



## Wallington High School for Girls Anti-Bullying Policy

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<b>MONITORING AND EVALUATION BY</b>	Senior Leadership Team and Headteacher
<b>APPROVED BY</b>	Local Governing Body
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<b>EFFECTIVE DATE</b>	April 2024
<b>PERIOD OF REVIEW</b>	3 years
<b>DATE OF NEXT REVIEW</b>	April 2027

### Policy Notes

Policy may be subject to review and revision at any time by the Wallington Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Wallington Local Governing Body.

# Wallington High School for Girls: Anti Bullying Policy

## 1. Aims of this Policy

We aim to create a community in which everyone is valued and where learning will thrive. It is important therefore to create a safe environment in which students can grow in confidence and reach their full potential. Our code of conduct, home school agreement and Behaviour for Learning Policy offers a robust framework for considerate behaviour in all aspects of school life and is intended to provide a foundation for a happy and positive school.

Any form of bullying is unacceptable at our school. Discussions about this take place in a variety of forums within the school curriculum and in our everyday language where we strongly convey that bullying is wrong.

This policy should be read in conjunction with the GLT Public Sector Equality Duty and Objectives Policy, the GLT Child Protection and Safeguarding Policy the school's Behaviour for Learning Policy. This policy has been written in conjunction with the DfE guidance 'Preventing and tackling bullying' (2017).

## 2. Roles and Responsibilities

- The whole school community will be vigilant for bullying and proactive in promoting anti-bullying
- Governors will review bullying records termly
- The Senior Leadership Team (SLT) will review any reported bullying incidents, policy and actions regularly
- All staff will deal effectively with any bullying incidents they are aware of or made aware of
- Students will tell an adult if they see or hear any bullying actions towards any member of the school community
- Parent/carers will support students by ensuring that they communicate any concerns that they have as soon as possible

## 3. Principles

- All members of the school community and parents/carers should have an understanding of what bullying is.
- All governors and staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All students and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Students and parents/carers should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated by or towards any member of the school community.

This policy identifies the school's aims and principles regarding the prevention of bullying within the school setting. The school is not legally responsible for bullying which takes place elsewhere.

However, the school has an enduring interest in the welfare and conduct of its students and will respond positively to any information it receives about bullying outside school, thus far:

- If it emerges that a student is responsible for bullying other children outside school then this

- matter will be addressed and (if appropriate) the perpetrator's parents/carers informed.
- If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victim's parents will be informed.
- If there are more general concerns about children's safety outside school, then the local police (or Police Liaison Officer) will be informed and their help sought in making the area around the school more secure.
- If children are being bullied by students from another school the Headteacher of that school or their Designated Safeguarding Lead will be informed and invited to deal with the matter.

#### **4. What is bullying?**

According to the DfE guidance 'Preventing and tackling bullying' (2017), "bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It might be motivated by actual differences between children, or perceived differences."

Bullying takes many forms, both directly and via incitement of others. It might be abusive, aggressive, disparaging or stereotyping and may include aspects of the following (non-exhaustive) list:

- Emotional – being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures, looks, deliberately not speaking to someone, whispering about them)
- Verbal – name calling, sarcasm, spreading rumours about someone, teasing
- Physical – pushing, kicking, hitting, punching or any other example of violence against another person
- Cyber-bullying – for example (but not exclusively) sending malicious emails or texts, comments posted on social media about another person, uploading images, video clips or text without the written permission of the person in the item, setting up websites or online profiles to comment on students or staff, doctoring images or video so that they present a negative or false image of someone
- Racist – abusive comments or actions focussing on a person's race or racial background, features or appearance with the intent to offend, belittle or oppress. Examples include racial taunts, graffiti, gestures, social-media posts, inappropriate jokes.
- Sexual – inappropriate and/or unwanted physical contact or sexually-motivated comments
- Faith – inappropriate comments based on someone's religious belief, dress or customs
- Homophobic – abusive comments or actions focussing on the issue of sexual orientation
- Transphobic – abusive comments or actions focussing on the issue of gender identity
- Socio-economic – abusive comments aimed at belittling or harming someone because of their socio-economic background
- Neurodiversity – abusive comments or actions based on different learning and thinking styles
- Disability – abusive comments or actions based on someone's physical or mental disability
- Body shaming – abusive comments focussing on a person's body shape or size

Bullying is believed by many experts to involve any imbalance of power between a perpetrator and a victim. This might involve having control in a relationship which makes it difficult for those who are bullied to defend themselves. This may include physical, psychological, derive from an intellectual imbalance or by having access to the support of a group or having the capacity to socially isolate a person (DfE 2017).

