

# **WOODBRIDGE HIGH SCHOOL**

## **Preventing Bullying and Child on Child Abuse Policy**

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### **Vision:**

At Woodbridge we endeavour to create a caring community in which all individuals are valued and feel safe.

Bullying is a form of anti-social behaviour that encompasses any sort of deliberate physical, emotional, social or verbal intimidation by an individual or a group. It causes anxiety and stress and has no place at Woodbridge.

Bullying towards any member of the school community will not be tolerated. Examples of different types of bullying are included in the table below:

Type	Aspects
<b>Physical</b>	An unprovoked assault on a person or group or their belongings including pushing, kicking, hitting, pinching and extortion.
<b>Emotional</b>	Reduction of a person's self-esteem or confidence through threatening behaviour, mocking them, taunting or teasing them about any feature of their lives which can be used to wound them.
<b>Social</b>	Ostracism or rejection by a peer group
<b>Verbal</b>	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, spreading rumours, persistence teasing, ignoring or not communicating.
<b>Sexual</b>	Sexual violence, sexual harassment or harmful sexual behaviour. Sharing nudes and semi nudes and initiating/hazing types of violence and rituals.

The school is committed to tackling child-on-child abuse in all its forms, including bullying motivated by one of the protected characteristics as outlined in the Equality Act 2010. These characteristics are: sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

At Woodbridge we seek to highlight the issue of bullying and to create a climate where students, staff and parents feel able to talk about bullying and being bullied and are confident that something will be done.

Bullying and child-on-child abuse is addressed through a range of activities including: Life Studies programme, tutor group activities, assemblies, 'Chillout Zone', peer mentoring schemes and post-bullying support sessions. We hope that this preventative work will engender an atmosphere in which bullying is less likely to thrive.

It is clear that the effects of bullying and child-on-child abuse are damaging, both in the short term through unhappiness, distress or injury, and in the long term as a result of reduced school performance, poor attendance and low self-esteem and that these effects may be felt into adult life.

We acknowledge that bullying does happen, but at Woodbridge we ensure that we take swift action to stop it and prevent it happening again: supporting the student who has experienced bullying and supporting the student displaying bullying behaviour to address any issues that may be driving them to bully others. It is the responsibility of all members of our school community – students, staff, parents, governors – to understand the issues around bullying and to take an active role in tackling the problem.

This Preventing Bullying and Child-on-Child Abuse Policy is an integral part of the school's Behaviour Policy which is underpinned by our school ethos, centred on the importance of 'Kindness, inclusion, respect and aiming for excellence.'

### **Our objectives:**

- a) All governors, teaching and non-teaching staff, students and parents and carers should have an understanding of what bullying and child on child abuse are and their impact
- b) Provide a school environment where bullying and child on child abuse is not tolerated and where students feel safe to tell someone, whether another child or an adult, if they are being bullied.
- c) To have robust procedures for reporting and dealing with bullying
- d) Promote an anti-bullying message through the academic and pastoral curriculum and to encourage all members of the school to act with kindness, tolerance and respect to others at all times.

### **Bullying and the School Behaviour Policy:**

This Policy should be viewed in conjunction with the Behaviour Policy and Code of Conduct. The following statements are taken from the latter two documents:

- a) Behaviour Policy: Promotion of self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- b) Behaviour Policy: Provision of a safe environment free from disruption, violence, bullying and any form of harassment.
- c) Code of Conduct: Respect ourselves and others
- d) Code of Conduct: Keep our school safe for all

**Bullying, of any kind, infringes these statements and we have a zero tolerance towards this.**

## Appendix to the policy document:

### What is child on child abuse?

Child on child abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in child on child abuse is under the age of 18

This can manifest itself in a whole spectrum of behaviours including but not limited to:

- Bullying (including cyberbullying)
- Sexual violence and harassment
- Physical abuse
- Relationship Abuse
- Domestic Violence
- Gender based Violence
- Coercive control
- Sexting
- Upskirting (now a criminal offence and has reporting requirements)
- Initiation /hazing type violence and rituals

### **What is Bullying?**

Bullying results in pain and distress to the student who has experienced bullying and is defined as actions against others which meet all three of the following criteria:

- Multiple incidents over a short period of time
- Deliberate
- Emphasises an imbalance of power

### **Some Aspects of Bullying**

#### **Bullying can be:**

- Persistent
- Intimidating, fearsome, stressful
- Pre-meditated
- Intentional
- Demoralising
- Physical
- Psychological
- Humiliating, demeaning, threatening
- The use of a superior position of strength to intimidate
- A process designed to lower the self-esteem
- Carried out by individuals and by groups

