

The Wren School Anti-Bullying Policy

Purpose and background

This policy is based on the premise that every member of The Wren School community, adult and child, has the right to feel safe and confident.

At The Wren School, we are committed to providing an inclusive ethos for all our students and staff so that they are able to thrive and achieve. Bullying of any kind is unacceptable at our school and will not be tolerated in any form (see Appendix 1 for The Wren School's definition of bullying, which will be reviewed with school council annually to ensure that it continues to reflect the student viewpoint and can be readily understood by everyone.)

If bullying does occur, all students should be able to tell someone and know that incidents will be dealt with promptly and effectively. We are a TELLING school (anyone who knows that bullying is happening is expected to tell a member of staff) and also a LISTENING school (anyone who reports bullying will be listened to seriously and appropriate action will be taken). This policy and the school's advice are readily available to students and all members of our school community on the school's website. All staff are made aware of the policy as soon as they join the school.

Policy objectives

To fulfil the school's statutory responsibility with regard to the rights of children and to safeguard and promote their welfare;

To promote the school's aim to nurture its students and to create an environment in which bullying is seen as inappropriate and unacceptable;

To ensure that as a school, we take bullying seriously. Bullying will not be tolerated, and parents/carers and students should be assured that they will be supported when bullying is reported;

To ensure that all staff, governors, students and parents/carers have an understanding of types of bullying;

To ensure that all staff, governors, students and parents/carers know what the school policy is and what to do if bullying arises;

To demonstrate to bullies that their behaviour is unacceptable and to reassure victims that action will be taken to keep them safe and secure.

Management of policy

School This policy is implemented and managed by the headteacher, in consultation with the assistant headteacher and the school council

Approval Ratified by Wren School Local Governing Board – May 2019.

Next review due May 2020

Associated policies

- Child Protection and safeguarding policy
- Equality policy
- Behaviour policy
- Attendance policy

Practice and procedures

This policy recognises that all members of the school community have a role to play in effectively managing anti-bullying within The Wren School. It is essential that this policy is brought to the attention of all staff, and that they are informed of any significant revisions to it. This policy will form part of the induction process for all staff and be available to all parents/carers of our school students.

This policy relates to incidents that occur on the school premises, on the way to and from school or on school trips. However, the school has an enduring interest in the welfare and conduct of its students at all times and the headteacher is empowered by law, to such extent as is reasonable, to regulate the behaviour of students when they are off school site; this can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Prevention of bullying

- Students will work alongside staff through the school council to discourage bullying;
- Anti-bullying work carried out in form groups;
- There is a “student voice box” outside student reception that all students can access in order to express any concerns that they may have regarding bullying or any other matters; this is checked regularly;
- Students are encouraged to make their voice heard and participate as active members of the school community;
- There are supervised places in the school for students to go at break and lunch times if they are feeling unsafe;
- The Wren School recognises that there are particular times when students may be more vulnerable to bullying – lunch and break times and the end of the school day. Arrangements will be made to ensure that at such times, there is adequate supervision available to reduce the risk of bullying incidents;
- Extra provision/support will be made available if students express a concern around bullying;
- Students will be made aware of what to do, where to go and who to go to if they are feeling unsafe. Such information will be publicised around the school site;
- Students will be encouraged to tell an adult if bullying is occurring. They will be told who to talk to if they are being bullied or if they know of someone who is being bullied;

- The anti-bullying message (including cyber bullying) will be reinforced throughout the year and will be addressed in assemblies and form time as well as through the personal development programme. This will include raising awareness of the types of bullying that exist;
- The Wren school will work with outside agencies including Stonewall, CEOP, Support U and Kidscape in order to ensure that their anti-bullying policy is in line with current research evidence;
- Anti-bullying ambassadors are in place and will be helping to form a clear and decisive strategy on tackling bullying moving forward.

All of these preventative strategies operate within a school ethos founded on equality, fairness and respect for others in which individual differences are celebrated and seen as a source of enrichment. In order to help children learn and develop appropriate responses to others, all staff at all times will treat each other as well as students, parents and carers with courtesy and respect and will model appropriate and acceptable behaviour.

Parental involvement

The Wren School is firmly committed to working in partnership with parents/carers and believes that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs.

The Wren School recognises the important influence which parents/carers have on their children and would wish, using the home/school agreement, to enlist their support when their child is involved in bullying – either as a victim or a perpetrator.

If a child is involved in an incident of bullying, (either as a victim or a perpetrator), the school will inform parents/carers and invite them to become involved in the management of the problem and the prevention of further incidents.

