



Respect Honesty Compassion Resilience Industry Courage

The Market Weighton School

Anti-Bullying Policy

Policy Author	Paul Ollett
Date	Autumn 2020
Date Policy Adopted by the Governing Body	
Review Date	
Reviewed By	Paul Ollett
Next Review	Autumn 2023
Version	1

Introduction

Bullying, harassment and discrimination of any kind are unacceptable at our school. They run counter to our core values which are centered around:

- Respect for oneself;
- Respect for each other;
- Respect for our environment.

We are committed to providing a secure environment in which all individuals are valued, respected and enabled to achieve their potential. There is no place in such a community for bullying of any sort and it will not be tolerated. This policy was written in consultation with members of the Student Council.

Purpose of the policy

- To clarify what is meant by “bullying” and raise awareness.
- To create a climate where students who are subject to bullying, harassment or discrimination feel that they can speak to an appropriate person within school.
- To suggest strategies by which bullying can be prevented and dealt with by staff and students.
- To ensure a consistent approach to bullying issues.
- To provide a framework to support an ongoing discussion of bullying issues (for example, as part of the curriculum, at tutor times and as part of the PD Day programme).

Definition

Bullying is a repeated act which causes harm or distress, which can be committed by individuals or group. Anyone can be a perpetrator of bullying and similarly anyone can be a victim of bullying.

Bullying can take many different forms and is sometimes motivated by prejudice, for example on grounds of race, religion, gender, sexual orientation or because of a child’s home background. It may be motivated by actual or perceived differences between children.

Examples of bullying

Physical - physical violence, unwanted physical contact, etc;

Verbal - name calling, abuse, taunts, etc;

Non-verbal/emotional /psychological - excluding, tormenting, threatening, interfering with possessions;

Social Bullying - Excluding others, Spreading rumours, encouraging others not to be friends with others.

Cyber-bullying - the use of technology (social networking, email, texting, instant messaging) to bully from a distance. This form of bullying can take place at any time and can be anonymous.

Procedures for dealing with cyber-bullying

Students are asked to report this form of bullying as per the procedures for other types of bullying. Where the perpetrators are known, they will be dealt with in accordance with this policy. Where perpetrators are unknown the student will be given advice on how to put an end to the bullying and the school will work with parents to advise them of how they can help to keep their child safe from this form of bullying.

Bullying Outside of School

Where bullying outside of school is reported it will be investigated and acted upon in collaboration with parents and other appropriate parties

Types of Bullying

There are numerous different ways bullying can happen, which include, but are by no means limited to:

- **Physical bullying:** physical bullying is intentionally causing pain or distress using physical actions. This can include things like hitting, kicking, punching or tripping up.
- **Emotional bullying:** emotional bullying is intentionally causing harm through how someone is treated emotionally. This can include things like excluding, humiliating, or intimidation.
- **Cyber-bullying:** cyber bullying is any type of bullying which takes place using communication technologies, for example social media, mobile phones, emails or the internet in general.
- **Verbal:** verbal bullying is intentionally causing harm to someone using words and the things that are said to that person. This can include things like name-calling and teasing.

Indirect bullying can include spreading malicious stories about someone, exclusion from social groups, being made the subject of malicious rumours, graffiti, or the display of discriminatory material.

Discrimination and Types of Discrimination

Discrimination is the unjust or prejudicial treatment of different categories of people based on Racism, Sexism, Homophobia, Biphobia, Transphobia, Religious, Disablist and Classist discrimination.

- **Racism:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people of a different ethnicity or nationality. This can often be based on the belief that the perpetrator's ethnicity or nationality is superior to that of others.
- **Sexism:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people because of their gender. This includes behaviour, conditions, or attitudes that foster stereotypes of social roles based on gender.
- **Homophobia:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at gay men and women. This also includes 'heterosexism': the belief that heterosexual relationships are 'the norm' and the presumption that people identify as heterosexual despite not having disclosed their sexual orientation. It also includes connotations and stereotypes about gay men and women.
- **Biphobia:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at bisexual people. As with homophobia, this includes 'heterosexism' and stereotypes/connotations about bisexual people.
- **Transphobia:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people who identify as transgender. This includes refusal to recognise a person's gender, not recognising chosen names, excluding access to toilets and changing facilities of someone's identified gender, and the assumption that people's gender matches their biological sex.
- **HBT (Homophobia, Biphobia & Transphobia):** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or at their perceived sexual or gender identity. This can include assuming that heterosexual relationships are 'the norm' or refusing to allow a person to use the toilets or changing area of their chosen gender.

- **Religious discrimination:** valuing or treating a person or group differently through prejudice, stereotyping or antagonism directed at people because of what they do or do not believe. This includes refusal to accommodate the right to prayer and worship, or prohibition of religion.
- **Disablist discrimination:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived disability. This can include stereotyping a specific disablement against someone else who may also have a similar diagnosis.
- **Classist Discrimination:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived socio-economic status. This can include stereotyping a specific person based on their appearance or looks. This can not only impact on the individual but on their families and others perceived to be from the same group.

HBT Bullying Homophobic, Biphobic & Transphobic (HBT) Bullying

What is HBT Bullying?

A targeted incident of aggressive, verbal or emotional abuse towards a person because of their, or their perceived, Sexual or Gender Identity.

Understanding & responding to Homophobic, Biphobic & Transphobic (HBT) Bullying.

What is HBT Bullying?

A targeted incident of aggressive, verbal or emotional abuse towards a person because of their, or their perceived, Sexual or Gender Identity

What can happen?

- Verbal, physical or emotional harassment including insulting or degrading comments, name calling, gestures taunts & insults or 'jokes'.
- Offensive Graffiti
- Humiliating, excluding, tormenting, ridiculing or making threats towards others based on their, or their perceived Sexual or Gender Identity.
- The use of the word 'gay' in a derogatory way or replacing a negative word with gay e.g 'those trainers are so gay'.

Top Tips for staff:

- To read and understand the Anti- Bullying policy and respond accordingly.
- Challenge all incidents, behaviour and language that occur, addressing these with the students.
- Actively encourage fellow staff and students to not be bystanders.
- Be calm and take your time when responding to incidents.
- Don't be afraid to ask questions to those involved.
- Ensure adequate time is given for reflection to all involved.
- Challenge the statements, not the young person.
- Highlight to the young people how they would feel should this language be used against them.
- To look at ways forward following on from the incident e.g. a class discussion about language.
- Record the incidents correctly for monitoring purposes.

Prevention

It is important that we create a climate in which students:

- Feel that they can report any incidents of bullying to an adult within school.
- Are less likely to engage in bullying behaviour because of the positive relationships that are formed between students at the school.

This will be under pinned by keeping anti-bullying and our approach to it firmly on the agenda.

- Promote clear messages of what bullying is and our zero tolerance approach to bullying throughout the year (assemblies, leaflets, work in tutor time, website, anti-bullying week).
- Ensure a consistent whole school approach through the wide dissemination of the school's anti-bullying policy.
- Regular assemblies on anti-bullying and related topics such as discrimination and diversity.
- Work with other agencies (e.g. Bus Wise, YFS, PET, school nurse) in order to secure appropriate support in order to promote anti-bullying.
- Lunchtime 'drop-in' session in the Head of Year room.
- Raising awareness of cyber-bullying and online safety.
- Bullying issues raised with the Head-teacher at student 'book-sees'.
- Audit students' views about bullying and areas of the school where they feel less safe.
- Bullying to be a regular agenda item for the school council.
- Anti-Bullying Week Assemblies and tutor activities
- Anti-Social Behaviour Team come in termly
- The whole school community including parents has a responsibility in setting examples of model behaviour.

Responsibilities

Everyone has a responsibility to stop bullying.

Students

We expect our students to:

- Not bully others or become involved in bullying by, for example, encouraging others to bully.
- Report to an adult if they are being bullied or are a witness to bullying.
- Understand that they have a responsibility to report incidents. Being a silent 'bystander' supports the actions of the bully.

Parents

We ask our parents to support their children and the school by:

- Contacting the school if they know or suspect their child is being bullied; even if the child has asked for 'secrecy'.
- Contacting the school if they know or suspect that their child is bullying another student.
- Advising their children to report any instances of bullying to their form tutor, learning mentor or Head of Year.

Staff

We expect all TMWS staff to:

- Be positive role models for students; helping to create an atmosphere of mutual respect.
- Provide students with a framework of class behaviour which is in line with the school behaviour for learning policy and provides clear boundaries.
- Be vigilant to any signs of possible bullying.
- Report and record any incidents or allegations of bullying following the school's procedures.
- Feedback to students on the action that is being taken.

Governors

Our governors will, through the designated safeguarding governor:

- Ensure that the school has an anti-bullying and a behaviour policy that are subject to regular review.
- Monitor the effectiveness of the anti-bullying policy.
- Support the school staff in the implementation of this policy.

Identifying Bullying

Children will not be punished for reporting what they believe to be instances of bullying (or accused of 'telling'). For some of the signs and symptoms of bullying:

Do not always dismiss 'horseplay', 'banter' or throw away comments students make to each other in the classroom or around school. All of our students have the right to feel safe and supported whilst in school.

Bullying could take place:

- On the journey to & from school;
- During lessons;
- At break times;
- Via electronic means, such as text messaging or via social media.

Bullying can happen in a number of ways, be this direct or indirect:

- Verbal;
- Emotional;
- Physical;
- Electronically.

Instances of bullying may involve:

- Sexist;
- Racial;
- Religious;
- Disability;
- Sexual Identity;
- Gender Identity.

There are signs and symptoms that all adults should be aware of; that may help you to identify that a young person is possibly a victim of bullying. These can include the following examples:

- Is frightened of walking to or from school alone;
- Changes in their usual routine;
- Is unwilling to go to school;
- Truancy;
- Becomes withdrawn, anxious or lacking in confidence;
- Starts stammering;
- Threatens or attempts to run away;
- Irregular sleep patterns and/or nightmares;
- Feels ill in the mornings;
- Attainment drops;
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Comes with torn clothes or damaged possessions;
- Has possessions which 'go missing';
- Is bullying other children and/or siblings;
- Stops eating;
- Is frightened to say what's wrong;
- Gives improbable excuses for situations above;
- Is afraid to use electronic media

The signs and behaviours listed above are not exclusively symptoms of being bullied and do warrant further investigation from the concerned adult.

What can students do about it?

- Talk to someone about it; a teacher, parent or a peer mentor
- Take a screenshot of any comments that are threatening.
- Keep and save any bullying emails, text messages or images you receive.
- Make a note of the time and date that messages or images were sent, along with any details you have about the sender.
- Try changing your online user ID or nickname.
- Change your mobile phone number and only give it out to close friends.
- Mobile phone companies and internet service providers can trace bullies, so don't be afraid of reporting it to them.
- Block instant messages from certain people or use mail filters to block emails from specific email addresses.
- Don't reply to bullying or threatening text messages or emails - this could make matters worse and lets those carrying out the bullying know that they've found a 'live' phone number or email address.
- Check privacy settings on social networking sites.

Incident reporting and recording

Procedures

How can students tell staff?

- Speak directly to a member of staff (normally the form tutor or Head of Year, but could be any member of staff).
- Write it down and hand/ send to a member of staff.
- Use the e-praise bullying report.
- Email heads of year directly

Who else can students tell?

- Speak to a parent or a friend and ask them to contact a member of staff.
- Speak to a member of another agency: School nurse, education welfare, YFS or PET staff who will be able to contact a member of staff.

General points

- Staff have a responsibility to address all reports of bullying. The priority will be to stop the bullying and to support the victim.
- It is important that allegations of bullying are listened to sensitively and that victims feel confident that steps to resolve the issue will be taken. It is also important that bullies know that their behaviour must change.
- Members of staff should report in writing (email) to the relevant Head of Year with as much detail as they can. It will usually be the Head of Year who investigates, assesses the seriousness and in discussion with other members of the Pastoral team determines the appropriate action that should be taken.
- If it is not the Head of Year dealing with bullying (eg a Form Tutor might deal with bullying issues within their form) then the Head of Year should be kept informed at each stage.
- Where necessary parents will be engaged to ensure that they are fully informed about what is happening and can be appropriately involved.
- Subsequent monitoring will take place to ensure that the bullying is not repeated.

Investigating Bullying

- Obtain a written statement from the victim
 - When and where it happens

- How often
- Exactly what happens
- Who is involved
- Who is also usually present
- Obtain witness statements
- Obtain a written statement from the suspected bully (and further witness statements as necessary)
- If the complaint is upheld the bully will be informed of the action to be taken and the consequences of any repetition
- Monitor the situation until satisfied that it has ceased

Incident Reporting

Incident reporting needs to pay attention to language used, which needs to be reported accurately. Staff need to be aware of what discriminatory language is and record incidents as such. Who was involved	Include the name of the victim and the instigator to identify and monitor patterns previously and in the future
Where did the incident take place?	Actual location of the incident on the school site so patterns can be identified and areas that staff may need to monitor more closely
When did the incident take place?	Date/time of the incident so patterns can be identified
What was said?	Record the specific language used, even if this is offensive
What action will you take/has been taken?	To record the action taken not just the consequences e.g. explaining to the instigator why it was wrong to use the language they did, and support for the victim.
Review systems	Having a named person review incidents looking for patterns e.g. students needing support or their behaviour addressing.

Record Keeping

A record must be kept of the incident on CPOMS (This is our online child protection monitoring system). If the bullying is discriminatory it will be logged.

Sanctions

Each case of bullying should be seen as unique and dealt with accordingly. This means an individual rather than a holistic approach; nonetheless, the standard hierarchy of sanctions is as follows:

- Spoken warning
- Parents informed as appropriate
- Detentions/ loss of privileges
- Internal isolation
- Fixed term exclusion (escalating according to seriousness)

Other approaches that may be used, depending upon the circumstances, include:

- Subject displacement

- Daily report
- Behaviour contract
- Removal
- Involvement with external agencies
- Restorative meeting

Staff response

The following is an example of a robust and positive response to a bullying incident, using an incident involving HBT language.	In our school we treat everyone with respect and when you use the word 'gay' in a way to mean 'rubbish' or 'bad', it is disrespectful of lesbian, gay, bisexual and transgender people.
Question what has been said?	What do you think the word 'gay' means? <i>If unknown that actual definition of gay, explain this.</i> Do you realise that what you said could hurt someone's feelings? Can you explain what you mean by calling that 'gay'?
Address and tackle	Language like that is not acceptable You might not think that word is hurtful, but many would
Make it personal	I'm not happy with what you said. Homophobic language upsets me. I don't want to hear it again. What you have said really disappoints and upsets me. It's really important to treat everyone with respect, and that's why it's wrong to use homophobic words.

False Allegations

Where it is found that allegations of bullying are false and potentially malicious then those making the allegations will be appropriately sanctioned, as above.

Supporting Victims of Bullying

- Involvement of peers, tutor, classroom teachers, head of year, learning mentors.
- Provision of 'safe areas' - library, learning support base, alternative lunchtime provision
- Help through multi-agency partners: Education Welfare Officer, YFS, PET, peer mentors, social skills group, school nurse.
- Head of Year/tutor will complete follow-up checks.
- Keep victims informed of actions taken.
- Bullying diaries.
- Sign posting to appropriate support groups eg Anti-bullying Alliance.

Conclusion

TMWS is fully committed to tackling any form of bullying or discrimination. We will not tolerate it in our school. Please contact the school with any queries regarding our policy.

Related Policies

Single Equality Scheme

Behaviour for Learning Policy
Child Protection Policy
Inclusion Policy
Acceptable Use Policy

Links to useful websites

<http://www.childline.org.uk/explore/bullying/pages/bullying.aspx>

<http://www.anti-bullyingalliance.org/>

<http://www.beatbullying.org/>

<http://childnet-int.org/>

<http://www.kidscape.org.uk/>

<http://www.stonewall.org.uk/>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/bullying>