#### **Bullying includes but is not limited too:**

- Name calling
- Physical violence
- Demands for money or possessions
- Hiding someone's possessions
- Being pressured to do something that a pupil does not want to do
- Threatening behaviour

- Spreading nasty or false rumours by word of mouth or by social media
- Deliberately leaving people out or not talking to them
- Teasing and tormenting a person about their social class, race, gender, personal appearance, school performance, possessions, disabilities
- Targeting someone based on a protected characteristic
- Being sent unpleasant notes, electronic messages or made the subject of graffiti
- Being touched by another without giving permission to do so
- Sexual harassment and harmful sexual behaviour
- Mocking

### **Specific forms of bullying**

Cyber-bullying is the use of email, instant messaging, chat rooms, online gaming, mobile phones or other forms of information and communication technology to deliberately harass, threaten or intimidate someone. Cyberbullying can happen at all times of the day, with a potentially bigger audience than other forms. The Education Act 2011 gives teachers the power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Racially motivated bullying includes mistreatment of people because of their race, ethnic group, nationality or language. Racist bullying is likely to hurt not only the student who has experienced bullying but also other students from the same or similar group and their families. Religiously motivated bullying has a similar effect and is based on the mistreatment of individuals and groups linked to their belief system.

LGBTphobic bullying occurs when incidents are perceived to be LGBTphobic by the student who has experienced bullying or any other person. People do not necessarily have to be lesbian, gay, bisexual or transgender to experience such bullying.

Sexual harassment is characterised by abusive name-calling, looks and comments about appearance, attractiveness, emerging puberty, inappropriate or uninvited touching, sexual innuendos and propositions, pornographic material and graffiti with sexual content and, in its most extreme form, sexual assault or rape.

Disabilities. People can also be bullied on account of their disabilities, e.g. learning difficulties, physical disabilities or medical conditions.

### **The effects of bullying**

Bullying can have a damaging effect on young people, on their self-esteem and, ultimately, their school attendance and achievement; these effects can be long lasting. Students who have experienced bullying often feel responsible for what has happened, adding to their feeling of helplessness and isolation.

Others associated with incidents of bullying such as the student displaying bullying behaviour, school staff and families can also suffer from short and long-term negative feelings and impacts such as frustration, anger and loss of self-esteem.

## Implementing this policy

### **Roles and responsibilities**

All members of the school community are responsible for reporting bullying incidents to the class teacher or the Leadership Group (LG). The senior leaders with pastoral responsibility for the year group involved will have overall responsibility for implementing this policy. They will raise awareness of the issues around bullying to the whole school community. This will be done through the Life Studies programme, assemblies, anti-bullying charter and one-off events. They will also ensure staff are provided with the necessary information and training to identify and respond to bullying.

It is the responsibility of every member of staff to challenge bullying behaviour inside and outside the classroom and to support students in reporting an incident.

Students will be encouraged to be active when they observe bullying by:

- Not allowing someone to be deliberately left out of a group
- Not smiling or laughing when someone is being bullied
- **Telling a member of staff what is happening**
- Encouraging the student experiencing bullying behaviour to join in with their activities or groups
- Telling the student displaying bullying behaviour that they disapprove of his or her actions.

### Combating bullying

Students are actively encouraged to report any issues of bullying to a member of staff with whom they feel comfortable. For students who would prefer to report issues to a peer, there is a team of student anti-bullying ambassadors trained to receive reports of bullying. There is also an online platform 'Whisper' for students to use if they want to report instances of bullying anonymously. The member of staff will act swiftly, and within the boundaries of safeguarding and child protection, in confidence. All incidents of bullying (including incidences that take place outside of school) should be reported to the Year Coordinator and Senior Leader with pastoral responsibility for the key stage of the student who has experienced bullying. This will be subsequently logged and reported to governors.

In the first instance, statements are completed by all individuals involved and an evaluation will be made whether or not bullying has been taking place by the Year Coordinator. If bullying has been taking place, an overview of the incident and actions taken will be logged on the school's safeguarding software 'CPOMS':

In the event of a disclosure we would seek to:

- Establish a supportive and safe environment
- Praise the student for disclosing
- Appreciate the student who has experienced bullying's need for a just resolution
- Inform parents, when appropriate
- Give feedback to student who has experienced bullying
- Recognise the need for using agencies as appropriate
- Bring about a lasting change of behaviour in the student displaying bullying behaviour

