



Policy:	<i>Anti-Bullying Policy</i>
Applies to:	<i>Warwick School Staff and Senior School Pupils</i>
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### **Anti-Bullying Policy**

In accordance with the aims of Warwick School and its Behavioural Policy, the basis of pastoral care at Warwick School is that every student's wellbeing is of paramount importance. We are committed to creating a school community where every individual is valued and can learn and develop in a secure and caring atmosphere. Our Code of Conduct (written in partnership with our Pupil Voice) states that we will 'be respectful to all, regardless of race, gender, sexuality or ability'. We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in the 21st century. Our values reflect those that will be expected of our pupils by society when they leave school and enter the world of work or further study.

We work hard to create an ethos that discourages any form of bullying or similar actions which undermine our aims; such actions will not be tolerated. If bullying does occur, all pupils should be able to report it confidently and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to be an upstander and report it. The school also recognises that it must take note of bullying perpetrated outside of school but which affects the school community. The school will do what is reasonably practicable to help eliminate any such bullying.

#### **Aims of the Policy**

The school aims:

- to promote positive attitudes and relationships amongst pupils and the adults around them at school
- to create a culture of kindness and mutual respect which discourages bullying
- to promote a culture of 'upstanding' and support everyone in taking action to protect those who might be the target of bullying
- to promote equality and address prejudice in order to discourage prejudice-based bullying (including bullying based on the protected characteristics listed in the Equality Act 2010)
- to take action to reduce the risk of bullying at times and in places where it is most likely to occur both in school and during off-site school activities
- to understand the experiences and address the needs of pupils who are the targets of bullying behaviour
- to understand and address the needs of those who display bullying behaviour within a framework of respect, responsibility, support and resolution.
- to show that bullying is a serious issue that will not be tolerated
- to demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying behaviour

#### **Objectives of this Policy**

- All governors, teaching and non-teaching staff, students and parents should have an understanding of bullying.

- All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All students and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- All members of the school community should know that bullying will not be tolerated.

## Defining bullying

Bullying behaviour is **negative** behaviour that is **intended** to make someone feel **hurt, upset, uncomfortable or unsafe**.

In all types of bullying, the intention is to make the target unhappy and bullying may cause great distress. It can result in the intimidation of a person or persons through the threat of violence or by isolating them. Bullying is a form of peer-on-peer abuse and may result in safeguarding concerns.

Bullying involves an imbalance of power which means perpetrators have control over the relationship which can make it difficult for the target of the bullying to defend themselves. The imbalance of power can manifest itself in several ways; it may be physical or psychological (knowing what upsets someone), derive from an intellectual imbalance or result from having access to the support of a group and the capacity to socially isolate the target, either physically or online.

Bullying is different in nature and severity from the ordinary give-and-take of relationships. Pupils will fall out and disagree with each other as they form and build relationships; this is a normal part of growing up and most young people have the ability to bounce back from this type of behaviour. It is important for pupils to discuss how they feel with adults who can help them develop resilience to manage their relationships. Pupils are encouraged to talk to pastoral staff about small disagreements so early intervention and support can be offered.

One-off incidents of unkind or hurtful behaviour may have a significant impact on the target and could be serious enough to be a criminal offence. Such peer-on-peer abuse is dealt with seriously under the Behaviour Policy.

There are many ways of classifying bullying and at Warwick we use the Diana Award three-way classification:

Category of bullying	Examples
<b>Physical</b>	Unwanted physical harm such as hitting, kicking, biting, shaking, hair-pulling, tripping up, pushing, spitting, unwanted physical attention or inappropriate touching, sexual gestures or any use of violent or aggressive behaviour (including initiation/hazing type violence and rituals)
<b>Verbal</b>	Name-calling, sexual harassment, comments about sexual reputation or performance, racial taunts or gestures intimidation, using sarcasm, mocking, making subtle comments, pressure to conform and use of derogatory language,
<b>Indirect</b> – a less obvious form that is not always seen or heard first-hand by the target	Spreading rumours or lying, excluding, hiding, stealing or damaging someone else's property.
Cyber-bullying (bullying that takes place online, such as through social networking sites, messaging apps, gaming sites or associated technology e.g. camera and	Offensive texts, uploading pictures that could harm a person's reputation or cause upset, sharing damaging information about a person in a public forum, lying, spreading rumours. Upskirting, (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or

video facilities) is a form of indirect bullying.

alarm) is a specific example of abusive behaviour which can be linked to online bullying. Upskirting is a criminal offence.

