

ANTI-BULLYING POLICY

This policy is applicable to all pupils, staff, and parents of The Wellington Academy.

DOCUMENT CONTROL

Responsible position:	Approved by:
Assistant Headteacher - behaviour	Headteacher
Version number:	Date approved:
10	November 2022
Review Period:	Next review date:
1 year	November 2023

RELATED POLICIES AND DOCUMENTS

REVISION RECORD

Date	Version	Revision Description
Sept 2009	1.0	Written in line with current legislation and policies
June 2013	2.0	Amended with updated legislation combining Drug Incident with Drugs, Alcohol & Tobacco Policy
August 2014	3.0	Amended for MAT Purposes
December 2014	4.0	Amended for Boarding purposes
May 2015	4.0	Amended in line with NMS 1/4/15
July 2016	5.0	Reviewed and updated to include e-cigarettes and other substances
Sept 2018	6.0	Reviewed and updated
Sept 2019	7.0	Reviewed and updated
October 2020	8.0	Amended for MAT Purposes
November 21	9.0	Amended for staff responsibilities
October 2022	10	Reviewed and updated

Vision

It is our aim to develop an environment where ALL students feel safe within The Wellington Academy.

1 INTRODUCTION

We are committed to providing a caring, friendly, and safe environment for all our students so they can learn in a relaxed and secure atmosphere.

All Academy staff, students and parents should understand what bullying is and what the Trust's procedures are for responding to bullying. As a Trust we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are TELLING academies. This means that anyone who knows that bullying is happening is expected to tell the staff.

Bullying will not be tolerated, and consistent messages will exist across the Trust which reinforce this. Our policy is based on the guidelines set out by The Anti-Bullying Alliance and will be reviewed by staff and students on an annual basis.

2 WHAT IS BULLYING?

Bullying is the repetitive, intentional hurting of one person by another or others. Bullying is repeated over time although a one-off incident can quickly spiral into bullying behaviour (ABA).

Safeguarding

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when "there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm". In such cases staff are instructed to follow the procedure with regard to Child Protection.

Bullying is not:

- Falling out with friends after a quarrel or disagreement
- Activities that all parties have consented to and enjoy
- A one-off incident

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Verbal - name-calling, sarcasm, spreading rumours, teasing with intent to cause offence
- Cyber - all areas of internet, such as email & internet chat room misuse
- Mobile - threats by text messaging & calls, misuse of associated technology, e.g., camera & video facilities

Under the Malicious Communications Act of 1988 it is an offence for a person to send an electronic communication to another person with the intent of causing distress or anxiety or to send an electronic communication which conveys the message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender.

Bullying can also include discrimination based on:

- Race
- Faith
- Gender
- Disability/Ability
- Sexuality
- Socio-Economic Background

In line with the Equality Act of 2010 the Trust does not tolerate discrimination of any kind and promotes equal opportunities in a range of ways. As such, we do not use language which is associated with forms of discrimination based on the above.

3 CHILD ON CHILD ABUSE

As described in the Keeping children safe in education (revised guidance 2022) - Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include but is not limited to bullying including cyber bullying; sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm; sexting and initiating hazing type violence and rituals. Incidents of child-on-child abuse or suspected child on child abuse must be recorded with the Designated Safeguarding lead (DSL), or Deputy Designated Safeguarding Lead's (DDSL's).

4 WHERE DOES BULLYING TAKE PLACE?

Bullying can take place at any age and in any place. Section 89 of the Education and Inspections Act gives the Headteacher the right to regulate students conduct when they are not on school premises. This can relate to bullying incidents occurring on school/ public transport, outside local shops or in a town or village centre.

