



**The Westminster
School**

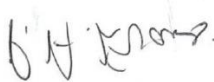
Safe, Happy and learning Together

www.thewestminsterschool.co.uk

2024-25

Ant-Bullying Policy

Building foundations and providing opportunities to create confident, aspirational, and independent members of our community.

Approved by Governing Body on:	21/03/2024
Signed by Chair of Governors:	
Head Teacher:	O M Flowers
Lead Personnel:	B Taylor
Date of Review:	21/03/2026

'Pupils know that friends sometimes fall out and that there are minor instances of misbehaviour. They say that bullying is not a problem, though, and that there is always someone for them to talk to' Ofsted, November 2017

'Pupils at The Westminster School embody their motto 'Safe, happy and learning together'. Leaders have created a nurturing environment where pupils are well cared for. They have high ambitions for all pupils. Leaders are determined to not allow any barriers to pupils' future success.' Ofsted, March 2023

'They feel safe and happy, have friends...' Ofsted, March 2023

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally' Preventing and Tackling Bullying, Department for Education, July 2017

The Westminster School believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help is regarded as a sign of strength and not weakness.
- All members of our community will be listened to and taken seriously.
- Everyone has the right to feel 'Safe, Happy and Learning Together'.
- All of us have a responsibility to ensure we do not abuse or bully others.
- That all parties are supported appropriately

The School takes bullying extremely seriously. Everyone in School has the right to be treated with respect and this is reflected in the teaching of British Values and promotion of SHaLT (Safe, Happy and Learning Together). We recognise the damage it can cause to the education of the victim, the perpetrator and the pupil body as a whole. We are also aware of the impact that bullying can have on the home and the immediate family. We are committed to challenging the assumption that bullying is inevitable.

1. Aims of this policy

- To ensure that the environment reflects the School vision that all will be Safe, Happy and Learning Together
- To create a culture where people feel they can tell others about bullying and trust that it will be acted upon swiftly
- That all members of the School community understand the process of dealing with all types of bullying and who to report to.

This policy can be found on the school website. If you would like a printed copy then please contact the school who will send out in the post.

Students can refer to aspects of the policy through displays around the school.

2. Definition of bullying

We recognise that it is a challenge in itself to educate students about what bullying is and how it can be defined. In order to produce this policy we consulted with students, staff and parents to define bullying.

Appendix 1 outlines the views from students during an Anti-Bullying Week assembly, in summary they recognised bullying as:

Name calling

Swearing directly at others

Verbal abuse

Silly names

Cyber bullying

Making people feel small and worthless
Intimidation
Physical

Students also felt that bullying would lead people to feel:

Sad
Upset
Embarrassed
Frightened

3. Parents and Carers

When we consulted with parents about this policy they recognised that the most important thing was to educate students that bullying is not acceptable. They also felt that bullying is predominantly something that happens over a period of time but recognised that due to the needs of some students it may only have to happen once to have a lasting impact.

Parents felt that communication was essential and accepted that they had a responsibility to support their child with any issues with bullying. Parents were also given a copy of the SHaLT curriculum and the topics addressed and were happy that bullying was being addressed accordingly.

4. Types of Bullying

As well as the list above it is important to define types of bullying.

Cyber Bullying

In the ever developing technological world we recognise that students are exposed to more and more. This may include a range of social media sites as well as the internet. The School works closely with their ICT provider (Agilysys) to ensure that such sites are blocked. The school has a robust filtering and monitoring system to identify and act when instances occur on the school managed network.

The School will act swiftly on any sites that may appear to be accessible where harm could be caused. Any incident that may be recognised as cyber bullying will be reported through the school safeguarding software through the means of an e safety concern. This concern is dealt with and parents are contacted.

We also recognise that Cyber Bullying may also happen outside the School premises. This does not mean that we do not take this seriously and will investigate when appropriate. In cases of extreme Cyber Bullying the School may act by contacting the police or external agencies.

In line with the most recent version of the Keeping Children Safe in Education document, September 2022, the school will continue to have online safety as one of its main priorities. This will include focus days, parent's workshops and continued work in the curriculum.

For further reference on E Safety please see our Online Safety and Acceptable Use Policy.

Homophobic Bullying

Homophobic bullying is when someone targets an individual due to their sexuality, for example lesbian, gay, bisexual or transgender. The School takes this extremely seriously and endeavours to demonstrate equality for all. This is reflected by the School winning an Educate and Celebrate Music competition to promote positive attitudes towards LGBT. Any incidents of homophobic bullying are reported through the Sleuth system. The Head Teacher *will report incidents* of Homophobic bullying to the governing board termly.

