



WADE DEACON  
HIGH SCHOOL

A COMMITMENT TO EXCELLENCE

# Anti-Bullying Policy

Policy & Procedure Number: 9

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School Link: Mrs Josie Gallagher

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A GREAT  
PLACE  
**TO BE A  
PART OF**

MEMBER OF THE WADE DEACON TRUST

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This policy should be read in conjunction with the Behaviour for Learning, Safeguarding & Child Protection and Curriculum Policies.

## 1. Statement of Intent

1.1 Wade Deacon High School is committed to ensuring that pupils learn in a supportive, caring and safe environment, without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at Wade Deacon High School. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

## 2. Aims

2.1 The aim of this policy is to:

- Ensure everyone feels safe and happy in school and have the right to support when feeling insecure;
- Establish a culture where bullying is viewed as unacceptable, treated seriously and dealt with effectively;
- Uphold a unified approach towards bullying which is practised across our school;
- Ensure anti-bullying initiatives and messages remain high profile via our Personal Development curriculum school council and signage around the school;
- Communicate that bullying is anti-social behaviour and affects everyone.

## 3. Purpose

3.1 The purpose of this policy is to:

- Ensure bullying is challenged and awareness is raised;
- Clearly define the term bullying, including potential signs and signals for staff, students and other stakeholders to be vigilant of that may indicate that a person has been, or is being bullied;
- Set out the rights and responsibilities of all stakeholders in relation to bullying;
- Provide information on how to communicate concerns, procedures to deal with allegations and proactive and reactive strategies to combat bullying;
- Ensure our policy takes into consideration guidance that exists, data available and training undertaken. The policy will be subject to regular review to ensure it conforms to the latest guidance;
- Ensure this policy reflects current practice within our school;
- Ensure the implementation of the policy is the responsibility of all staff and stakeholders;
- Enlist the help and support of parents/carers and outside agencies.

3.2 This policy is supported by and links closely to other policies, such as the school's Behaviour for Learning Policy, Safeguarding and Child Protection Policy, On-Line Safety Policy and Curriculum Policy, all of which safeguard and promote the welfare of children in the school.

## 4. Definitions

4.1 Bullying is the wilful, conscious desire to deliberately hurt, threaten, frighten or make

someone (or group or people) feel uncomfortable. It is repeated and usually unprovoked and can continue for a prolonged period of time. It reflects an imbalance and abuse of power. This can be face-to face or online.

4.2 A one-off incident does not tend to be considered as a form of bullying. A characteristic of bullying is that in its different forms/behaviours, it happens repeatedly over a period of time.

4.3 It is important that the term bullying is not be confused with the age-related behaviour, usual childhood/teenage squabbles and arguments where individuals 'fall out' with one another. It is also distinctive from random acts of aggression.

4.4 Some people know that they are bullying others and they mean to bully, i.e. there is intent. However, some people bully others without recognising the impact of their actions. Similarly, a victim of bullying might not recognise what is happening to them and that bullying behaviour has a very subtle effect that affects a person's self-esteem, confidence and well-being. Whilst the perpetrator may not consider their actions to be 'bullying', the wishes and feelings of the victim will always be considered.

4.5 Instances of bullying tend to have the following common characteristics:

- **Repetitive and persistent.** Bullying is usually experienced as part of a continuous pattern and it can be extremely threatening and intimidating even when very subtle. Nevertheless, sometimes a single incident can have precisely the same impact as persistent behaviour over time;
- **Intentionally harmful.** The act of bullying intends harm to another individual although occasionally the distress it causes is not consciously intended by all of those who are present;
- **Involves an imbalance of power.** Bullying leaves someone feeling helpless to prevent it or put a stop to it. In some case an imbalance of power may mean that bullying crosses the threshold into abuse requiring implementation of safeguarding procedures (refer to the school's safeguarding procedures).