The rapid development of, and widespread access to, technology has provided a new medium for 'indirect' bullying, which can occur in or outside school: cyberbullying is a different form of bullying because it can happen at all times of the day and night, with a potentially bigger audience as people forward on content. Some of the types of cyber bullying recognised by Bullying UK are:

- **Harassment:** the act of sending offensive, rude, and insulting messages and being abusive. e.g. nasty or humiliating comments on posts, photos and in chat rooms, being explicitly offensive on gaming sites.
- **Denigration:** when someone sends information about another person that is fake, damaging and untrue e.g. sharing photos of someone to ridicule them, spreading fake rumours and gossip.
- **Flaming:** when someone is purposely using really extreme and offensive language and getting into online arguments and fights. They do this to cause reactions and enjoy the fact it causes someone to get distressed.
- **Impersonation:** when a person hacks into someone's email or social networking account and use the person's online identity to send or post vicious or embarrassing material. The making up of fake profiles on social network sites, apps and online are common place and it can be really difficult to get them closed down.
- **Outing and Trickery:** someone shares personal information about another person or tricks someone into revealing secrets and then forwards them to others. They may do this with private images and videos too.
- **Cyber Stalking:** the act of repeatedly sending intimidating messages that include threats of harm or engaging in other online activities that make a person afraid for their safety.
- **Exclusion:** when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement.

More information on cyberbullying including tips on dealing with it can be found at:

<https://www.bullying.co.uk/cyberbullying/what-is-cyberbullying/>

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. Safeguarding procedures regarding sexual imagery will be followed. Parental consent is not required to search through a young person's mobile phone.

### Motivation for bullying

Although anyone can be subjected to bullying behaviour, those with actual or perceived identity differences are more likely to experience bullying. Prejudice-based and discriminatory bullying is motivated by prejudice or negative attitudes, beliefs or views based on the target's actual or perceived identity. Prejudice extends beyond the protected characteristics identified in the 2010 Equality Act and can be based on other characteristics unique to a young person's identity. This type of bullying is taken particularly seriously. Examples of prejudice-based and discriminatory bullying are included in the table below:

Type of bullying	Definition	Examples
Racist bullying	Bullying that is based on prejudice or negative attitudes, beliefs or views about race, ethnicity, religion or culture	A pupil who receives lots of comments about their accent, clothes, the food they eat and their skin colour.

		A pupil who has to listen to several racist jokes.
<b>Sexist bullying</b>	Bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men or are inferior.	A pupil who regularly subjects another pupil to derogatory comments about women on the bus.
<b>Sexual bullying</b>	Bullying behaviour that has a specific sexual dimension which may be physical, verbal or non-verbal/psychological. It may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation, or using sexual language that is designed to subordinate, humiliate or intimidate.	A pupil who is being rated online about their sexual performance.  A pupil who pings a girl's bra strap as they enter the playground each day after lunch.
<b>Homophobic or biphobic bullying (sexual orientation)</b>	Bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bisexual people.	A pupil repeatedly being called 'gay' by other pupils  A pupil who reports that since they came out as gay, others in their class keep moving away from them every time they're in the changing rooms  Ongoing name-calling and jokes about being 'greedy' because they are attracted to boys
<b>Transphobic bullying (gender identity)</b>	Bullying based on prejudice or negative attitudes, views or beliefs about trans people	A pupil being teased and called trans because they wear 'girls' clothes'  Pupils laughing and repeatedly telling another pupil 'that can't happen – your dad's a freak' when they are told that dad is now their mum
<b>SEND bullying</b>	Bullying linked to special educational needs or disabilities such as autism	A pupil who is taunted because they limp when they walk due to a spinal condition A pupil who is excluded from social groups because their classmates think they make odd comments.
<b>Bullying about physical appearance or health conditions</b>	Bullying linked to appearance or health conditions	A pupil with acne reports that a photo of their face has been uploaded next to a photo of a pizza and derogatory comments are being made in class and online.  A pupil is called 'fatty', and 'piggy' and told they need to lose weight if they want a relationship.

