



THE
**WALDESLADE
& GREENACRE**
SCHOOLS PARTNERSHIP

Anti-Bullying Procedure

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Contents

- Statement of Equality..... 3
- Purpose..... 3
- Responsibilities 3
- Definition of Bullying..... 3
- Forms of Bullying Covered by this Procedure 4
- School Ethos..... 4
- Mental Health 4
- Response to Bullying 5
- Cyberbullying 6
- Supporting Students..... 6
- School Community 7
- Promoting this Procedure 7
- Reporting an Incident..... 7
- Useful Links and Supporting Organisations 8
 - SEND 9
 - Cyberbullying 9
 - Race, Religion and Nationality..... 9
 - LGBTQ+ 9
 - Sexual Harassment and Sexual Bullying..... 9
- Equality Impact Assessment 11



Statement of Equality

We have carefully considered and analysed the impact of this procedure on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Purpose

This procedure is based on DfE guidance '*Preventing and Tackling Bullying*' July 2017 and supporting documents. It also takes into account the DfE statutory guidance '*Keeping Children Safe in Education*'.

This procedure outlines what WGSP will do to prevent and tackle all forms of bullying. The procedure has been written following consultation with the whole school community. This is in line with the Beyond Schools Trust's Anti-Bullying Policy.

WGSP is committed to developing an anti-bullying culture where bullying is not tolerated in any form.

Responsibilities

It is the responsibility of:

- The school to communicate this procedure to the school community, to ensure that disciplinary measures are applied fairly, consistently, and reasonably, and that a member of the Senior Leadership Team has been identified to take overall responsibility.
- School governors to take a lead role in monitoring and reviewing this procedure annually and meet with the SLT lead to discuss any changes needed.
- All staff, including governors, senior leadership, teaching, and non-teaching staff, to support, uphold and implement this procedure accordingly.
- All staff to receive regular training on aspects of this procedure and any statutory guidance.
- Parents/carers to support their children and work in partnership with the school.
- Students to abide by this procedure.

Definition of Bullying

Bullying is 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally' (DfE '*Preventing and Tackling Bullying*', July 2017). This can also be summarised as 'STOP' - Several Times On Purpose when discussing with stakeholders.

Bullying can include name calling, taunting, mocking, making offensive comments, kicking; hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.



This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying can be a form of child-on-child abuse and can be emotionally abusive. It can cause severe and adverse effects on children's emotional development and wellbeing.

Understanding the key differences between relational conflict and bullying are important when addressing any incident that has been reported. Relational conflict is generally an argument or falling out between friends, in which all parties involved share equal power in the incident. Bullying is a deliberate attempt to harm another person, physically, verbally or through any other means including cyber bullying and is an imbalance of power.

Students and staff will identify bullying with the acronym 'STOP': Hurtful behaviour exhibited 'Several Times on Purpose'.

Forms of Bullying Covered by this Procedure

Bullying can happen to anyone. This procedure covers all types of bullying including:

- Bullying related to race, religion, nationality or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying including Harmful Sexual Behaviour (HSB).
- Bullying via technology, known as online or cyberbullying.

School Ethos

WGSP recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental health and well-being. By effectively preventing and tackling bullying, our schools can help to create a safe, disciplined environment, where students are able to learn and fulfil their potential.

Mental Health

'Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.' (World Health Organisation)

At our school, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.



Our community does the following:

- Is invited to monitor and review our anti-bullying procedure and practice annually.
- Supports staff to promote positive relationships, to help prevent bullying.
- Recognises that some members of our community may be more vulnerable than others to bullying and its impact. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the Anti-bullying Procedure.
- Requires all members of the community to work with the school to uphold the Anti-bullying Procedure.
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

Response to Bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or witnessed by any member of staff, they will share this information, *via Arbor, an email to the red button on the website and on My Concern*, which is monitored by the HOY and pastoral team.
- If bullying is reported to a member of staff, the names of all parties involved need to be provided. Incident statements will be collected too. This will enable an investigation to commence.
- Confirmed reports of bullying will be logged on to the school's safeguarding software (My Concern) by the pastoral team.
- The school will inform other staff members, and parents/carers, where appropriate.
- All bullying is taken very seriously, with all students involved given the chance to explain and discuss (student voice).
- Sanctions may be put in place in accordance with our Behaviour Policy.

The following actions may be taken:

- Official warnings.
- Restorative conversations to cease offending.
- Restorative justice.
- Detentions.
- Letter to parents.
- Anti-bullying contracts signed.
- Parental meetings.
- Exclusion from certain areas of school premises.
- Exclusion from 'social time' with peers.
- Internal isolation/external isolation.



- Suspension or permanent exclusion.
- Any other reasonable sanction deemed appropriate.
- Re-education for students.

Appropriate support for the victim and perpetrator/s will also be actioned. If necessary, other agencies may be consulted or involved, such as the police (if a criminal offence has been committed) or other local services including Early Help or children's social care (if a child is felt to be at risk of significant harm).