4.6 Bullying can be:

- **Verbal/Emotional** - name calling, sarcasm, spreading rumours and teasing;
- **Physical** – Pushing, shoving, tripping up, kicking and spitting;
- **Cyber bullying/Electronic** – Incorrect use of social media platforms including but not limited to, social gaming platforms, mobile messaging platforms and email. This also includes the misuse of associated technology, i.e. camera and video facilities;
- **Driven by a prejudice** - This might be homophobia, biphobic, transphobic, racism, gender related or victimising those who have special needs or disabilities. It may be picking on a student because they are cared for away from home or it may be picking on a student who cares for a sick relative;
- **Sexist** - Bullying based on sexist attitudes that, when expressed, demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- **Sexual (SVSH)** – This is bullying behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological. Behaviours may involve suggestive sexual comments or innuendo including offensive comments

about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate.

- **Indirect** - Spreading rumours whether true or not. The same person or group always leaves someone out or shuns them. Someone tries to cohere/force someone else to do something they do not want to do.

4.7 Bullying can therefore constitute any of the above activities within the context of the definition provided and in each case, the school will make an informed decision when dealing with such incidents.

4.8 Although all of the above activities are serious and adults should always intervene, incidents may not always be regarded as bullying unless they are part of an on-going pattern of behaviour against the victim.

4.9 Bullying can happen to anyone and this policy is inclusive of the bullying of school staff, whether by pupils, parents/carers or other staff. (Members of the school workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice).

## 5. Signs of bullying

5.1 There is no definitive way of identifying that a person is being bullied. Staff should therefore be vigilant in order to identify any of these physical and/or behavioural changes in a person as soon as possible.

5.2 Bullying can seriously damage a person's confidence and sense of self-worth, and the victim will often feel that they are at fault in some way. Students who are being bullied may show changes in behaviour, such as:

- Significant changes in normal behaviour or attitude;
- Appearing upset;
- Being withdrawn/ low mood;
- Appearing frightened or subdued, possibly in the presence of particular people;
- Flinching at actual or anticipated physical contact;
- Asking not to be hurt;
- Refusal to eat;
- Refusal to participate / Truancy to certain lesson / Lacking in concentration
- Unwillingness to travel on public transport;
- Not wanting to go to a certain venue;
- Starting to bully others;
- Incontinence;
- Vomiting;
- Unexplained illness / Feigning illness / Taking unusual absences;
- Claims of feeling unwell with no apparent signs or symptoms;
- Bruising or other physical marks;
- Torn clothing;
- Unexplained loss of money or possessions;
- Sleepless nights;
- Repeating words the perpetrator has said to them, e.g. "shut up or I'll hit you".

5.3 These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

5.4 We also recognise the role of pupils and other stakeholders in reporting incidents and not taking on a role of bystander if they witness an incident of bullying. We aim to promote a positive, caring ethos within our school.

5.5 As a school, we take a proactive approach to supporting our vulnerable pupils. There are designated staff in school who are aware of our individual pupils' needs who work in partnership with external agencies to provide appropriate interventions.

5.6 In some cases, but not all, victims are more likely to have the following vulnerability characteristics:

- Lack of assertiveness, anxious or fearful and unlikely to fight back;
- Solitary children with few friends;
- Children with Special Educational Needs or Disabilities;
- Lack of confidence around appearance;
- Ability;
- Health issues, including mental health;
- Home circumstances;
- Social class;
- Ethnicity;
- Gypsy/Roma and Traveler Children;
- Children in Care;
- Lesbian/Gay/Bisexual or Transgender children;
- Young Carers.

## 6. Dealing with bullying

6.1 We encourage pupils to report any incidents of bullying to any member of staff in school.

6.2 Staff will deal with the incident as promptly and sensitively as possible; we strive to create an environment where all pupils can discuss any concerns with staff and feel listened to and supported.

6.3 In the first instance it is not a requirement for a member of the school to investigate whether bullying is occurring but rather to accept the pupil's perception and jointly agree a way to go forwards with them, which will reduce and ultimately eliminate their difficulties.