<b>Bullying related to home or other personal circumstances</b>	Bullying of young carers, looked-after or previously looked-after children, matters connected to a parent or bullying based on comparative wealth/ difference or perceived differences in socio-economic status	A young carer is constantly teased about having to 'babysit' their mother rather than go out  Ongoing comments to an adopted child about being rejected and not having real parents.
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### Why it is Important to Respond to Bullying

The school works hard to create an ethos which discourages bullying from happening. We respond to low level concerns about the use of offensive language, teasing and banter as these can have a significant impact on a target and if left unchallenged or dismissed and can also lead to reluctance to report more serious behaviour. Bullying hurts! Everybody has the right to be treated with respect and no one deserves to be a victim of bullying. Pupils who are displaying bullying behaviour need to be helped to learn different ways of behaving. The school will respond promptly and effectively to issues of bullying and to try and identify where there are patterns of bullying to aid future prevention and response.

Although bullying in itself is not a specific criminal offence in the UK, in line with all schools, we have a responsibility to report bullying to:

- the local authority children's social care team (and if appropriate the police) if the incident constitutes a child protection concern – this would be where there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm"
- the police if the incident could be a criminal offence or pose a serious threat to a member of the public (whether it occurred on or off the school premises). For example, under the Malicious Communications Act 1988, any person who sends 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, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

### Signs and Symptoms

A pupil may indicate by signs or behaviour that they are 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 school / public bus
- begs to be driven to school, refuses to get out of the car
- changes their usual routine
- is unwilling to go to school (school phobic)
- 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 unexplained cuts or bruises
- 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

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

## **Procedures**

### **School**

- If bullying is seen or suspected by a member of staff, it may be dealt with initially and immediately by that member of staff. A note should always be made and the relevant senior teacher informed. If a racial or other protected characteristic element is involved, the Head/Deputy Head (Pastoral) needs to be informed immediately.
- Where concern about bullying has been seen or reported, the incident(s) will be recorded and given to the Head of Section, Deputy Head (Pastoral) and Head.
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
- The Head of Section/Deputy Head (Pastoral) will interview all the parties where appropriate and make a record.
- The Head of Section/ Form Teacher will determine with the Deputy Head (Pastoral) /Head the appropriate strategy and plan of action to combat the bullying.
- A member of staff on the pastoral team will oversee the implementation of the strategy.
- Parents may be informed and asked to come in to a meeting to discuss the problem.
- If necessary and appropriate, the police will be consulted.
- An attempt will be made to understand why a pupil may use bullying behaviour and to support them to change their behaviour.
- Form teachers and staff teaching the pupils involved will be informed, as appropriate, if bullying behaviour is affecting a pupil.
- Punitive measures (spanning the full range of available sanctions including suspension and expulsion) may be used, as appropriate.

### **Pupils**

Pupils are made aware that bullying is a group activity and if they are present they can make a real difference by taking positive action as an upstander. They are advised to:

- question the bullying behaviour;
- say something funny to redirect the conversation;
- invite the person who is the target to go somewhere with them, away from the bullying behaviour;
- intervene as a group to show there are several people who don't agree with the behaviour;
- help the target of the bullying to tell an adult;
- reach out privately to check in with the target to let them know that they do not agree with the bullying and that they care.

Pupils who become the target of bullying behaviour are given the following advice:

- tell someone you trust such as a teacher, family member or friend;
- keep a record of what is happening;
- surround yourself with people who make you feel good;
- don't blame yourself – it's not your fault;
- be proud of who you are!

Pupils who are a target of bullying will:

- be offered an immediate opportunity to discuss the experience with a member of staff of their choice;
- be reassured that they are not to blame and have done the right thing in coming forward;
- be reassured that the issue will be treated seriously and addressed sensitively and that they will be kept informed of progress;
- be offered ongoing support in restoring self-esteem and confidence including specialist wellbeing support if appropriate.

