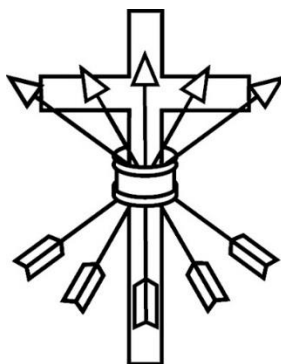


WADDESDON CHURCH OF ENGLAND SCHOOL



ANTI-BULLYING POLICY

Policy Statement

Abiding by this policy enables the students in our community to 'live life to the full', without fear of bullying or intimidation. Fullness of life is not merely a promise to people individually, but the collective celebration that, although different, we are all born with unique talents and equally loved in the eyes of God. Bullying attempts to diminish this promise and has no place at Waddesdon. Education in all its fullness unlocks our talents in a positive, inclusive and welcoming environment; it protects those who could be vulnerable, marginalized or without a voice; and enables us all to flourish individually and collectively.

STATUS OF POLICY:	School Policy
BASED ON LA PROCEDURE DATED:	-
COMMITTEE RESPONSIBLE:	CSWB
COMMITTEE APPROVAL	07.02.24
REVIEW DATE:	Spring Term 2026

1. Introduction and context

Our ethos is rooted and grounded in traditional Christian values, which foster dignity and respect for all and compassion and sensitivity towards others. We strive to create a safe and happy environment, believing that all bullying is unacceptable, and should not be tolerated, whether at home, at school, at work, in the local community or when social networking.

We strongly believe that school should provide a safe, caring and happy place for young people to learn and for adults to work. We want to foster an attitude of responsible behaviour amongst all our students at all times and to promote safety, both on the premises and out of school hours.

2. Principles

- Pupils have a right to learn, free from intimidation and fear
- The needs of the victim are paramount
- We will not tolerate bullying behaviour
- Bullied pupils will be listened to
- Reported incidents will be taken seriously and thoroughly investigated

3. Legislation and statutory requirements

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” and ‘Sexual violence and sexual harassment between children in schools and colleges’ guidance. The policy takes into consideration Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”. The following Government advice may also be of interest: www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying

Links to other school policies

This policy should be read in conjunction with the **Behaviour Policy**, which is available on the school website and can be requested from the school office

4. Definitions of Student Bullying

Bullying is unwanted, harmful behaviour (physical and/or emotional) among school-aged children that involves a real or perceived power imbalance.

The behaviour is repeated, or has the potential to be repeated, over time. Bullying can be deliberate or unintentional, on the part of the bully. It may be perpetrated by individuals or by groups of pupils.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying differs from 'friendship fall-out', or other aggressive behaviour (usually one-off incidents).

*For vulnerable students (SEN, LAC) in the school community, who may experience bullying, the repetition may be the repeat of the act by several individuals or groups of people. In these examples, victims may not be aware of being bullied.

Bullying can be:

Emotional: Hurting people's feelings, excluding, tormenting making threats, spreading rumours.

Physical: Punching, kicking, spitting, hitting or pushing, taking another persons belongings, any use of violence.

Prejudice-based and discriminatory including:

- Racial
- Faith based
- Gendered (Sexist)
- Homophobic/Biphobic
- Transphobic
- Disability based

Taunts, gestures, graffiti or physical abuse focused on a particular Characteristic (e.g. gender, race, sexuality)

Sexual: Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect Verbal: Teasing, name calling, sarcasm, spreading rumours, use of derogatory language (including racist, homophobic, transphobic and biphobic language)

Written: Writing letters, notes, graffiti

Cyber-bullying: Takes place online, such as through social networking sites, messaging apps or gaming sites. Saying unkind and threatening things by text, e-mail and on the internet.

5. Roles and Responsibilities

The Governing Body:

- Regularly review the Behaviour and the Anti-Bullying Policies
- Bring to the Head teacher's attention further measures as they consider necessary, and offer guidance, as they consider appropriate, to promote safeguarding and the welfare of students

The Headteacher and Behaviour Lead:

- Overall responsibility for the policy and its implementation
- Record and analyse cases of bullying to see whether patterns emerge from the nature of the bullying or the identity of the perpetrators

All staff:

- Share a responsibility for ensuring that the policy and procedures are followed, and consistently and fairly applied
- Foster, in our pupils, self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils
- Be alert to signs of distress and other possible indications of bullying
- Listen to children who have been bullied, take what they say seriously and act to support and protect them
- Report suspected cases of bullying to the relevant Head of Year, or Janek Maciejewski/James Sturla
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken
- Deal with observed instances of bullying promptly and effectively
- Work together to combat and, hopefully in time, to eradicate bullying

