff safeguarding & other skills e.g. behavioural understanding, disability, SEN.

**Policy most recently updated: September 2021**

**Review required by: March 2022**