6.4 The following list of actions might be used by staff depending on the perceived seriousness of the incident:

- Remain calm and log incidents with victim using patience and understanding;
- Speak to all parties involved in the incident;
- Inform the relevant staff at the appropriate phase;
- Listen carefully to all accounts of the incident and record events using exact wording at every stage, including actions agreed/taken;
- Advise the victim not to hit out at the bully or bullies as they themselves may end up being accused of bullying;
- Identify the perpetrator(s). Obtain witnesses if possible;
- Obtain evidence where possible (witnesses, screenshots, CCTV etc);

- Gain a clear understanding of the victim's wishes and feelings;
- Arrange to speak with the alleged perpetrator, to be able to define the experience from each person's view;
- Make the unacceptable nature of the behaviour clear to the perpetrator(s), ensuring the act is separate to the person;
- Try to enable the perpetrator(s) to see things from the victim's position and use a problem-solving approach;
- Try to establish what type of bullying is taking place and where, how often the bullying is occurring;
- Discuss options to resolve the situation, agree actions and advise the victim of what happens next;
- Log the incident via CPOMS;
- Think ahead about supporting both the victim and perpetrator(s) and make regular checks to ensure the bullying has ceased;
- Discuss relevant documentation and resulting action with parents/carers and what they can do to reinforce and support the school's action;
- All incidents of bullying are reported to the Governing Body on a termly basis through the Principal's report.

6.5 The following list of actions might be used as support for a pupil who may have been bullied:

- An offer of opportunity to discuss the experience with a member of staff. This maybe the pupil's Personal Tutor or member of staff of their choice;
- An offer of continuous support and reassurance to the pupil;
- An offer to discuss the experience with a school Anti-bullying Ambassador;
- Counselling within school through the school's own counsellor;
- Opportunities to restore the pupil's self-esteem and confidence;
- An offer to take part in some form of mediation/restorative practice with the other party led by a member of staff;
- A safe area to go if the pupil feels vulnerable at particular times of the school day.

6.6 The following list of actions might be used as support for a pupil who may have bullied another pupil &/or in response to the incident:

- A discussion regarding what happened and how the pupil became involved;
- Opportunities to discuss their concerns with a member of staff. This maybe the pupil's Personal Tutor or member of staff of their choice;
- A discussion to clarify that bullying behavior has not place at this school and it will be challenged;
- Establish their wrong doing and need to change;
- Informing parents/carers to help change the attitude of the pupil;
- An offer to take part in some form of mediation/restorative practice with the other party led by a member of staff;
- Opportunities to discuss their concerns with a school-based counsellor;
- At the discretion of the school, sanctions deemed appropriate and proportionate, this may include but is not limited to:
  - Restorative Practice;

- Seating/Class Changes;
- Corrections;
- Parental Meeting;
- Behaviour Agreement;
- Suspension;
- Off-Site Direction/Managed Move;
- Permanent Exclusion.

## 7. Prevention

7.1 As a school we take bullying seriously; bullying has no place at Wade Deacon High School. We use a range of proactive strategies to prevent bullying. These include:

- Effective school leadership that promotes an open and honest anti-bullying ethos;
- Bullying is talked open openly and is everyone's responsibility;
- Improved supervision in potential problem areas;
- Completing the Princess Diana Anti-Bullying Training Award;
- Use of curriculum opportunities, in particular tutor periods and SMSC where issues of diversity are discussed and anti-bullying messages are drawn out;
- Problem solving activities are employed effectively in many areas of the curriculum and children work together;
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. Anti-Bullying Week in November of each year;
- Involving parents and professionals in being proactive;
- Whole school assemblies to promote anti-bullying;
- Pupil surveys;
- Useful information and displays in the school to promote anti-bullying;
- New intakes are reassured that bullying is not permitted and it is a warning to potential perpetrators that such behaviour is unacceptable from the outset;
- Staff training reflects the anti-bullying policy and practice of the school.

7.2 We ensure that in all aspects of school life there is an emphasis on the importance of relationships, emotional well-being and a community ethos.

7.3 We ensure that key areas of the school are adequately supervised and staff are vigilant.

7.4 We recognise and ensure that staff and Governors receive the latest appropriate training and guidance on behaviour and anti-bullying legislation, responsibilities and strategies.

## 8 Cyberbullying

8.1 Cyberbullying, or online bullying, can be defined as the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else.

8.2 With the increase of social networking sites, online activity and messaging apps, cyberbullying is on the increase.

8.3 Cyberbullying could occur online via platforms such as, Facebook, Xbox Live, Instagram, YouTube, Snapchat and other messaging apps, gaming sites or chat rooms.