### **Specific procedures include:**

- Student discloses to member of staff or staff suspects bullying. Statements from all students involved (student who is said to have experienced bullying, witnesses and student said to exhibit bullying behaviour) are taken.
- In all cases of suspected bullying, the incidents will be reported to the student who has experienced bullying's Year Coordinator and then shared with relevant members of the LG.
- Student displaying [or said to have displayed] bullying behaviour is interviewed by the member of LG overseeing the investigation and is likely to be grounded while statements are collected.
- Student who has experienced bullying, witnesses and any other students involved are interviewed.
- Findings are disclosed to the student who has experienced bullying
- If the student said to have displayed bullying is found to be responsible for the bullying, parents of both the student who has experienced bullying and perpetrator should be informed.
- Any damaged possessions will have to be replaced by the person responsible for the damage
- Where bullying occurs outside school, any other relevant schools or agencies will be informed and advice/support obtained.
- The student who displayed bullying behaviour is excluded from lessons and parents are called in for a meeting.
- An attempt will be made to support the student(s) displaying bullying behaviour to change their behaviour through personalised intervention sessions and actions/sanctions will be issued by the relevant member of LG.
- The following details will be logged on CPOMS:
  - Location, date and time of the incident
  - Type of behaviour being displayed/experienced
  - Names and roles of individuals involved
  - Brief summary of the behaviour
  - Indicators that the behaviour was motivated by a prejudice (Ethnicity, gender, sexuality,etc)
  - Action taken
- Where necessary, support from specialist outside agencies will be requested
- In cases of alleged sexual abuse, this will be reported to the police and / or Children's Social Care.

Particularly vulnerable groups with regards to sexual abuse may include:

- Girls
- Students with SEND
- Students who identify as LGBTQ+

### **Sanctions and remedial actions:**

Depending on the perceived seriousness of the situation one or a combination of the following will apply:

- The student (s) displaying the bullying behaviour will be asked to genuinely apologise. If possible, the two parties involved will be reconciled
- Withdrawal from favoured activities

- The student displaying bullying behaviour may be placed on daily or weekly report or contact
- Exclusion from the school breaktimes
- Isolation from lessons for a limited period
- Exclusion from certain areas of the school premises
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place
- In the most serious cases, a fixed term or permanent exclusion will be considered.
- The student who displayed bullying behaviour may have to explain their actions to the police if an assault on another student has taken place or if malicious rumours or images have been circulated electronically

### **Preventing and recognising bullying**

We use the following methods to promote the anti-bullying message:

- Our school ethos of 'Kindness, inclusion, respect and aiming for excellence' creates and supports an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Our anti-bullying charter (formed from the anti-bullying pledges of staff and students) is displayed in every form room. This is a document regularly referred to by staff and ensures there is a shared language around the topic of bullying.
- We will promote positive relationships by showing, through our own behaviour, that it is better for everyone to respect and care for each other
- Our Equalities Policy outlines how we will promote the rights of all individuals to respect and equality through our ethos, processes and curriculum. We will, on every occasion, oppose all forms of prejudice and support positive attitudes towards a fair and equal community
- Our Behaviour Policy clearly establishes our expectations, sanctions and rewards
- Our Year Co-ordinators work closely as a team and can monitor incidents occurring with students across year groups. The fortnightly Inclusion Team meeting can be used as a forum to discuss individual cases of bullying. Alternative sources of support for the students involved can be accessed via the members of the Inclusion Team.
- Every effort will be made to ensure that any sanctions imposed are fair and appropriate and that they are followed up a way that gives respect and support to the student displaying the bullying behaviour.
- Staff will watch for signs of distress in students. This might show itself as deterioration of work, late arrival for lessons, hanging back when the lesson is over, regular "illnesses", isolation, wanting to be with adults rather than peers.
- We recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Students are aware of the channels they should go through to disclose incidents of bullying
- Wellbeing surveys conducted to gain insight into the wellbeing of students and incidence of bullying.
- Our 'Anti-bullying Committee' will lead on aspects of the whole school strategy and raise the profile of anti-Bullying throughout the year.
- Anti-bullying ambassadors receive training on how to respond to disclosures of bullying
- The school has a programme of training pupils as peer mentors.
- Peer mentors will be available at social times to provide support to vulnerable pupils and to those who have been subjected to bullying incidents.
- Collaboration with the Anti-bullying Alliance to reflect on the success of the anti-bullying strategy throughout the year through planned points for evaluation.
- Life studies curriculum and assemblies to draw attention to issues associated with bullying.



- Staff are given support and training on how to identify and respond to suspected incidences of bullying.
- Use of social skills sessions, support plans (including PSPs) and reports to modify bullying behaviour to make students displaying such behaviour aware of how their behaviour affects the school community.
- Children who are identified as experiencing bullying will receive wellbeing checks and be counselled by staff and/or specialist counsellors where required.
- Staff will be given opportunities to develop their skills in dealing with those displaying bullying behaviour and those experiencing it. Knowledge gained will be disseminated to all staff.

