



WICKERSLEY
PARTNERSHIP
TRUST.

Anti-Bullying Policy

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OWNED BY: Director of Safeguarding

APPROVED BY: Education Subcommittee

WICKERSLEY PARTNERSHIP TRUST

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This policy does not form part of the contract of employment and from time to time may be altered following consultation and negotiations with recognised Trade Unions. Any changes will be communicated to employees with reasonable notice. The policy may vary from time to time on a case-by-case basis in consultation and agreement with Union Representatives.



1. Statement of Intent of School

All schools within Wickersley Partnership Trust (WPT) believe that all the students are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying. These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant, and supportive ethos at the school. The Education and Inspections Act 2006 outlines a number of legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst students. These measures are part of the school's Behavioural Policy, which is communicated to all students, school staff and parents. All staff, parents/carers and students work together to prevent and reduce any instances of bullying at the school. Where there are concerns and a parent or carer were to complain - speak to Matt Sutton and see if appropriate here.

2. Legal Framework

This policy has due regard to legislation, including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with DfE advice, including, but not limited to:

- DfE 'Preventing and Tackling Bullying' (2017)
- Keeping Children Safe in Education (2023)

This policy will be implemented in conjunction with the school's:

- Behaviour Policy
- Equality Policy
- Safeguarding Policy

3. What is Bullying?

Behaviour by an individual or group that intentionally hurts another individual or group, physically or emotionally either face to face or online.

All bullying at WPT is approached with care and in a timely manner. To ensure our approach is timely we operate a 'respond or re-direct' system where staff either deal with it there and then, or, re-direct to the pastoral team to act. Usually, this means that within one school day of a student reporting, there is a follow up.

All staff at WPT know that when investigating bullying we avoid interrogation or leading questions.

The purpose of proactive intervention is to:

1. Identify name calling and hurtful language at source before it becomes regular and, at worse sustained
2. Support students' wellbeing over any incidents, whether it is one single incident or a continuous incident.
3. Intervene quickly where an individual incident starts to become repeated.
4. Intervene early to ensure that bullying does not become systemic.
5. Reshape the culture of reporting to include 'low level' incidents that may help build a bigger picture over time

4. Types of Bullying

Bullying can include (this is not meant to be an exhaustive list):

- Physical: using one's body and physical bodily acts to exert power over peers. Punching, kicking and other physical attacks are all types of physical bullying
- Verbal: using language (e.g. insults, teasing etc) to gain power over peers
- Emotional: excluding from social group and/or persistent tormenting
- Racial: subjected to abuse and harassment because of your race, colour or beliefs
- Homophobic: when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality
- Disability: focus on a disability or special educational need
- Indirect: spreading rumours, excluding individuals from social groups, family feuds being brought into school.
- Cyber: the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. See further detail below.
- Transphobia: is a range of antagonistic attitudes and feelings against transgender or transsexual people, or against transsexuality.
- Biphobia: is an aversion toward bisexuality and bisexual people as a social group or as individuals.
- Sexual violence and sexual harassment:
 - This must always be referred immediately to the Designated Safeguarding Lead and Team who will make a decision on any incident within the safeguarding procedures
 - Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children
 - Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards
 - Sexually harmful behaviour may include:
 - Inappropriate sexual language
 - Inappropriate role play
 - Sexual touching
 - Sexual assault/abuse.

5. Prevention (Whole School Approach)

The School/Academy clearly communicates a whole-school commitment to addressing bullying in the form of a written statement (see School/Academy statement of intent) which is regularly promoted across the whole school via PSHE curriculum time, assemblies and form tutor time.

- Staff encourage student co-operation and the development of interpersonal skills through the use of group work and pair work in line with restorative practice techniques.

- All types of bullying are discussed as part of the PSHE curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons.
- All members of the school community are made aware of the schools' Anti-Bullying Policy
- All staff members receive training on identifying and dealing with the different types of bullying
- All teachers will also offer an 'open door' policy, allowing students to discuss any bullying, whether they are victims or have witnessed an incident
- All reports of bullying will be responded to in a reasonable, proportionate and consistent way.

6. Procedures for Responding to an Incident

Report bullying incidents. Students can tell any member of staff. This could be their form tutor, their class teacher, a member of the pastoral team or senior leader. The appropriate member of staff to follow up with this will be identified and support the child. Friends should support each other by encouraging victims to 'tell' an adult as soon as possible.

- The school will report incidents of bullying
- In serious cases, the school, governors or even the police may be consulted. We encourage parents/carers and the local community to inform school if there is a possibility that bullying outside school may have a negative effect inside school
- The bullying behaviour will be investigated and the bullying stopped as quickly as possible
- Parents and carers will be kept informed through the process and there will be regular check-ins with all parties to help prevent further occurrences
- Every effort will be made to help the bully (bullies) change their behaviour
- Parents/students who are not happy with the outcome of an investigation should relay their ongoing concerns to their key point of contact/of the SLT link for the year group and follow the school's complaints policy if still unresolved.

7. Consequences and Follow Up

In the first instance, the bully (bullies) may be asked to apologise to the victim and restorative conversations are held. Other sanctions may be imposed. In serious cases, suspension will be considered.

If possible, the students will be reconciled.

A range of behaviour modification programmes will be identified through the pastoral team as part of any consequence for the young person who has displayed harmful behaviours.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PSHE that certain issues can be discussed and debated more frequently.

After the incident(s) have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Students will be expected to inform a member of staff should a situation of bullying arise again after it has been resolved.

Regular check-ins and follow ups will happen with both parties to ensure support is there to prevent any repetition of behaviours.

8. Support

For the young person who has been harmed, what support they require depends on the individual young person. This will be discussed with them, and their parents/carers, to ensure the most suitable support is provided. The school has a range of support which can be accessed and this will be offered in the regular check-ins and communication with parents.

For the young person who has displayed harmful behaviour, it is important to find out why the young person has behaved in such a way. Parents and carers will be informed and necessary support will be provided.

Where necessary, subsequent actions or interventions will be documented on the school's systems.

9. Bullying Outside of School

The Headteacher has the power to discipline students for misbehaving outside of the school premises (Section 89 of Education and Inspections Act 2006). This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it is investigated (where appropriate) and acted on. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff.

The Headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a student.

The school will always seek to work with other agencies to support any incidents outside of school and support parents/carers with this.

If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police are always informed.

10. Helpful Organisations

<https://www.nationalbullyinghelpline.co.uk/>

<https://anti-bullyingalliance.org.uk/>

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

<https://www.familylives.org.uk/advice/bullying/advice-for-parents/what-to-do-if-your-child-is-being-bullied>

<https://www.unicef.org/end-violence/how-talk-your-children-about-bullying>





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