



ANTI-BULLYING POLICY

This policy is applicable to all students, staff and parents of The Wellington College Academy Trust.

DOCUMENT CONTROL

Responsible position:	Approved by:
Designated Safeguarding Lead, WPA HT	Executive Principal
Version number:	Date approved:
5.0	January 2016
Review Period:	Next review date:
2 Years	September 2017

RELATED POLICIES AND DOCUMENTS

Policy Name	Date Issued
Behaviour for Learning and Principles Policy	September 2014
Disability Statement and Equality Policy	September 2014
Equal Opportunities Policy	September 2014
E-Safety Policy	May 2013
Home School Agreement	September 2014
Malicious Communications Act of 1988	July 1988
Safeguarding & Child Protection Policy	Feb 2013
The Anti-Bullying Alliance	www.anti-bullyingalliance.org
National Minimum Standards: Appendix 1/1	January 2013
National Minimum Standards: Standard 12/ Appendix 1/1	June 2015

REVISION RECORD

Date	Version	Revision Description
Sep 2009	1.0	Written in line with current legislation and policies
Jun 2011	2.0	Policy amended in line with related policies and documents
Jun 2013	3.0	Policy amended in line with related policies and documents
Sept 2014	4.0	Policy amended in line with related policies and documents
December 2014	5.0	Updated for Boarding purposes

Vision

It is our aim to develop an environment where ALL students feel safe within the Wellington College Academy Trust (Trust).

1 INTRODUCTION

Young people in the UK who experience bullying have a lower Key Stage 4 score than other young people and are more likely to leave full time education at the age of 16. These students are more likely to become NEETS – not in full time education, employment or training.

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere.

All Trust staff, students and parents should have an understanding of what bullying is and what the Trust's procedures are for responding to bullying. As a Trust we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are TELLING academies. This means that anyone who knows that bullying is happening is expected to tell the staff.

Bullying will not be tolerated and consistent messages will exist across the Trust which reinforce this.

Our policy is based on the guidelines set out by The Anti-Bullying Alliance and will be reviewed by staff and students on an annual basis. For the purpose of this policy, The Primary Academy includes The Nest.

2 WHAT IS BULLYING?

Bullying is the repetitive, intentional hurting of one person by another or others. Bullying is repeated over time although a one off incident can quickly spiral into bullying behaviour (ABA).

SAFEGUARDING

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when "there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm". In such cases staff are instructed to follow the procedure with regard to Child Protection.

Bullying is not:

- Teasing between friends without the intention to cause hurt – "Banter between friends. "
- Falling out with friends after a quarrel or disagreement
- Activities that all parties have consented to and enjoy
- A one off incident

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Verbal - name-calling, sarcasm, spreading rumours, teasing with intent to cause offence
- Cyber - all areas of internet, such as email & internet chat room misuse
- Mobile - threats by text messaging & calls, misuse of associated technology, e.g.; camera & video facilities

Under the Malicious Communications Act of 1988 it is an offence for a person to send an electronic communication to another person with the intent of causing distress or anxiety or to send an electronic communication which conveys the message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender.



Bullying can also include discrimination based on:

- Race
- Faith
- Gender
- Disability/Ability
- Sexuality
- Socio-Economic Background

In line with the Equality Act of 2010 the Trust does not tolerate discrimination of any kind and promotes equal opportunities in a range of ways. As such, we do not use language which is associated with forms of discrimination based on the above.

3 WHERE DOES BULLYING TAKE PLACE?

Bullying can take place at any age and in any place. Section 89 of the Education and Inspections Act gives the Headteacher the right to regulate pupils conduct when they are not on school premises. This can relate to bullying incidents occurring on school/ public transport, outside local shops or in a town or village centre.

4 SIGNS AND SYMPTOMS

A student may indicate that he or she is being bullied by signs or behaviour. To those who know the child this may simply be a feeling that 'things aren't quite right'. Adults should be aware of these possible signs and that they should investigate if a student:

- Is frightened of walking to or from school
- Doesn't want to go on the school / public bus
- Asks to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Begins to truant
- Frequent complaints of illness
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide
- Runs away
- Sleep patterns interrupted
- Feels ill in the morning
- Standard of school work declines
- 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 hungry (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
- Is afraid to use the internet or mobile phone

- Is nervous and jumpy when a text message is received
- Gives improbable excuses for any of the above

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

ANTI-BULLYING PROCEDURES – AN ESCALATED APPROACH

5 PARENTS

If parents/carers suspect their child is being bullied they should contact their Progress Leader/tutor/class teacher and make the Progress Leader/tutor/class teacher aware of the signs and symptoms displayed and communicate any suspicions they have regarding those carrying out the bullying. It is expected that the parent/carer will meet with the member of staff to record the parent's/carer's concerns and any action to be taken. The parent will receive a hard copy of the written record or have this summary by email.