Racism

Racist bullying is where someone is targeted due to the colour of their skin, the way someone may talk or their religious and cultural beliefs. This will not be tolerated in school and any racism towards a student or a member of staff results in a Local Authority Act of Violence or Aggression form. The School may also decide to contact the police in cases of regular and aggressive racial abuse. Racist incidents are also reported on the School Sleuth system and incidents are reported to governors by the Head Teacher termly.

Physical Bullying

Physical bullying is one of the most obvious forms of bullying as it occurs when one person tries to gain power and control physically over their targets. Examples of this kind of bullying are hitting, kicking, slapping and shoving as well as other physical attacks. Again, incidents will be recorded on the school sleuth system.

Verbal Bullying

Verbal bullying uses words, hurtful statements and name calling to gain power and control over their target. This type of bullying normally uses insults to hurt, embarrass and belittle another person. Their targets are normally picked because of the way they look, act or behave. Verbal bullying can be hard to identify, as it is not as visible as physical bullying, and would normally happen when other people are not around to hear what has been said. It is important to address this type of bullying rather than telling the victim to 'ignore what was said' as verbal bullying can leave someone with deep emotional wounds.

Relational Aggression

Relational aggression is a type of bullying that is also known as emotional bullying. It can often be unnoticeable, which can be dangerous as it is a type of social manipulation, in which the bully tries to ruin the social standing of their target. They could try to ostracise others from a group, spread rumours, break confidence and be highly manipulative.

Sexual Bullying

Sexual bullying can be repeated actions that are harmful and humiliating. It can be sexual name-calling, vulgar gestures, crude comments, touching without permission, propositioning as well as pornographic materials. A bully might make comments about a person's sexual development or activity. In extreme cases, sexual bullying can lead to sexual assault.

Who may be bullied in school?

As a school we recognise that certain students may be targeted, we recognise these groups as:

- Physical Appearance
- Race
- Faith
- Academic ability
- Gender identity/sexuality
- Students who may appear as having low self-esteem or confidence
- Disability/Special need

(NSPCC Website)

Strategies to Address Bullying

To help pupils differentiate bullying we use the STOP acronym:

Several
Times
On
Purpose

When we spoke to students it was encouraging that they could talk about different types of bullying including cyber bullying (see below). When they discussed how we could help prevent bullying they were able to recognise that support should be given not only to the victim but to the bully also.

As a result, there is a whole School approach to the treatment of bullying in which:

- we promote an atmosphere in which “it’s OK to tell”
- every known incident is reported and dealt with according to our behaviour policy (refer to Sleuth reporting system)
- we identify the causes of bullying and attempt to eliminate them
- we support both the victim and the bully **BUT...**
- we aim to change the bully’s behaviour
- we involve parents/carers of both parties

All staff should:

- be alert to signs of bullying and intervene – Including Low Level disruption. This should not be ignored or seen as ‘banter’ or ‘horseplay’ as this can be the early signs of something that could become more serious
- be prepared to listen to reports of bullying
- take action on name calling etc
- In line with the School LGBT agenda do not tolerate any name calling associated to gender or sexuality (for example ‘gay’ or ‘homo’)
- record and report any incident of bullying according to the School Behaviour and Well-Being Policy
- Encourage victims to be open.
- Keep lines of communication clear (for example form tutors should inform SLT phase leader of persistent bullying)

Who to Report Bullying to in school:

It is important that staff, parents and students know who they are reporting bullying incidents to. In the first instance students are encouraged to tell a member of staff. This maybe their form tutor or their class teacher or whoever they feel they may trust. As a parent if you feel the matter has not been resolved you can contact the senior leadership team at the school. They are:

Joanne Flowers, Deputy Head Teacher
Ben Taylor, Deputy Head Teacher
Natale Brenton, Assistant Head Teacher
Chloe Jones, Assistant Head Teacher

Key Workers

Students who we suspect may be being bullied will be allocated a Key Worker to promote well-being and give reassurance. It may be deemed appropriate for a Key Worker to be allocated to the bully, to ensure they have the appropriate support to make them aware of what impact their actions may be having on those around them. This may occur on a case by case basis and appropriate staff will be identified to be this key worker. Interaction between the key worker and the student will be very student led.

We recognise that bullying can lead to poor mental health and as a result we have mental health first aiders to support students. They are:

Jade Allen

Joanne Turner
Leeanne Hocknull
Sam Coffield
Abbie Gilbert
Fitz Storrod
Marie Benion
Marie Harewood

The school also offers counselling sessions for identified students where these topics may be covered in a confidential way.