Pupils who have displayed bullying behaviour will:

- discuss what happened with a member of staff
- discuss why they became involved
- be helped to understand the wrongdoing and the need to change
- given ongoing support, including specialist wellbeing support if appropriate, to deal with any underlying issues and to prevent any re-occurrence of the bullying behaviour

### **Outcomes**

In determining the level of sanction to be imposed under this policy (if applicable), the School will apply the civil standard of proof i.e. the balance of probabilities. This means that it is more likely than not that a fact is true based upon the weight of available evidence. For the avoidance of doubt, the School shall not be obliged to apply the criminal standard of proof i.e. proving a fact beyond reasonable doubt.

The following steps can be taken:

- The pupil(s) who used bullying behavior may be asked to genuinely apologise
- Sanctions may be imposed, such as detention and exclusion from certain areas of school
- An official warning may be given to cease offending
- Suspension or even exclusion will be considered
- If possible, the pupils will be reconciled
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### **Preventative Measures**

The school employs a number of strategies to prevent bullying and to equip pupils to deal with incidents when it does occur:

- A positive school ethos is created by celebrating success in school e.g. in assemblies, noticeboards, etc.
- Equality and respect are given a high profile in school through the assemblies and house programme, in particular through pastoral-themed weeks linked to protected characteristics.
- The school's policy is discussed with Year 7 in the first few weeks of term by senior pastoral staff and reminders are given as pupils move up the school.
- Information about bullying and advice about what to do if bullying happens is given in the Blue Book (an information booklet that fits in a blazer pocket issued each September) and this advice is discussed in pastoral time.
- Form Tutors make pupils aware of and talk through the detailed "Need Help or Advice" notice found in each form room (and the simpler version included in the Blue Book).
- PSHEE sessions highlight the issues in the context of good behaviour and suggest appropriate ways of dealing with negative and unkind behaviour.
- Form tutorial time is given over to discussing bullying issues as well as it being part of the PSHEE curriculum.

- Assemblies are used to ensure that the school policy is reinforced at regular intervals
- Antibullying week is marked annually through a range of different activities.
- Wellbeing Ambassadors, a support group of students from all year groups, are trained by the Diana Award and receive general antibullying training, cyber bullying training and anti- HBT (homophobic, biphobic and transphobic) training. They give on-on-one support to students in need and play an active role in educating others about bullying.
- Anti-bullying issues are raised in subject areas through the curriculum including Drama, History, English etc.
- Students know they will be listened to and can raise awareness of issues through pupil bodies such as the Anti-Bullying Committee of Pupil Voice
- Supervision of all areas at break and lunch time by staff is a priority and there are quiet supervised areas (Library, Curriculum Support, Wellbeing Hub) where pupils can go.
- External agencies, such as Warwickshire Pride and Beyond Equality, provide talks through the PSHEE curriculum, the Sixth Form Induction Programme, and through pupil societies.

## **Staff**

Staff can also be the target of bullying and if they are unable to find an informal solution, they are encouraged to discuss the issue, preferably with the Head Master or otherwise their manager or a member of staff of their choice. The procedures for raising a concern about the behaviour of another member of staff can be used (see Safeguarding and Child Protection Policy). Issues will be investigated and taken seriously and ongoing support, including from specialist agencies, will be offered. More information is available from <https://www.gov.uk/workplace-bullying-and-harassment>.

## **Involvement of Parents**

Parents should know that the school will not tolerate bullying and takes a positive approach to educating students to combat it. Parents of pupils who are targets of bullying behaviour and parents of those displaying bullying behaviour will be involved in the solution to the problem in consultation with pastoral staff and the Head Master may also be involved. Parents will be informed of the policy and procedures and the possibility of permanent exclusion (i.e. expulsion) following gross acts of bullying.

## **Monitoring, evaluation and review**

All instances of alleged bullying are recorded electronically with actions and outcomes. The electronic bullying log allows patterns of bullying to be monitored so preventative action can be taken and to allow evaluation of current procedures.