There may sometimes be a misunderstanding about the meaning of the term 'bullying': one-off incidents, whilst they may be very serious and must always be dealt with, would not normally fall within the definition of 'bullying'. Friendship fallout occur at times and occasionally there will be

conflict between students. The school works hard to ensure that all students know the difference between bullying and simply “falling out”.

## **Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Parents/carers are reminded that, as per the home school agreement, they should “monitor the use of your child’s mobile phone, paying particular attention to social media, age appropriate content, age appropriate apps as well as ensuring a healthy phone usage.” School staff are unable to deal with every incident that occurs outside of school hours and may advise parents/carers to involve the police.

## **5. Prevention of bullying**

### **Staff**

All staff involved in the education and/or the supervision of children will be made aware of the issue of bullying and the need to apply the school’s policy of zero-tolerance consistently when episodes of bullying are witnessed or reported. Staff are encouraged to look out for and report to Form Tutors any possible signs of bullying, for example distress in students, deterioration of work, feigning illness, isolation and erratic attendance. Staff will constantly reinforce the message to students that bullying is not acceptable and the school will always take positive action to prevent and control it.

The Form Tutor may refer the matter to the appropriate Head of Year (HoY), who in turn, may consult the Senior Leadership Team (SLT).

Staff can do the following to minimise the risk of bullying:

- help students to develop good relationships with each other and with adults;
- encourage good behaviour and praise achievement;

- demonstrate respect for students and colleagues;
- act to maintain and enhance self-esteem;
- promote the online referral system - SHARP (**Appendix 1**)
- be punctual to lessons and insist on punctuality from students;
- undertake supervisory duties with due care;
- deliver anti-bullying education as part of the PSHCE/Citizenship programme;
- challenge language which disrespects others on the basis of, among others, their race, gender, sexual orientation, religious beliefs or disability.

## **Students**

Students can do the following to minimise the risk of bullying:

- Be careful about teasing people or making personal remarks about other people.
- Do not share unpleasant or threatening messages from another student.
- Think about who you choose to give your personal contact details to.

There are a range of student leadership opportunities across the school. These students act as role models to students and model appropriate and considerate behaviour. As part of their preparation and training for their roles they are advised on what to do if a student needs help and support with a bullying incident.

Examples include:

- House Leaders meet with their form groups regularly
- Sixth Form Prefects attached to each year group
- Students in Year 7 may be encouraged to join the PE 'Skills Club' or the 'Settling in Group' in order to develop their confidence and social skills
- Wellbeing Mentors - students can self-refer or be referred for a Wellbeing Mentor. Wellbeing Mentors are KS4 or KS5 students who can support the emotional wellbeing of students and provide advice.

It is the responsibility of everyone to make certain that bullying does not occur. So, if a student knows that someone is being bullied then it is their responsibility to tell a member of staff that it is happening. If a student sees someone else being bullied, they should take action:

- Don't stand and watch – find an adult
- Show that you and your friends disapprove
- Be open to restorative conversations
- Give support and sympathy to the person being bullied
- Tell a teacher, another adult, a peer or an older student. The person being bullied may be too scared or lonely to tell someone.

## **Parents/Carers**

Parents/carers should be aware of and support the school's Anti-Bullying Policy and procedures and use these to assist their child in understanding bullying behaviour. Parents/carers are encouraged to contact school if they have any concerns, asking for the Form Tutor or HoY in the first instance. A supportive approach between parents/carers and school is seen to be very important in achieving the best outcomes for students.

Parents/carers are responsible for monitoring their child's e-communication and social media use. Should

cyber-bullying occur, parents/carers are responsible for ensuring that the appropriate reporting mechanism is used. For example, the report feature on Facebook, red flag on Youtube or report to the police.

### 6. Procedures for reporting bullying incidents

Students are encouraged to use the School Help Advice Reporting Page (SHARP) which is available on the school’s website. This can be used anonymously if preferred though this can restrict the scope of the response. When a student does report bullying, the possible paths to resolution will be explored with them before action is taken. Action will not be taken by staff without prior discussion with the victim.