5 SIGNS AND SYMPTOMS

A student may indicate that he or she is being bullied by signs or behaviour. To those who know the child this may simply be a feeling that 'things aren't quite right'. Adults should be aware of these possible signs and that they should investigate if a student:

- Is frightened of walking to or from school
- Does not want to go on the school / public bus
- Asks to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Begins to truant
- Frequent complaints of illness
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide
- Runs away
- Sleep patterns interrupted
- Feels ill in the morning
- Standard of schoolwork declines

- Comes home with clothes torn or books damaged
- Has possessions which are damaged or go missing
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually lost
- Has unexplained cuts or bruises
- Comes home hungry (money / lunch has been stolen)
- Becomes aggressive, disruptive, or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a text message is received
- Gives improbable excuses for any of the above

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

ANTI-BULLYING PROCEDURES – AN ESCALATED APPROACH

6 PARENTS

If parents/carers suspect their child is being bullied they should contact their child's tutor/class teacher to make them aware of the signs and symptoms displayed and communicate any suspicions they have regarding those carrying out the bullying. It is expected that the parent/carer will meet with the member of staff to record the parent's/carer's concerns and any action to be taken. The parent/carer will receive a hard copy of the written record or have this summary by email.

Parents/carers must leave the initial investigation to the academy. Any attempt to resolve the issue themselves may make the matter worse. Parents/carers should encourage their child to talk to their Tutor/class teacher or other member of staff. Social media should not be used to raise concerns as this can cause further problems and does not allow the Trust to act decisively as outlined above.

7 STUDENTS

If a student feels they are being bullied they must report it to a trusted adult e.g., parent, tutor/class teacher or other member of staff. Students who witness bullying must tell an adult, parent, tutor/class teacher or other member of staff.

8 STAFF

If bullying is reported to a member of staff, they will record the details as presented to them and pass on to the student's Tutor/Director of Boarding and, in the Wellington Academy, to Assistant Headteacher for Behaviour.

The year group office will record, and store recorded incidences of alleged and proven bullying in order to establish patterns and seek an early resolution. The relevant Head of Year is responsible for regularly reviewing this information in the Academy.

9 RESPONSE

Stage One (first recorded and low-level incidents) – **Restorative**:

- Tutor/class teacher will record the incident and initiate the 3Rs process, with the support of other members of staff as appropriate:
 - a. Reflection – What has happened? Could it have been different?
 - b. Resolution – How can we try to ensure this does not happen again?
 - c. Reconciliation – How we put things right between those involved?

Stage Two (repeated and/or serious incidents) – **Escalated**:

- Parents should be informed and will be asked to come into a meeting to discuss the problem
- An appropriate sanction will be applied following discussions with parents and relevant members of staff
- If necessary and appropriate, police will be consulted
- SIM's will be used to log and track trends
- There is a student friendly flow chart of the process which should be made easily available for students and parents to access. (Appendix One)

10 STUDENTS WHO HAVE BEEN BULLIED ARE SUPPORTED BY:

- Reminding students of the process for reporting bullying incidents
- Offering continuous support with a designated member of staff
- Referral to a counsellor
- Offering continuous support and advice to parents
- Ensuring that anti-bullying education forms a continuous element of the curriculum through Yrs. 7-13
- Ensuring that the secondary Academy liaises with primary schools and that the transition process includes details of our anti-bullying strategies
- Staff are regularly updated and reminded of their key responsibility to safeguard students

11 STUDENTS WHO HAVE BULLIED MAY BE HELPED BY:

- Participation in Restorative Justice
- Informing parents to help change the attitude of the student
- Referral to a 'Place 2 Be Counsellor'
- Thrive and ELSA
- An appropriate sanction

12 REPORTING AND RECORDING

To deal with bullying full details must be recorded including:

- Date, time, location of alleged incident
- Date, time the incident was reported
- Nature of alleged incident
- Member of staff to whom incident was reported
- When parents/carers were informed
- Details of immediate action

5 | Page Subsequent actions and follow up

- Agreed resolution

All of the above process should be supported and guided by bullying recording forms and should all always be referred to in investigating alleged incidents of bullying.

13 MONITORING AND EVALUATION

Bullying in the Trust will be monitored carefully.

The information will be gathered in several ways:

1. Statistical analysis of offences recorded
2. Student/Parent questionnaires
3. Qualitative interviews with students including case studies

14 CONCLUSION

Effective application of this policy should ensure that The Wellington Academy can provide all students with a safe environment, where they enjoy the right to be treated with respect.