The Antibullying Policy is reviewed annually to assess its implementation and effectiveness. This allows the school to update its approach and take into account developments, such as in technology.

The views of pupils, parents and staff are welcomed and considered as part of the annual review process.

The policy is promoted and implemented throughout the school. Staff receive training outlining their responsibilities regarding bullying, how to resolve problems and where to seek support. Where appropriate the school invests in specialised skills to train staff and draws upon the experience and expertise of antibullying organisations such as the Diana Award.

## **Responsibilities**

The Head, in consultation with the Foundation Principal, will:

- ensure that all staff are trained and have an opportunity of discussing strategies and reviewing them
- determine the strategies and procedures
- discuss the development of the strategies with the SMT
- ensure appropriate training is available
- ensure that procedures are brought to the attention of staff, parents and pupils



- report annually to the Governors

The Deputy Head (Pastoral) will:

- be responsible for the day to day management of the policy and systems
- ensure that positive strategies and procedures are in place to help both the targets of bullying and those using bullying behaviour
- keep the Head informed of incidents
- arrange relevant staff training
- determine how best to involve parents in the solution of individual problems
- support and advise all other staff in dealing with bullying incidents
- make regular reports to the Head

Heads of Section will:

- be responsible for ensuring that the school's positive strategies are put into practice
- know the school procedure and deal with incidents that are reported

Form Teachers will:

- be responsible for liaising with Heads of Section over all incidents involving the pupils in their form
- be involved in any agreed strategy to achieve a solution

All staff will:

- know the policy and procedures
- be observant and ask pupils what is happening to them
- deal with incidents according to the policy
- never let incidents go unreported, whether on or off site
- participate in promoting the policy

Governors

The nominated "Child Protection Governor" will liaise with the Chairman of Governors, the Head and the Deputy Head (Pastoral) over all antibullying strategies and individual cases where appropriate. The Governors will discuss, review and endorse agreed strategies on the initiative of the nominated Governor and will discuss the Head's annual report on the working of the policy.

## **Linked Policies**

The Antibullying Policy should be read in conjunction with the Behaviour Policy and the Child Protection and Safeguarding Policy.

## **Further Sources of Help and Advice:**

### **In school**

At school, pupils can talk to:

Diana Award Anti-Bullying Ambassadors  
 Form Tutors  
 Heads of Section  
 School Nurse  
 Senior Mental Health Lead  
 Counsellors/ Therapists, etc  
 Deputy Head (Pastoral)  
 Senior Deputy Head  
 Any member of staff of their choice

## External helplines:

**Childline:** 0800 1111 (7.30 am -3.30 am)

**Samaritans:** 116 123 (24 hours)

**NSPCC:** 0800 136 663 (Sexual harassment and abuse at school)

**Text 'SHOUT'** to 85258 (24 hours)

## Websites:

- **The Diana Award:** Living legacy to Princess **Diana's** belief that young people have the power to change the world for the better. Involves a number of different projects aimed at reducing bullying in schools. One of the main projects is the Anti-Bullying Ambassadors programme which has trained over 24,000 young people across the UK to lead on anti-bullying campaigns in their schools. Website has plenty of advice on bullying for parents and young people. <https://www.antibullyingpro.com/support>
- **Bullying UK:** part of the 'Family Lives' charity. Comprehensive advice for parents and pupils including coverage of SEND, racist bullying and cyberbullying. <https://www.bullying.co.uk/>
- **Childline:** specific information for young people about different types of bullying including cyberbullying and racist bullying <https://www.childline.org.uk/info-advice/bullying-abuse-safety/>
- **Kidscape:** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204 or [www.kidscape.org.uk](http://www.kidscape.org.uk)
- **Just Like Us:** a charity to support young people belonging to the LGBTQ+ community. Runs a diversity week for schools. <https://www.justlikeus.org/>
- **Changing Faces:** a wealth of online support for issues (including bullying) relating to physical difference or disfigurement <https://www.changingfaces.org.uk/> 0300 012 0275
- **National Autistic Society:** specific guidance for parents about bullying and autism <https://www.autism.org.uk/advice-and-guidance/topics/bullying/bullying/parents>