Parents and Carers:

We ask our parents to support their children and the school by:

- Working in partnership with the school in order that high standards of behaviour are maintained both in and out of school
- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying (see '**Signs and Symptoms**' below)
- Advising their children to report any bullying and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils
- Advising their children not to retaliate violently to any forms of bullying
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken
- Co-operating with the school, if their children are accused of bullying, to try to ascertain the truth. And point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

Students:

We expect our students to:

- Take full responsibility for their own behaviour
- Ensure that they are considerate towards one another and respectful of each other's differences
- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets

6. Signs and Symptoms of Bullying

It can be hard for adults, including parents, to know whether or not a child is being bullied. A child might not tell anyone because they are scared the bullying will get worse. They might think that they deserve to be bullied, or that it is their fault.

You can't always see the signs of bullying. And no one sign indicates for certain that a child's being bullied. But you should look out for:

- belongings getting "lost" or damaged
- physical injuries such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money (to give to a bully)
- being nervous, losing confidence, or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/signs-symptoms-effects/>

7. Cyberbullying

Cyberbullying is becoming increasingly common. Unlike other types of bullying it can happen anytime anywhere – a child can be bullied when you might think they are safe, e.g. when they are alone in their bedroom. It can feel as if there is no escape.

The Anti-Bullying Alliance defines **cyberbullying** as 'when a person or group of people uses things like the internet and mobile phones to threaten, tease or upset someone else'.

Children may know who's bullying them online or they may be targeted by someone using a fake or anonymous account.

Cyberbullying includes:

- sending threatening or abusive text messages
- homophobia, racism or sexism
- making silent, hoax or abusive calls

- creating and sharing embarrassing images or videos. This includes sending nudes.
- 'trolling' - the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- setting up hate sites or groups about a particular child
- encouraging young people to [self-harm](#)
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages (nudes)
- pressuring children into sending sexual images or engaging in sexual conversations.

All bullying issues, whatever their nature, will be treated with equal importance and the response will be based upon the guidelines in the policy.

8. Signs and Symptoms of Cyberbullying

A student being bullied may not know that help is available or may feel too embarrassed to speak up. With the amount of time young people are spending on the internet or on their phones, it is important to be able to spot the signs of bullying. These may include:

- becoming shy or withdrawn
- refusing to go to school, youth club or any other activity
- doing less well at their schoolwork
- changes in their mood – becoming depressed, angry, unhappy
- changes in their behaviour, for example wetting the bed
- showing aggression at home with siblings and other family
- feeling anxious
- changes in sleeping and eating habits
- changes in friendships/friendship groups
- getting more headaches, stomach aches and other minor illnesses
- changes in behaviour/routines
- suddenly stopping using technology or particular sites/apps/games

- being nervous or jumpy around technology, for example, when a mobile receives a message
- spending excessive amounts of time on devices connected to the internet
- hiding internet usage, using internet connected devices secretly, deliberately keeping out of sight when connected online
- displaying anxiety when kept away from devices connected to the internet.

The biggest red flag for cyberbullying is a withdrawal from technology. If you notice a sudden change in computer or phone usage, talk to the child. They may be being cyberbullied.

The Anti-Bullying Alliance “Cyber-bullying: Top tips for parents and carers” can be found at: <http://www.anti-bullyingalliance.org.uk/media/7495/cyberbullying-tips-for-parents-and-carers-july-14.pdf>

9. Response to cyberbullying

When responding to cyberbullying the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include: Theeducationpeople.org
- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching pupils’ electronic devices, such as mobile phones, in accordance with the law. (Note: Schools should ensure they access the DfE ‘Searching,

screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully)

- Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

10. Bullying Outside School Premises

According to DfE guidance October 2014 teachers have the power to discipline pupils for misbehaving outside the school premises **“to such an extent as is reasonable”**. 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 and the behaviour has a significant impact on the safety and well-being of students in school** it will be investigated, in conjunction with parents/carers and other outside agencies, and acted on. The headteacher will consider whether it is appropriate to notify the police or social services in their local authority of the action taken against a student. If the misbehaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

11. Reporting Bullying

Students, parents and staff are encouraged to report all forms of bullying, whether carried out by another student or by an adult. The hope is that by reporting the problem in the first instance, this will become the first step in **empowering the victim** to overcome the bullying through the **defined stages** that will then be put into action. Whenever a student experiences bullying, it should be

reported, whether by the victim, friends of the victim, bystanders or via parents, who should contact the school. In cases where there may be concerns about what they are reporting, the school will ensure that each reported case will be treated with **great sensitivity** and the student's name will remain anonymous (with the exception of any safeguarding issues raised).