Parents/carers must leave the initial investigation to the academy. Any attempt to resolve the issue themselves may make the matter worse. Parents/carers should encourage their child to talk to their Progress Leader/tutor/class teacher or other member of staff. Social media should not be used to raise concerns as this can cause further problems and does not allow the Trust to act decisively as outlined above.

6 STUDENTS

If a student feels they are being bullied they must tell an adult, parent, tutor/class teacher or other member of staff. Students who witness bullying must tell an adult, parent, tutor/class teacher or other member of staff

Older students at The Wellington Academy will act as mediators and mentors in order to support those who express concerns. The student led 'CIC' campaign provides daily support and students involved are provided with appropriate training in order to be effective.

At Wellington Primary Academy, the older pupils are given playground responsibilities such as Playpals, Respect Ambassadors or running an activity club where they mentor and support the younger pupils.

7 STAFF

If bullying is reported to a member of staff they will record the details as presented to them and pass on to the student's (victim's) Tutor/class teacher/ year office/ Director of Boarding and, in the Primary Academy, to the Headteacher.

The year group office will record and store record incidences of alleged and proven bullying in order to establish patterns and seek an early resolution. The relevant Student Manager and Progress Leader are responsible for regularly reviewing this information in the Secondary Academy. The Primary Academy Headteacher will keep a log of any incidents raised in that setting and be responsible for reviewing this information with the relevant staff.

8 RESPONSE

Stage One (first recorded and low-level incidents) – **Restorative**:

- Progress Leaders/tutors/class teachers will record the incident and initiate the 3Rs process, with the support of other members of staff as appropriate:
 - a. Reflection – What has happened? Could it have been different?
 - b. Resolution – How can we try to ensure this doesn't happen again?
 - c. Reconciliation – How we put things right between those involved?

Stage Two (Repeated and/or serious incidents) – **Escalated**:

- In cases of serious bullying, staff will record the incidents
- In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
- An appropriate sanction will be applied following discussions with parents and relevant members of staff
- If necessary and appropriate, police will be consulted
- iSAMS may be used to log and track trends.
- There is a student friendly flow chart of the process which should be made easily available for students and parents to access. (Appendix One)
- At the Primary Academy a similar process will occur but will be led by age and maturity of the pupils involved.

9 STUDENTS WHO HAVE BEEN BULLIED ARE SUPPORTED BY:

- Reminding students of the process for reporting bullying incidents.
- Offering continuous support with a designated member of staff
- Referral to a Peer Mentor if appropriate
- Referral to a counsellor
- Offering continuous support and advice to parents
- Ensuring that bullying/ anti-bullying forms a continuous element of the curriculum through Yrs R-13
- Ensuring that the secondary academy liaises with primary schools and that the transition process includes details of our anti-bullying strategies
- Staff are regularly updated and reminded of their key responsibility to safeguard students

10 STUDENTS WHO HAVE BULLIED MAY BE HELPED BY:

- Participation in Restorative Justice
- Informing parents to help change the attitude of the student
- Referral to a counsellor and health and well-being advisor
- An appropriate Sanction

11 REPORTING AND RECORDING

To deal with bullying full details must be recorded including:

- Date, time, location of alleged incident
- Date, time the incident was reported
- Nature of alleged incident
- Member of staff to whom incident was reported
- When parents/carers were informed
- Details of immediate action
- Subsequent actions and follow up
- Agreed resolution

All of the above process should be supported and guided by bullying recording forms and should all always be referred to in investigating alleged incidents of bullying.

12 MONITORING AND EVALUATION

Bullying in the Trust will be monitored carefully.

The information will be gathered in several ways:

1. Statistical analysis of offences recorded
2. Student/Parent questionnaires
3. Qualitative interviews with students including case studies

13 CONCLUSION

Effective application of this policy should ensure that Wellington College Academy Trust can provide all students with a safe environment, where they enjoy the right to be treated with respect.

If I am Bullied....This is what will happen.