A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

When responding to cyberbullying concerns, the school will follow the regular processes for bullying. They will also:

- Encourage the person being bullied to keep any evidence (e.g. screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.

This may include:

- Request to service providers to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies. Delete from 'Deleted Files' too.
- Ensuring that appropriate sanctions are applied to the person responsible for the cyberbullying.
- Inform the police if a criminal offence has been committed.
- Involve and communicate with parents/carers at all times.

Supporting Students

Students who have been involved in bullying incidents will be supported by:

- Reassuring the student and provide support; this may include: working and speaking with staff, offering informal counselling with a Mental Health First Aider or the Emotional Support Team, engaging with parents and carers.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence. 'Emotional Regulation' with the SEND and pastoral team.



- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children’s Services, or support through Child and Adolescent Mental Health Services (CAMHS).
- Discussing what happened, establishing the concern and the need to change. Respecting the ‘Student Voice’.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions, including support from the Medway Youth Team, if appropriate.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with the school Behaviour Policy.

School Community

The whole school community will:

- Create and support an inclusive environment, which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create ‘safe spaces’ for vulnerable children and young people.
- Celebrate respect and collaboration to promote and build a positive school ethos.

Promoting this Procedure

- Through assemblies, the Personal Development curriculum and lessons, the rest of the curriculum where appropriate and special campaigns, the school will indicate what students can do to prevent bullying and ensure students know how to report and express worries and anxieties about bullying.
- The school will regularly canvas children and young people’s views on the extent and nature of bullying and involve students in anti-bullying campaigns in schools.
- The school will advise and inform parents about strategies to prevent bullying and will involve parents at an early stage.
- The procedure will be monitored by SLT and will be reviewed by the Governing Body annually. As part of this, regular student satisfaction surveys will be conducted, and these will include questions on the safety of students. Results of this and an anonymised report will be presented to governors annually.

Reporting an Incident

The safety and welfare of our students are of utmost importance to us. If a parent/carer or student ever have any concerns about a **student** at WGSP, whether related to academic, social, or emotional

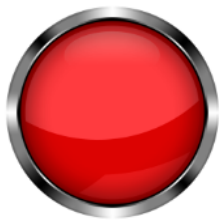


matters, please contact any member of staff or use the Red Button on our school's website. If there are any concerns around a member of staff this should be emailed to headteacher and not done on the red button.

How to use the Red Button:

Visit the WGSP website at <https://wgsp.org.uk/>

- Look for the prominent Red Button icon (at the bottom page)
- Click on the Red Button, which will take you to a secure and confidential form
- Fill out the form with as much detail as possible regarding your concern
- Submit the form, and our dedicated team will review and address your concern promptly
- Rest assured that your submission will be treated with the utmost confidentiality, and we will diligently address the issue appropriately
- We believe that maintaining open lines of communication within our school community is essential for the well-being and success of our students.



Need to report a concern?

Click the Red Button

Useful Links and Supporting Organisations

Anti-Bullying Alliance: <http://www.anti-bullyingalliance.org.uk>

Childline: <http://www.childline.org.uk>

Family Lives: <http://www.familylives.org.uk>

Kidscape: <http://www.kidscape.org.uk>

MindEd: <http://www.minded.org.uk>

NSPCC: <http://www.nspcc.org.uk>

PSHE Association: <http://www.pshe-association.org.uk>

Restorative Justice Council: <http://www.restorativejustice.org.uk/restorative-practice-education-0>

The Diana Award: <http://www.diana-award.org.uk>

Victim Support: <http://www.victimsupport.org.uk>



Young Minds: <http://www.youngminds.org.uk>

Young Carers: <http://www.youngcarers.net>

SEND

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/online-bullying/online-bullying-and-sendisability>

Changing Faces: www.changingfaces.org.uk

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

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 Council for Child Internet Safety (UKCCIS): <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

UK Safer Internet Centre: www.saferinternet.org.uk

Race, Religion and Nationality

Anne Frank Trust: www.annefrank.org.uk

Educate against Hate: www.educateagainsthate.com

Kick it Out: www.kickitout.org

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

Show Racism the Red Card: <https://www.theredcard.org/education> Stop Hate: www.stophateuk.org

Tell Mama: www.tellmamauk.org

LGBTQ+

Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

EACH: www.eachaction.org.uk

Metro Charity: www.metrocentreonline.org

Proud Trust: www.theproudtrust.org

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

Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk

Disrespect NoBody: <https://www.gov.uk/government/collections/disrespect-nobody-campaign>

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Sexual%20bullying%20-%20anti-bullying%20guidance%20for%20teachers%20and%20other%20professionals.pdf>



Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017):
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>



Equality Impact Assessment

Who is the procedure or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the procedure or process:	New procedure or process			Existing procedure or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					