The assistant headteacher (behaviour & attendance leader) has undertaken a parental survey (2018) around bullying so that the school can address any concerns that are raised.

Anti-Bullying procedures for Staff

The Wren School requires all staff to act on any information that they receive about alleged bullying. The following process exemplifies expected staff behaviour.

1. You are contacted by a parent/carer or have a conversation with a student about a potential bullying issue:
 - A. Reassure student or parent/carer that they have done the right thing to contact you.
 - B. Tell them that you are going to pass on this information and that someone will be in touch with them shortly to help them resolve the issue.
2. At the next available opportunity:
 - A. Contact the year leader, key stage leader or assistant headteacher (behaviour & attendance leader).
 - B. On the same day, write up the conversation you have had with the student or parent/carer on the teacher statement form, using quotes from the conversation

where possible. This to be sent to the year leader, key stage leader or assistant headteacher (behaviour & attendance leader).

3. Recording

- A. Incident logged by year leader, key stage leader or assistant headteacher (behaviour & attendance leader).
- B. Form leader of alleged victim informed. Check for background information about alleged victim, e.g. has there been any prior alleged bullying incident between the alleged victim and bully?
- C. Agree who will investigate.

4. Investigation

- A. Gather statement(s) from alleged victim(s) and witness(es) to establish what/when/where etc. reassurance that information has been received.
- B. Check for background information before interviewing alleged bully (bullies).
- C. Take further statement(s) if required.
- D. Isolate alleged bully/bullies if deemed appropriate.
- E. Feedback to all appropriate parties, e.g. form leader, year leader, key stage leader and/or assistant headteacher (behaviour & attendance leader), one of which completes "bullying incident log".

5. Action

- A. Consideration of evidence and history.
- B. Decision about sanction(s) for perpetrator(s), which may include exclusion for serious and/or repeated incidents and support for victim(s).
- C. Contact parents/carers of victim(s) and bully(ies).
- D. Sanction in place; support given to victim .
- E. Year leader/key stage leader/assistant headteacher (behaviour & attendance leader) to arrange and facilitate restorative meetings with all parties involved.
- F. If the issue persists following the above actions being taken, the year leader/key stage leader/assistant headteacher (behaviour & attendance leader) should look to involve external agencies, often through the police service, to support the process, e.g. 'Resolve'.

6. Monitoring

- A. Monitoring and follow-up interview with victim.
- B. Update to bullying incident log.
- C. Further feedback to parents/carers of victim(s) and of perpetrator(s).

Bullying of staff

All adult members of our school community also need support in instances of bullying and cyberbullying. Instances of harassment or bullying of staff will be dealt with by the headteacher.

Staff concerns should be reported using the procedures outlined in the Confidential Reporting policy.

E-safety

The Wren School takes matters of E-Safety extremely seriously and all staff will be made aware of their responsibilities. E-Safety encompasses not only internet technologies but also electronic communications via mobile phones, games consoles and wireless technology. As a school, we encourage the use of technology as an important part of our students' development but always want them to spend their time online safely.

We are keen to stress to all students that they must be aware of how they treat others, and the responsibilities that they have, especially when using information communication technology.

Students will be educated in the responsible and safe use of the internet through a range of strategies:

- Internet safety talk will be given to year 7 each year; in subsequent years, other year groups will also receive an Internet Safety Assembly at least annually;
- Personal development lessons will be used to reinforce messages about safe use of the internet;
- Acceptable use of the internet will be explained to students at the start of each academic year;
- Cyberbullying will be addressed through assembly and work carried out in reflection time or dynamic day activities (further work will be completed if significant issues arise and the safer schools police officer may be included);
- Students will be made aware of different avenues and websites (ThinkUKnow, (CEOP) and Kidscape) through which they can report cyberbullying

Staff will be expected to reinforce e-safety messages across the curriculum.

Parents/carers play a crucial role in ensuring that their children understand the need to use the internet/mobile devices in an appropriate way. The Wren School will take every opportunity to help parents understand these issues – for example, through information evenings for parents.

Cyberbullying

The Wren School agrees with the definition of cyberbullying provided by the DCFS in their Safe To Learn Guidance, which is, 'the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.'

We note the search powers included in the Education Act 2011 which give teachers a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Cyberbullying takes different forms: threats and intimidation; harassment or "cyber-stalking" (e.g. repeatedly sending unwanted texts or instant messages); vilification or defamation; exclusion or peer rejection; impersonation; unauthorised obtaining and publication of private information or images (including what are sometimes misleadingly referred to as 'happy slapping' images); and manipulation.

