



Westborough
High School
Together We Succeed

Anti Bullying Policy

Next review: Summer 2022

Statement of Intent

Westborough High School prides itself on promoting a welcoming culture of safety, responsibility and respect ensuring a positive climate where all members of the school community feel safe, comfortable, and accepted. Westborough is committed to ensuring a caring, inclusive and safe environment for all pupils to learn in, so they enjoy their education. The school's inclusive provision assists pupils to enjoy their education, feel valued and develop both academically and personally. All pupils are supported in their learning and encouraged to engage in every aspect of school life. The inclusive curriculum celebrates diversity and promotes tolerance and mutual respect of others. Bullying of any kind is not accepted at Westborough. If bullying does occur, all pupils are able to report bullying and know that incidents will be dealt with promptly, proportionately and effectively.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person either physically or emotionally, by intimidating or demeaning others. It is usually persistent and is often covert and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and emotional distress to the victim.

Bullying can be, but is not limited to:

- **Emotional:** derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.
- **Physical:** pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- **Racist:** racial taunts, graffiti, gestures
- **Sexual:** unwanted physical contact or sexually abusive comments
- **Gender** (sexist bullying):
 - sexual orientation (homophobic or biphobic bullying)
 - gender identity (transphobic bullying)
- **Verbal:** name-calling, sarcasm, spreading rumours, coercion teasing, abuse and threats; ridiculing an individual.
- **Cyber:** online abuse such as through email & internet chat rooms. Threats by text messaging & calls and social-media platforms. Misuse of associated technology, e.g. camera & video facilities

Why is it Important to Respond to Bullying?

Bullying hurts and can have long lasting damaging effects on an individual. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who bully need to learn different ways of behaving and may need intensive work on what it means to be a positive and empathetic person.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- The school takes bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

- Bullying will not be tolerated at Westborough High School.

Staff Responsibilities

- Implement procedures to confront bullying of any form
- Listen to all parties involved in incidents
- Investigate incidents promptly and as fully as possible
- Take appropriate action and to refer to Year Leader/Anti-Bullying Lead/SLT as appropriate
- To record on Class Charts any incidents of racist, homophobic, biphobic, transphobic bullying if appropriate
- To share with parents of the victim and bully, incidents of serious and /or persistent bullying
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour
- To facilitate communication with relevant agencies when appropriate
- To promote the use of interventions which are least intrusive and most effective.

Signs and Symptoms

A pupil may indicate by signs or behaviour that he or she is being bullied. All adults should be aware of these possible signs and that they should investigate if a pupil:

- is frightened of walking to or from their school
- does not want to go to travel to school on transport
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts to stammer
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- school work begins to suffer
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing money
- has lunch or other monies continually 'lost'
- has unexplained cuts or bruises
- comes home hungry (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- eating habits change
- is frightened to say what is wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous or on edge when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Anti Bullying Procedure

The fundamental aim when bullying occurs is to address the issue with seriousness and immediacy, ensuring the victim is fully supported and the perpetrator(s) dealt with in an objective and timely manner. This includes appropriate and effective sanctions and/or interventions to change behaviours.

Every case is personal and different and should be treated as such. There is never a ‘magic wand’ in these circumstances, but careful and serious handling by staff and sometimes ‘peer mentors’ often leads to the victim being empowered again and back to feeling safe and secure.

The table below outlines the school procedure for dealing with bullying cases reported.

WHS Procedure for incidents of bullying
Bullying incident reported to a member of staff who will pass the information on to the Year Leader (and Anti-Bullying Co-ordinator if appropriate)
Statements taken from alleged victim, perpetrator and witnesses. Safe space provided for alleged victim(s) where required.
Parents/ carers of all parties informed at the most appropriate opportunity. Incident recorded on Class Charts
Follow up meetings arranged with parents/carers where appropriate
Police Community Support Officer (PCSO) involvement in serious cases or as an ongoing intervention for individuals/ groups.
Specific intervention work with the perpetrator/s where necessary (e.g. emotional regulation; empathy interventions; ABC contract; ‘stay away agreement’; behaviour contract; use of ‘peer mentors’)

Potential outcomes or interventions

- restorative conversations (where possible)
- consequences such as those in the behaviour for learning policy may take place, up to and including the use of exclusions
- reflection time
- mentoring in school
- monitoring report
- use of behaviour contract
- loss of social time
- involvement of external agencies
- monitoring by Year Leader
- peer support/peer mentoring
- PCSO involvement

- additional PSHE/education course
- formal recording (racism/homophobia/transphobia/biphobia)
- liaison with parent/carer/social worker
- after the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

A range of methods will be used to help develop understanding of bullying and prevent it happening, these may include:

- assemblies and the PSHE programme
- utilising peer mentor support
- utilising anti-bullying ambassadors
- behaviour contracts
- having discussions about bullying and why it matters with a member of staff
- meeting with parents/carers
- meeting with outside agencies
- involving social workers or external partners

Helpful Organisations:

KIDSCAPE Parents Helpline By phone: 020 7823 5430

Parentline Plus By phone: 0808 800 2222

Youth Access By phone: 020 8772 9900 By Email: admin@youthaccess.org.uk

Bullying Online www.bullying.co.uk

Northorpe Hall (Kirklees) <https://www.northorpehall.co.uk/>

NSPCC www.nspcc.org.uk

Childline www.childline.org.uk