8.4 There are many ways of bullying someone online and for some it can take shape in more ways than one. Some of the types of cyberbullying are:

- **Harassment** - This is the act of sending offensive, rude, and insulting messages and being abusive. Nasty or humiliating comments on posts, photos and in chat rooms. Being explicitly offensive on gaming sites.
- **Denigration** – This is when someone may send information about another person that is fake, damaging and untrue. Sharing photos of someone for the purpose to ridicule, spreading fake rumours and gossip. This can be on any site online or on apps. We even hear about people altering photos of others and posting in online for the purpose of bullying.
- **Flaming** – This is when someone is purposely using really extreme and offensive language and getting into online arguments and fights. They do this to cause reactions and enjoy the fact it causes someone to get distressed.
- **Impersonation** – This is when someone will hack into someone's email or social networking account and use the person's online identity to send or post vicious or embarrassing material to/about others. The making up of fake profiles on social network sites, apps and online are common place and it can be really difficult to get them closed down.
- **Outing and Trickery** – This is when someone may share personal information about another or trick someone into revealing secrets and forward it to others. They may also do this with private images and videos too.
- **Cyber Stalking** – This is the act of repeatedly sending messages that include threats of harm, harassment, intimidating messages, or engaging in other online activities that make a person afraid for his or her safety. The actions may be illegal too depending on what they are doing.
- **Exclusion** – This is when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement. This is also a form of social bullying and a very common.

8.5 Pupils who are subject to cyberbullying should report it to the site/social media platform; where possible pupils should screenshot the bullying as evidence. Websites/Social media platforms have terms and conditions, the evidence can be used to prompt any of these sites to take their obligations seriously, investigate and take appropriate action.

8.6 Parent/Carers ultimately have the responsibility to monitor their child's online activity.

8.7 Parents/Carers should follow the guidance given by social media platforms, if they feel their child may be subject to cyberbullying, in some serious instances, this may involve contacting the police, see sub-section 9.10.

8.8 If a pupil feels uncomfortable and may be subject to bullying online they should:

- S - Screenshot any offensive or harassing messages;
- M - Make sure your privacy settings are set so only people you know and trust can see what you post;
- A - Avoid further communication with or retaliation to those sending the messages (block the perpetrator/s);

- R - Report the incident(s) to internet service providers' websites and/or social media sites;
- T - Talk to a parent, carer, teacher or friend if you are concerned.

8.9 As a school we take all forms of bullying seriously and school will support the victim with online bullying, see sub-section 6.4.

8.10 Involving the police - The police can look at messages and content to decide if they are potentially criminal. Appropriate action will be taken which could mean getting an apology from the person concerned, or for more serious matters, arresting the person responsible or interviewing them under caution. Cases involving sustained abuse or where someone's life is threatened will be treated seriously.

## 9 Hate Crime

9.1 A hate crime is any incident that constitutes a criminal offence that is perceived by the victim, or any other person, as being motivated by prejudice or hate. It could involve physical attack, threat of attack or verbal abuse or insult around issues such as race, faith, homophobia, transphobia or disability.

9.2 A hate incident may or may not constitute a criminal offence but is perceived by the victim, or any other person as being motivated by prejudice or hate.

9.3 If an incident appears to be a hate crime incident, we recognise the need for this to be reported to the police (if appropriate) or contact made with one of Halton's reporting centres.

## 10 Curriculum

10.1 We aim to make anti-bullying an integral part of the curriculum throughout both Key Stage 3 & 4.

10.2 Where appropriate subject teachers should encourage discussion, group work and co-operative learning to demonstrate the importance of bullying issues.

10.3 Bullying must never be kept a secret. Assemblies will deal with the issues surrounding bullying and the extensive Personal Development curriculum incorporates bullying and its negative effects.

10.4 Personal Development lessons deal with the issues surrounding bullying and pupils are made aware of the places they can go to seek help and support should they need to broaden and strengthen their knowledge, tolerance and understanding in all aspects of diversity.

## 11 Links to 'Keeping Children Safe in Education'

11.1 All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

11.2 This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone 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 nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Sexting (also known as youth produced sexual imagery) and;
- Initiation/hazing type violence and rituals.

11.3 All staff engage in annual training sessions and will follow the school's policy and procedures with regards to child-on-child abuse.