### Information for Students

#### **What Should You Do If Bullying Is Taking Place?**

If you are being bullied or you know of someone else being bullied – **TELL SOMEONE**. Don't blame yourself for what has happened.

#### **Remember:**

- Tell your parents and in school tell your form tutor or any other adult you trust.
- If it is urgent TELL the nearest adult. If they do not listen **TELL SOMEONE ELSE. DON'T GIVE UP. IF YOU DON'T TELL, THINGS COULD GET WORSE.**
- If the person you want to tell is very busy ask them when they can see you and spend some time with you.
- Walk away from any dangerous situation and **GET HELP**.

#### **As well as telling, you can help stop bullying by:**

- Being friendly towards people you know are being bullied, including them in your discussions, games, break-times and lunchtimes.
- Not laughing when someone is being bullied.
- Saying out loud that you don't like what is going on.
- Not joining in.
- Letting an adult know if you see someone else being bullied.

### Information for Parents

#### **Things to look out for in student who has experienced bullying:**

- Regularly feeling sick or unwell in the mornings.
- Reluctance to make the journey to and from school.
- Money or possessions going missing.
- Clothes or school bag torn.
- Wanting extra pocket money for no particular reason.
- Unexplained cuts and bruises.
- Taking different routes to school.
- Unexplained behaviour changes, e.g. moody, bad tempered, tearful.
- Unhappiness.
- Nightmares.
- Not wanting to leave the house.
- Reluctance to talk openly about school friends and playtimes.

### **What you should do if you think your child is being bullied:**

- Calmly talk with your child about their experience.
- Make a note of what your child says – particularly who was said to be involved; how often the bullying has occurred, where it happened and what has happened.
- Reassure your child that they have done the right thing in telling you about the bullying and that there is nothing wrong with them.
- Encourage your child to report any incidents of bullying to a teacher immediately.
- Make an appointment to see your child's Form Tutor or Year Coordinator even if your child is reluctant that you do so.
- Gather evidence of bullying. For example, screenshot of social media messages or saving emails.

### **We can only do something if we know there is a problem:**

- Explain to the teacher the problems your child is experiencing.
- Do not encourage your child to hit back. It will only make matters worse. Such behaviour could be contrary to your child's nature.
- If the bullying only occurs outside school, you should also contact the school and we will offer as much help and support as we can.

### **What to do if your child is bullying other children:**

Many children may be involved in bullying others at some time or another. Often parents are not aware that their child is involved in bullying and may find it difficult to accept that their child could be involved.

- Talk with your child. Explain that what they are doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how they can join in with other children without bullying.
- Make an appointment to see your child's Form Tutor or Year Coordinator. Explain to the teacher the problems your child is experiencing. Discuss with the teacher how you and school can stop them bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when they are cooperative or kind to other people.

### **Useful Websites:**

<https://www.anti-bullyingalliance.org.uk/tools-information>

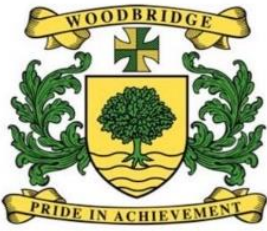
[www.childline.org.uk](http://www.childline.org.uk)

<https://bulliesout.com/>

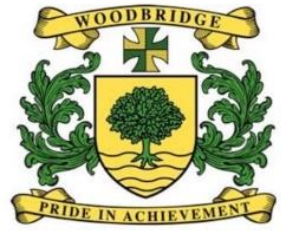
[www.bullying.co.uk](http://www.bullying.co.uk)

[www.beatbullying.org](http://www.beatbullying.org)

<https://safeguarding.network/safeguarding-resources/peer-peer-abuse/>



# Anti-Bullying Charter



1. We ensure that Woodbridge is a place where **all students feel safe and listened to.**
2. We empower everyone to be themselves at Woodbridge by **celebrating and valuing our differences.**
3. We are all **kind to each other** and seek to include anyone who is feeling lonely or isolated.
4. We empower anyone who is experiencing bullying to **speak out** and **believe them** when they do.
5. We are **upstanders**, challenging any forms of bullying and reporting it straight away.
6. We show **respect to anyone involved in bullying**- including the person displaying bullying behaviour.

*This charter is based on the individual pledges made by staff and students at Woodbridge High School.*

Kindness

Inclusion

Respect

Excellence

**School Contacts:**

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**Approval: Recommended by C&S Committee on 4<sup>th</sup> November 2024 and approved by PDC on 25<sup>th</sup> November 2024.**

**Policy Reviewer: Ms L. Evans (Associate Assistant Headteacher)**

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