Information can be reported to any member of staff, a form tutor, a Head of Year or a member of the Leadership Management Team. All staff should immediately **secure the safety of the young person** before following the school's procedures.

12. Preventative Measures

Waddesdon School's response to bullying does not start at the point at which a child has been bullied. The school attempts to develop a more sophisticated approach, in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place.

At Waddesdon we have created an ethos of good behaviour where pupils treat one another and the school staff with dignity and respect because they know that this is the right way to behave.

Waddesdon School adopts a **three** stage approach to dealing with bullying:

Stage 1: Creating a safe learning environment and anti-bullying culture

The first stage is on-going, and involves measures designed to encourage pupils to behave **positively** towards one another, thereby discouraging bullying.

These measures include:

- Signing an Anti-Bullying statement at the transition stage
- Safer Internet user contract Year 7 and Year 12 (transition)
- Annual Anti -Bullying Assembly
- Student supervision throughout the school day and during break and lunch times
- Providing safe places for vulnerable pupils to go at break times and lunchtimes e.g. Library/ Enrichment
- Supervision of corridors between lessons
- Opportunities for students to discuss bullying issues in tutor time
- Ongoing themes in Assemblies

- Whole school culture of 'Social Courage'
- Sixth Form prefects/ mediators
- CP lessons Year 7 (Bullying), Year 8 (crime and punishment) Year 9 (Safety and Well-being)
- Safer internet use and health and safety embedded in ICT curriculum
- Parent Information Evenings e.g. Internet Safety
- Letters to parents

Stage 2: If bullying occurs

The Restorative Approach

This approach encourages the reporting of incidents by reducing the victims' anxieties about repercussions and educates the perpetrators, by increasing their understanding of the difficulties caused by bullying, and encouraging perpetrators to take responsibility for their actions. It may be appropriate in some cases of bullying to apply the restorative approach, alongside other approaches.

It may be appropriate to monitor the situation in the first instance, and work closely with parents and the victim to discuss if any action should be taken. It may be appropriate to hold a Restorative Approach meeting with all those involved. This might mean asking pupils, staff and parents to share their views within a meeting with a Mediator (Sixth form or staff) who would ensure that all participants were able to say how they had been affected by the bullying behaviour and what needed to change. As a way forward, if thought appropriate and agreed upon, a contract would be written between the pupils.

There would then be a series of meetings to ensure that the contract was working and that problems had not re-emerged.

Stage 3: If those involved in bullying do not respond to the Restorative Approach

If those involved do not keep to the agreements made at Restorative Approach meetings, or repeat bullying behaviour towards other individuals occurs, the matter will be treated as **defiance of the school's authority**. The school would then use a range of sanctions, including loss of break time/lunchtime, after school detentions, internal exclusion or, in extreme cases, suspension or permanent exclusion.

Based upon legislation in the Children Act (1989), in serious cases, it may also be appropriate to consider the bullying as a child protection concern if 'there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school must report their concerns to the Local Authority's safeguarding services and may draw on external professionals to support the victim or to tackle issues which have contributed to a child becoming a perpetrator of bullying.

The school may report a bullying issue to the police, particularly if staff feel that the nature of the bullying contravenes the law and other measures have been unsuccessful in preventing its recurrence.

13. Recording Bullying and Evaluating the Policy

When bullying of a student has been reported and is at stage 3 and those students involved have not responded to the Restorative Approach (stage 2), statements will be taken from all relevant parties and stored on file. When it is believed that bullying has occurred, the member of staff will record the type of bullying and the names of the victim(s) and perpetrator(s) on the **School Information Management system (SIMS)** as well as other communication with students and parents such as a meeting or telephone call.

The measures taken and sanctions imposed will be recorded and monitored and used to inform form tutors and staff of any trends or patterns, or to indicate which measures are most successful in ensuring that further bullying is prevented.

This anti-bullying policy will be reviewed and updated biennially.

14. Making a Complaint

If a parent is not satisfied with the way a bullying issue has been addressed, the appropriate Head of Year should be contacted to discuss the matter.

However, if the appropriate Head of Year has already become involved, but the parent is still dissatisfied, then Mr Maciejewski, the Behaviour Lead, should be contacted.

For further advice and information

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff':

www.gov.uk/government/publications/preventing-and-tackling-bullying

- DfE 'Advice for parents and carers on cyberbullying':

www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk
- A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing

effective anti-bullying practice in relation to sexual bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying