



The Windsor Boys' School

Anti-Bullying Policy

TWBS Anti-Bullying Policy

The school motto ('Uno Animo' - "with one spirit") reinforces the idea of tolerance, unity and community and the core values ('READY, RESPECTFUL, SAFE') further strengthen the expectation that good relationships between all of the school community are fostered by all students at the school. Bullying is not acceptable behaviour at The Windsor Boys' School and every allegation of bullying will be taken seriously.

Statutory duties of school:

Headteachers have a legal duty under the School Standards and Framework Act (1998) to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections Bill (2006) these duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. Schools also have a duty to 'safeguard' and promote the welfare of pupils (Education Act, 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act, 2004). Government guidance advises that the policy should also address the bullying of staff by pupils ('Safe to Learn' DCSF 2007; Coalition Government documents and Law-equality Act, 2010; Education Act 2011)

Scope of this policy and links to other policies:

This policy includes:

- Bullying of pupils by pupils within school
- Bullying of and/or by pupils outside of school, where the school is aware of it
- Bullying of staff by pupils within or outside school

Allegations about bullying of pupils by staff will be dealt with under the school's safeguarding Policy.

This policy has links to the following school policies and procedures:

- Behaviour policy
- E-safety policy
- Child Protection Policy

Aim:

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without the fear of being bullied and that staff are free from fear of bullying by pupils.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

All staff, students and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that students can work in an environment without fear. Bullying is unacceptable at The Windsor Boys' School and will not be tolerated under any circumstances. Our ideal is to make The Windsor Boys' School a bully-free zone.

The school recognises also that it must take note of bullying perpetrated outside school which spills over into school. The school will do what is reasonably practicable to eliminate any such bullying and by promoting the core values of tolerance and respect and developing the students' 'Emotional Literacy' (defined as people being able to 'recognise, understand,

handle and appropriately express their emotions'), our aim is to prevent bullying in the first instance rather than dealing with its consequences.

The school acknowledges the important role of Tutors in early detection of bullying. The school will participate in activities relating to local and national initiatives and take a strong stance against bullying of any type, since it indicates a lack of appreciation for the feelings of others.

Our Aims and Objectives:

- To ensure that students learn in a supportive, caring and safe environment, without fear of being bullied. To demonstrate that the school takes bullying seriously and that it will not be tolerated.
- To take measures to prevent all forms of bullying in the school and during off-site activities.
- To support everyone in actions to identify and protect those who might be bullied.
- To clarify for all students and staff that bullying is wholly and always unacceptable.
- To demonstrate to all that the safety and happiness of students is paramount.
- To promote an environment where students feel they can trust and tell adults.
- To promote positive attitudes in students.
- To ensure that all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying.
- To ensure that all staff are aware of procedures through regular training.

We aim to create an environment where students can grow and flourish without fear. Each student has the right to be safe in and out of school and to be protected when feeling vulnerable.

Definition of Bullying

Bullying is persistent repeated behaviour which makes other people feel uncomfortable or threatened, whether this is intended or not. Four main types of bullying can be identified:

Physical: hitting, kicking or inflicting physical harm/causing pain; taking or hiding belongings

Verbal: name calling, teasing, insulting, writing or sending unkind notes or messages, including cyber-bullying (see later in policy).

Emotional: being unfriendly, excluding, tormenting/threatening looks, spreading rumours.

Cyber: email and internet chat room misuse; mobile phone threats by text; calls; social websites/apps.

Specific types of bullying include:

- Bullying related to race, religion or culture.
- Bullying related to special education needs (SEND) or disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation (homophobia).
- Bullying of young carers or Looked After Children or otherwise related to home circumstances.
- Sexist or sexual bullying.

There is no "hierarchy" of bullying - all forms of bullying should be taken equally seriously and dealt with appropriately.

Bullying can take place between students, between students and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Whilst we are utterly opposed to the notion of bullying, the school recognises that students do have disagreements with each other and friends fall out for a time. This is not usually bullying.

Cyber Bullying

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself.

There are 7 identified categories of cyber bullying:

- Text messaging bullying
- Picture/video clip bullying via mobile phone
- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying
- Bullying via websites
- Bullying through instant messaging

Some features of cyber bullying are different from other forms of bullying:

- Invasion of home/personal space that has previously been regarded as safe
- The audience can be very large and reached rapidly. Forwarded content is hard to control and the fear of resurfacing makes it hard for targeted students to move on
- The bullies can often remain anonymous which is very distressing for victims
- Bystanders can easily become accessories to the bullying by, for example, passing on a humiliating image
- Some instances of cyber bullying are known to be unintentional, for example saying something negative online about another student or teacher which is not expected to be passed on or viewed outside the immediate friendship group

The school will regularly raise the issue of cyber bullying via the curriculum, the assembly programme and tutor time.

Signs and Symptoms of Bullying

A child may indicate by signs of behaviour that he is being bullied.

Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the bus or train to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- 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 starving (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
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

NOTE: This is not an exhaustive list and these signs and behaviour could indicate other problems; however, bullying should be considered a possibility and should be investigated.

School Procedure for Bullying

The school would wish to emphasise that all forms of bullying are unacceptable as they are inconsistent with the school’s overall aims. All students should be responsible for bringing bullying to the attention of any adult on the staff. Staff will act on the information given and will take the appropriate action. It will be the professional judgement of senior staff to determine the nature of the problem and the appropriate level of response and course of action.

The school has a specific protocol for action in cases of cyber bullying as this usually involves activities outside of the immediate vicinity of the school. If necessary, the school will involve external agencies such as the police in addressing bullying incidents of any type.

If any student experiences any form of bullying, or if another student witnesses bullying, he/she should inform a teacher immediately. This would usually be the tutor, Director of Pupil Progress or Pastoral Care staff based in Pupil Services. In the first instance the teacher would listen to the student and ask for a written account of the incident. If a third party, mentioned in the account, witnessed the incident they would be spoken to by the teacher (independently) and asked to put their account in writing.

The anonymity of the witness is paramount and should be protected at all times. The witness’ name, for example, should not be given to the suspected bully or his/her parents. The accused, at this point, would be seen by the teacher and asked to write out their own account of the incident. When the teacher had consulted colleagues and the school is satisfied that the truth had been told by all concerned, the bully will be issued with a punishment. It is much better if the bully admits the offence and credit can then be given for truthfulness.

Many strategies can be used to reintroduce the bully with the victim after an incident. For instance, the bully and the victim would meet under the supervision of a member of staff (a form of ‘restorative justice’). The bully would apologise for his/her action and it would be explained to them just how the victim felt during and after the ordeal. In other cases, a letter of apology can be sent to the victim. However, in some instances, the bully is left in no doubt that they should not interfere, or have any communication, with the victim in the future. The victim may not want any immediate contact and this should be respected. After each case, it is most important that the victim feels safe and is as comfortable as possible over the next few days. However, it may be necessary for the victim’s own behaviour leading up to the incident to be discussed with him.

Positive steps must be taken with the bully to encourage improved behaviour, making it clear that truthfulness and a cessation of unsocial behaviour can lead to a fresh start. The punishment given to the bully may vary from detentions to internal or even external exclusions; the professional judgement of the Head of Year or member of SLT will determine the severity of the punishment.

In cases of internal or short term external exclusion, parents will be contacted by letter and asked to meet with senior staff. The purpose of the meeting will be to gain support from the parents and assurances from the student that this type of behaviour will not be repeated. The authority to issue internal suspensions is at the discretion of the Director of Pupil Progress, Assistant Head, Deputy Head or Headteacher. When a student is externally excluded this decision will be taken by the Headteacher.

If any student continues to bully others, after repeated warnings and punishments, the Headteacher may have no other alternative than to consider permanent exclusion.

In all matters it is important to support the victim and punish the bully at the appropriate level. In school it is the students who still have to work and live together. Their future relationship in school is the important issue and for this reason clear guidelines have been established.

Bullying against staff

Bullying towards staff will not be tolerated.

A member of staff, who believes that he or she is being bullied or harassed, will be encouraged to report it to a colleague of their choice. Staff who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- Providing reassurance that the bullying will be addressed
- Offering continuous support.
- Restoring self-esteem and confidence
- The use of specialist interventions and/or referrals to other agencies e.g. educational psychology, where appropriate.
- Help and advice on how to remove online material.

Anti-Bullying Policy

Reviewed: May 2017

Reviewed by: Mr Mike Rooke

To be reviewed: May 2018