Advice for students:

If you feel you are being bullied, these are some of the things you could do:



#### If you're being bullied:



Tell someone you trust



Keep a record of what's happening



Don't retaliate



Surround yourself with people that make you feel good



Don't blame yourself - it is NOT your fault



Be proud of who you are

UNITED AGAINST BULLYING



### 7. What happens if a student is bullied?

When a bullying incident occurs, an investigation will be started. Our Behaviour for Learning Policy will be followed in conjunction with the investigation. Incidents of bullying will be dealt with quickly and appropriately and the process outlined in the Bullying Investigation Form (**Appendix 2**) will be followed.

In order to be fair and transparent to all involved when undertaking an investigation, we will not involve

parents/carers in the investigation but will speak with them about any conclusions reached. We aim to work in partnerships with home to ensure that any issues are resolved as quickly as possible.

Repeated offences will be dealt with in accordance with the Behaviour for Learning Policy. It should be noted that bullying offences may involve the police. This will be the decision for the Assistant Headteacher with responsibility for Student Support and Behaviour or the Headteacher.

## **8. Monitoring and review**

Every bullying incident is logged on SIMS and Class Charts. This is monitored and reviewed by the HoY and Assistant Headteacher with responsibility for Student Support and Behaviour. If any patterns are identified which require specific learning within the school community, then targeted work is done. For example, if a trend is noticed relating to inappropriate language then this may be built in to a tutor time session or an assembly.

The school provides termly reports to the Local Governing Body about the number of incidents involving bullying or discrimination against a person with a protected characteristic and the actions taken.

## **9. Support**

Each key stage has a designated Student Support Officer (SSO) who will support students when issues arise. Our SSOs are trained in providing emotional support and if appropriate can provide mediation.

We have a designated well-being room (the Green Room) that is staffed by our SSOs and students can be referred for support when required.

Victims of bullying will be monitored closely by the HoY after an incident has been dealt with and offered ELSA support or counselling if required. The student's Form Tutor will monitor matters to try to ensure that the student does not suffer further abuse. It is vital that the student tells someone if the bullying continues.

Perpetrators of bullying will also be monitored closely by the HoY and Form Tutor to ensure that repeated incidents do not occur. If appropriate, the perpetrator may be offered ELSA support or counselling.

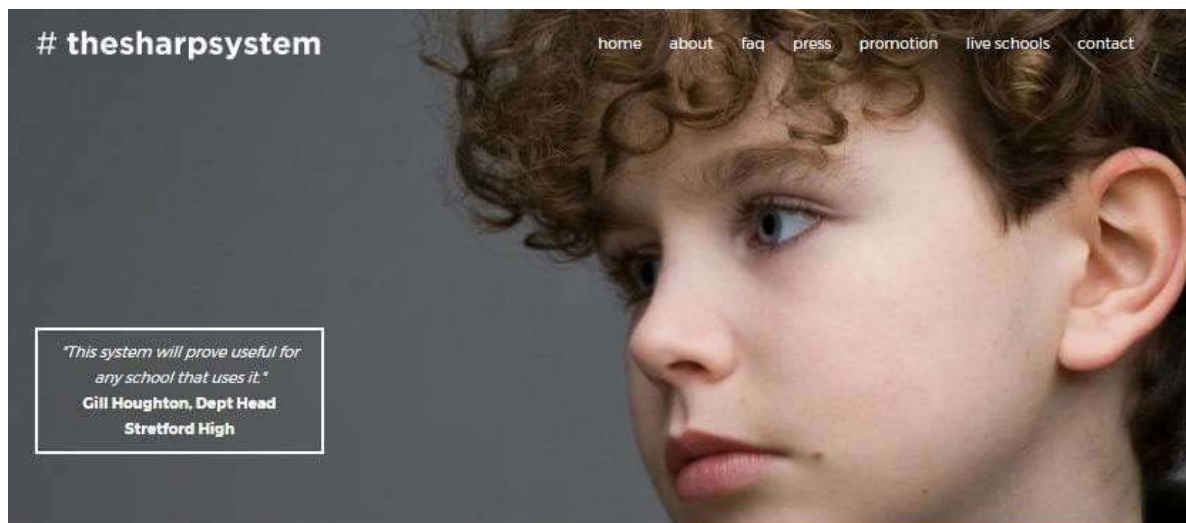
Bullying information, support and helplines:

- Childline: 0800 1111
- NSPCC: 0800 800 5000
- Samaritans: 08457 90 90 90 Connexions: 080 8001 3219
- Map safe routes to school (software available from MAP IT Ltd 01487 813745)
- Kidscape 2 Grosvenor Gardens, London, SW1W 0DH. Tel: 0207 730 3300 Has a wide range of publications for young people, parents and teachers. Bullying counsellor available Monday to Friday, 10-4.
- Stand up to Bullying [www.standuptobullying.co.uk](http://www.standuptobullying.co.uk)
- Advice for parents and children about dealing with bullying. Bullying UK [www.bullying.co.uk](http://www.bullying.co.uk)  
Telephone:
- 0808 800 2222
- UK Safer Internet Centre <https://www.saferinternet.org.uk/>



## The SHARP System

SHARP stands for 'School Help Advice Reporting Page' and allows every student at WHSG to report any incidents which occur within the school and local community anonymously and without fear. The purchase was kindly funded by our PFA.



### About

The SHARP System was born in the summer of 2007, it originally piloted in 5 Merseyside Schools (Gateacre, Childwall, New Heys, Shorefields and Parklands.) Within the first few weeks SHARP had received over 3,000 visits from students at these schools and numerous referrals from young people that needed help.

The pilot was a very short affair and the system was quickly picked up by other Merseyside schools and schools in Cheshire and London. Within the first year the system had over 1,000,000 visits from the early adopting schools and it's results made the system an instant hit and SHARP won the Statutory Agency Award in the 2008 Liverpool Safeguarding Children Board Awards.

SHARP was featured in several local Newspapers such as The Liverpool Echo and The Manchester Evening News and in national publications such as The Telegraph and The BBC.

SHARP in recently has been cited in several Home Office, Government and Ofsted publications which allowed SHARP to be adopted by a number of schools in different areas of the country.

SHARP is continuing to grow and improve and we are currently developing SHARP 5 which offers greater functionality, improved performance on mobile devices and redesigned to keep it current and accessible for the current 250,000+ (and growing!) young people in the UK that use SHARP in their schools.

SHARP is accessed via our school website. All students have received instructions about how to access it: 'On the home page go to the 'student area' and select SHARP from the drop-down list. It is as simple as that.





### Bullying Investigation Form

*Please note: This list of steps is not exhaustive or prescriptive and each incident may allow for some variation in how the situation is managed.*

Action	Resources	Completed Y/N
Ensure the immediate safety of the victim, complete First Aid assessment if necessary and separate the victim and the perpetrator.		
Start a formal investigation	Get statements from both the victim and the perpetrator  Get statements from witnesses, including screenshots in the case of cyber-bullying	
Inform parents/carers of both students that an investigation has started.	Send a holding email stating you are investigating and endeavour to call within 24 hours  Keep parents/carers updated throughout the investigation	
Reassure the victim using positive reinforcement that reporting the incident was the correct thing to do. Reassure the victim that they are not responsible for the behaviour of the perpetrator.		
Ensure the perpetrator knows they have breached the school's Behaviour for Learning Policy and the repercussions of this.		
Log incident on Class Charts and CPOMs		
Ensure AHT for Student Support is aware of the investigation taking place and liaise regarding next steps.		
Consider whether external agencies need to be contacted	Police Liaison Officer Police Any other suitable consulting organisation with specific focus e.g. online safety	
Once the investigation has concluded, an offer will be made for mediation between the two parties		
Provide strategies to the victim to help them prevent incidents of bullying happening in the future	Discuss these strategies with parents/carers	
Consider a support group for the victim	Ensure the victim has confidence in re-joining a class or coming back to school	
Provide practical support to ensure a smooth integration back into school life for the victim	Provide extra supervision at break or lunchtimes if needed	
Offer emotional support therapies to the victim and perpetrator if needed	Offer support through the SSOs, ELSA or counseling	
Monitor the situation	The student's Form Tutor will monitor matters to try to ensure that the student does	

	not suffer further abuse. It is vital that the student tells someone if the bullying continues.	
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