In cyberbullying, bystanders can easily become perpetrators, for example, by passing on or showing to others, images designed to humiliate or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted and may lead to severe and distressing consequences and that participating in such activity will not be tolerated. "Bystanders" will be sanctioned where appropriate.

Responding to Cyberbullying:

- The Wren School will respond to victims of cyberbullying in the same way as for victims of any other form of bullying. Victims will be listened to and offered support;
- Victims of cyberbullying will be encouraged to make a note of the date and time of incidents, to save a copy of abusive or threatening text messages or emails and report this to the police;
- Advice will also be given about steps they can take to avoid recurrence – for example, advise those targeted not to retaliate or reply; provide advice on 'blocking' or removing people from 'buddy lists'; and ask them to think carefully about what private information they may have in the public domain;
- Once the person responsible for the cyberbullying has been identified, sanctions will be applied;
- Steps will be taken to change the attitude and behaviour of the bully, as outlined earlier in this policy.

Evaluation

We recognise the importance of gathering and analysing data in order to monitor and evaluate the feelings of our students and the effectiveness of our action.

An anti-bullying log will be held by the pastoral team which includes the year leader, key stage leader and the assistant headteacher (behaviour & attendance leader) who will monitor and analyse patterns and trends and report to governors and the school's Senior Leadership Team. Incidents of bullying with racist content or motivation will be recorded on the Racist Incident Log following the guidance issued and in line with the Equality Policy.

Associated documents

This policy has been drawn up in accordance with relevant legislation and guidance, including:

- Protection from Harassment Act 1997
- Human Rights Act 1998;
- Communications Act 2003
- The 2004 Children Act which requires Children's Services Authorities to improve the well-being of children in their area through partnership with others, and to safeguard and promote the welfare of children;

- The 2006 Education and Inspections Act which places duties on school governing bodies and headteachers to promote good behaviour and the wellbeing of students, and institute measures to prevent all forms of bullying among students;
- The Children's Plan: Building brighter futures (2007).
- Safe to Learn: Embedding anti-bullying work in schools (DCSF, 2007).
- Equality Act 2010
- Education Act 2011
- Preventing and tackling bullying - issued by the Department for Education (updated - July 2013) replaces "Safe to Learn".

Legislation relating to Safeguarding Children and Safer Recruitment is also relevant to this policy.

Appendices

Appendix 1 What is bullying?

Appendix 1

What is bullying?

The Wren School student definition:

Bullying is the **constant and repeated** use of hurtful behaviour to harass, harm, humiliate or intimidate another person. This behaviour causes pain or distress to the victim and affects their self-esteem. Bullying can take many forms including:

- Use of mobile phones, websites and other technology to harass, humiliate or hurt someone.
- Verbal threats including:
 - name calling;
 - taunting;
 - spreading rumours;
 - accusing someone of something that isn't true;
 - boasting to demean someone's confidence.
- Physical aggression.
- Emotional, such as excluding someone from a group of friends.
- Taking someone else's possessions or damaging them.
- Harassment because of disability, sexual orientation and/or gender identity (known as HBT Bullying – see below¹), gender, ethnicity or religion.
- Failing to tell an adult when you know someone else is suffering.
- **Everyone at The Wren School has a responsibility to help those who are upset or hurt.**

1 *HBT Bullying*

Homophobic, biphobic and transphobic (HBT) bullying is the targeted abuse of an individual who identifies as lesbian, gay, bisexual, transgender or someone who is questioning their sexual orientation or gender identity (LGTBQ).

As with most kinds of bullying, there are five main types of HBT bullying that can occur. A series of incidents can involve all five types, or the sustained use of just one type.

•Physical – hitting, kicking, pinching, punching, pushing, scratching, spitting or any other form of physical or sexual violence. Damaging or taking things that belong to another person can also be classed as physical bullying.

•Verbal – bullying that is spoken or said. This can include using words such as 'faggot' or 'tranny'. Statements that threaten or tease others can be verbal bullying, even if they don't involve these kinds of words (see below).

•Indirect – bullying that does not directly involve the person being targeted. This can include spreading rumours about someone, or purposefully excluding them from an activity because of their sexuality or gender identity.

•Mental – bullying that involves threatening or actually 'outing' someone to another individual or a group of people; public humiliation, sabotaging friendships and academic achievements.

•Cyber – bullying that is carried out using electronic means. This includes sending texts, calling people to verbally abuse them, sending videos or picture messages, sending emails, using social media or instant messaging (IM) apps, or writing malicious posts on online forums or blogs. This can also include sending threatening messages or death threats.