



**John Willmott
School**

**Anti-Bullying
Policy**

Contents

Core Values	3
Policy Objectives	3
What is Bullying?.....	4
Specific forms of bullying.....	4
Bullying outside school premises.....	4
Why is it important that we respond to bullying?	5
Signs and Symptoms of bullying	5
Guidance for teachers and parents on recognising signs of bullying	5
Guidance on recognising if a child has been bullying others.....	5
Preventing Bullying	6
How to respond to bullying	7
Criminal law	8
Outcomes.....	9
Reporting	9
External Sources for Support	10

Core Values

We aim to promote educational excellence in an environment which is safe and free from all types of bullying. Bullying is a form of anti-social behaviour that encompasses any sort of deliberate physical, emotional, social or verbal intimidation by an individual or a group. It causes anxiety and stress and has no place at John Willmott School. Bullying towards any member of the school community, both inside and outside of school, will not be tolerated. Examples of different types of bullying are included in the table below:

Type	Aspects
Physical	An unprovoked assault on a person or group or their belongings including pushing, kicking, hitting, pinching and extortion.
Emotional	Reduction of a person's self-esteem or confidence through threatening behaviour, mocking them, taunting or teasing them about any feature of their lives which can be used to wound them.
Social	Ostracism or rejection by a peer group.
Verbal	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, spreading rumours, persistent teasing, ignoring or not communicating.

If bullying does occur, all members of the school community should feel able to tell. We are a telling school; anyone who knows that bullying is happening should feel safe enough to report it. We will make sure that when bullying is reported it is dealt with promptly, effectively and fairly.

This Anti-Bullying Policy is an integral part of the school's behaviour code, our Safeguarding Policy and upholds the Equality Act 2010. The act has three aims:

- to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- to advance equality of opportunity between people who share a protected characteristic and people who do not share it
- to foster good relations between people who share a protected characteristic and people who do not share it.

Policy Objectives

- To have robust procedures for reporting and dealing with bullying
- To deliver a clearly established anti-bullying programme
- To ensure all staff, governors, students and parents have an understanding of bullying and its impact

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical.

Specific forms of bullying

Cyber-bullying is the use of e-mail, instant messaging, chat rooms, pagers, mobile phones or other forms of information and communication technology to deliberately harass, threaten or intimidate someone. 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 gives teachers the power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Racially motivated bullying includes mistreatment of people because of their race, ethnic group, nationality or language. It is particularly serious because when a child is targeted for representing a certain group it sends a powerful message to the wider group. Racist bullying is likely to hurt not only the victim but also other students from the same or similar group and their families. Religiously motivated bullying has a similar effect and is based on mistreatment of individuals and groups linked to their belief system.

Homophobic bullying occurs when incidents are perceived to be homophobic by the victim or any other person. People do not necessarily have to be lesbian, gay, bisexual or transgender to experience such bullying.

Gender bullying is the mistreatment of people because of their gender, also known as sexual harassment. It is characterised by abusive name-calling, looks and comments about appearance, attractiveness, emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions, pornographic material and graffiti with sexual content and, in its most extreme form, sexual assault or rape.

Disabilities. People can also be bullied on account of their disabilities, e.g. learning difficulties, physical disabilities or medical conditions.

Bullying outside school premises

The school will investigate and act upon matters of bullying that occur anywhere off the school premises, such as on public transport, outside the local shops, or in the city centre. It may be necessary to notify the police or the local authority anti-social behaviour co-ordinator of the action taken against a student. In all cases of bullying, the school will only discipline the student on school premises or elsewhere when the student is under the lawful control of the school.

Why is it important that we respond to bullying?

Bullying can have a damaging effect on young people, on their self-esteem and, ultimately, their school attendance and achievement; these effects can be long lasting. Victims of bullying often feel responsible for what has happened, adding to their feeling of helplessness and isolation.

Others associated with incidents of bullying such as the perpetrator, school staff and families can also suffer from short and long-term negative feelings and impacts such as frustration, anger and loss of self-esteem.

Signs and Symptoms of bullying

Guidance for teachers and parents on recognising signs of bullying

Children may show one or more of the following behaviours:

- Be frightened of walking to or from school
- Be unwilling to go to school and develop unidentifiable illnesses, e.g. stomach ache
- Change their route to school deliberately avoiding certain places and times
- Begin doing poorly in their school work or drop out of activities and clubs
- Come home regularly with clothes or books damaged or destroyed
- Become withdrawn, start stammering
- Become distressed, stop eating
- Cry themselves to sleep
- Have nightmares or even call out, 'leave me alone'
- Have unexplained bruises, scratches, cuts
- Have their possessions go 'missing'
- Ask for money or begin stealing money (to pay the bully)
- Continually 'lose' their pocket money
- Refuse to say what is wrong
- Body language becomes more closed
- Become more reclusive
- Give improbable excuses to explain any of the above
- Talk about killing themselves.

Guidance on recognising if a child has been bullying others

It may be very difficult to tell, particularly if a child denies it or is part of a group denying involvement in bullying, but some of the following may be indicators:

1. They may have access to more money than usual.
2. There might be changes in their views. They may openly express negative comments and feelings about individual people or groups, e.g. making racist or homophobic insults. This may be reflected in graffiti around the house, on books and on paper

3. There might be changes in behaviour, e.g. becoming more verbally aggressive or displaying unusual mood changes
4. They may have new or different belongings that they did not buy and they may use unlikely reasons for having new things
5. You may notice something about young peoples' behaviour around a child, e.g. they may be over-generous towards the child because they are frightened not to be their friend
6. They may become more **secretive**, particularly involving communication technology, which could hold images or text of their behaviour; 'happy slapping' is an example of this.

Preventing Bullying

At John Willmott School, we use the following methods for recognising and preventing bullying:

- Attractive physical environment, open and highly visible social areas
- High presence of staff on duty around the school grounds during break time, lunch time, before and after school
- Pastoral team situated on corridors during lesson change over and teaching staff greeting students upon entry to classrooms
- School council forum to discuss issues
- The use of praise to reward students for displaying positive behaviour
- Behaviour Policy with clarity of behaviour expectations, sanctions and rewards including form activities promoting skills of self-awareness/tolerance of others/empathy
- Assemblies about zero tolerance to bullying behaviour, moral, social and cultural issues
- Assemblies on E-safety and Acceptable Use of School Computers Policy Agreement displayed on all computer screens before students use them
- Guidance lessons teaching students about bullying, discrimination, prejudice, diversity, equality and being safe
- Mentors and Achievement Co-ordinators mediate early on when they are alerted to issues arising between students
- Use of Behaviour Support Plans and reports to modify bullying behaviour by perpetrators
- Raising awareness of bullying during Anti-Bullying Week
- Year 12 and 13 mentors who work with year 7 students
- Mentoring - available for the victim to provide support
- Mentoring - available for the bully to provide support and to help them appreciate how their behavior has caused distress to their victims

How to respond to bullying

The Assistant Headteacher for Behaviour will have overall responsibility for implementing this policy at John Willmott School. The school will raise awareness of the issues around bullying to the whole school community on a regular basis. This will be done in assemblies and one off events. The school will also organise INSET related to bullying and conflict resolution at regular intervals for to all current staff and staff joining the school, drawing on expertise from within the school and other organisations.

Staff

It is the responsibility of every member of staff to be actively alert to signs of bullying. Staff must challenge bullying behaviour inside and outside the classroom and to support students in reporting an incident.

- If a member of staff witnesses or suspects bullying is taking place, they need to record the incident/concerns on the **Bullying Concerns/Incidents Form** located in staff office areas around the school and on the schools computer network. *This procedure must also be followed if a student reports an incident of bullying to a member of staff.*
- The **Bullying Concerns/Incidents form** is then forwarded to the Achievement Co-ordinator.
- The Achievement Co-ordinator will investigate the incident/concern and take appropriate action in accordance with the Behaviour Policy and record this on **GO4SCHOOLS**.
- The Achievement Co-ordinator will also put in place any support strategies e.g. mentoring etc.
- The **Bullying Concerns/Incidents** form will be filed centrally in the Bully's and Victim's files.
- Details from the form will be recorded by the Achievement Co-ordinator onto the **Central Bullying Record** located on the School computer network area. A **copy of this spreadsheet** will be forwarded to the Assistant Headteacher responsible for Behaviour at regular intervals during the course of the year.

Students

Students will be encouraged to be active when they observe bullying by:

- Not allowing someone to be deliberately left out of a group
- Not smiling or laughing when someone is being bullied
- Telling a member of staff what is happening
- Encouraging the bullied student to join in with their activities or groups
- Telling the bullying student that they disapprove of his or her actions

Students are encouraged to **always tell** a member of staff with whom they feel comfortable about any issues of bullying. The member of staff will act swiftly, and follow the Anti-Bullying Policy procedures outlined above.

Where a safeguarding allegation is made by a student about another student, safeguarding procedures as outlined in the Safeguarding Policy will be followed.

Parents

The Anti-Bullying Policy is available on the school's website and parents are encouraged to contact the school and tell a member of staff with whom they feel comfortable about any issues of bullying. The member of staff will act swiftly, and follow the Anti-Bullying Policy procedures outlined above.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If the school feels that an offence may have been committed they will seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Outcomes

Victim	Bully
<p>The school will ensure that the victim is safe.</p> <p>The victim will be listened to, given time and support to talk about the incident(s) including, where required, access to peer group mentoring, adult mentors and even external support systems.</p> <p>If possible, the students will be reconciled.</p> <p>If necessary, parents will be informed.</p> <p>After the incident(s) have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place</p>	<p>The bully will be listened to, given time and support to talk about his/her reasons for behaving in an intimidating way and helped to appreciate the distress that they are causing.</p> <p>The bully will be helped to understand that they must take responsibility for their actions and that they must make amends.</p> <p>The bully may be asked to genuinely apologise. Other consequences may take place.</p> <p>If necessary, parents will be informed.</p> <p>In serious cases, exclusion will be considered, in accordance with the schools Code of Conduct.</p> <p>If the incident is considered to be a criminal act, then the school will inform the Police.</p> <p>If possible, the students will be reconciled.</p> <p>After the incident(s) have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place</p>

Monitoring

- Incidents are recorded on the Bullying Concerns/Incidents form and forwarded on to the Achievement Co-ordinators
- All incidents are recorded on the GO4SCHOOLS system and Central Bullying Record by Achievement Co-ordinators
- Coding of incidents on the Central Bullying record identifies type of bullying
- Able to analyse particular students/age groups/locations/patterns of occurrence/location

Reporting

- Annual bullying incidents report presented to SLT and Governors

External Sources for Support

Birmingham City Council <http://www.birmingham.gov.uk/cs/Satellite?c=Page&childpageame=Children%2FPageLayout&cid=1223336569626&pagename=BCC%2FCommon%2FWrapper%2FInlineWrapper>

Bullying UK <http://www.bullying.co.uk/> Tel. 0808 800 2222

ChildLine <http://www.childline.org.uk/Pages/Home.aspx> Tel. 0800 1111

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

NSPCC <http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>

Appendix

Bullying Concerns/Incidents Form

Student Name: _____ Form Group _____

Date/Time/Location of Incident: _____

Member of staff _____

Witnesses _____

<u>Description of incident/concerns</u> (Names of individuals concerned etc.)	Type of bullying	Tick
	Homophobic	
	Racial	
	Sexist	
	Physical	
	Emotional	
	Psychological	
	Cyber	
	Other	

Action taken by member of staff		Tick
	Listened to	
	Spoken to	
	Recorded	

Action taken by Achievement Co-ordinator		Tick
	Listened to	
	Spoken to	
	Mentoring	
	Mediation	
	Isolation	
	Contact Parents	
	Central Record	

Signed _____ (Achievement Co-ordinator)

Date _____