[Solution Circles](#)

In recent staff consultation it was identified that solution circles could be an appropriate method of developing strategies to address bullying. This strategy is where staff work together to look at triggers, particular trends and identify further strategies to support students. Staff have received training on the use of social stories.

[Supporting Students Report Incidents of Bullying who have Communication Difficulties](#)

In recent staff training and consultation on Bullying it was recognised that students with communication difficulties needed strategies to communicate if they feel they are being bullied. As a result the school have developed TEACH and PEC's resources to support students with communication difficulties report incidents to staff. This can be found in appendix 1.

[Recording Bullying Incidents in School](#)

Staff will use the sleuth system to record any negative incident that happens in school. Staff have been trained to recognise that if there are any trends in behaviour between students to recognise that this may be bullying. Identified senior staff for each key stage closely monitors sleuth and will identify bullying incidents quickly. These incidents are then closely examined to identify whether these incidents are indeed bullying and action will be taken as required. Senior staff meet every Friday to identify appropriate strategies. Bullying incidents are reported to governors on a termly basis.

[Bullying in the Curriculum](#)

The problem of bullying is addressed through the Personal Health, Social and Economic Education (PSHEE), and Citizenship curriculum. Pupils are taught how to recognise and deal with bullying behaviour. The School SHaLT (Safe, Happy and Learning Together) curriculum also enables students to recognise the range of cultural beliefs.

Westminster Pathway		PD Pathway
<ul style="list-style-type: none"> - Making Friends - Tolerating Others - Celebrating Differences - People we trust - LGBT - E-Safety - Stop Worrying! - Black History Month - Human Rights - British Values - Helping Others - Religious Values (including the 6 main religions in our community) - Religious Celebrations <p>Personalised target setting specifically within My Communication, My Community and RSE.</p> <p>Accreditations chosen to support pupil's holistic progress such as:</p> <ul style="list-style-type: none"> ▪ Making Choices ▪ Developing Communication Skills ▪ Speaking <p>ICT sessions promote online safety and being safe and kind to each other online.</p>		<p>Issues concerning bullying are dealt with by the class team in conjunction with the Educational Psychologists.</p> <p>Emotion Coaching is used to identify the cause of the behaviours, introduce boundaries and develop solutions with the pupils.</p> <p>Personalised targets focused on developing and maintaining meaningful relationships are set in the My Communication and My Community areas of learning.</p>

Bullying is also addressed in:

- Assemblies
- SHaLT Lessons
- Form Time
- Group workshops (i.e. Krunch)
- In line with behaviour recovery (i.e. calming zones)

Bullying Outside the School Premises

The School recognises that issues that occur in School can result in bullying outside of School. We still take this extremely seriously and will investigate all cases that are reported to us. In incidents where it is deemed appropriate we will take further action by contacting the police or other external agencies.

Alternative Provision

A small percentage of our students attend alternative provision. As part of the school quality assurance framework the school holds providers to account on their Anti-Bullying Policy and the procedures they currently have in place to address bullying in their provision. Students who attend alternative provision can talk to the following members of staff if they feel they are being bullied:

Form Tutor

Ben Taylor, Deputy Head Teacher

Liaison will then take place with the alternative provider and the situation closely monitored with parents being informed throughout.

Alternative Provision will NOT be used as a result of a student bullying others, alternative provision is used to support a student's engagement and careers aspirations.

Work Placements

Students in Post 16 and identified students in key stage 4 will complete regular work experience. Here we recognise that students will be working alongside members of the public and with work colleagues. If a student feels that they are being bullied in the workplace they are encouraged to speak to their supervisor at their workplace. Bullying incidents can be reported to the following members of staff:

Work Experience Key Workers

Leanne Hocknull

Job Coaches

Christine Danckert

These key workers can then report these bullying incidents to:

Ben Taylor Deputy Head Teacher

5. CPD Opportunities for Staff

The School ensures that staff are adequately prepared to deal with bullying and support our young people. Through our vigorous induction process new staff receive this Anti-Bullying policy and training on Sleuth in order for them to be able to report appropriately.

Staff are given continual support and advice about how to manage the behaviour in their classroom in order to promote a positive learning environment therefore reducing incidents of bullying.

Staff have received Level One Child Protection training and have had awareness training of Prevent and LGBT. The Sleuth reporting flow chart found in the Behaviour policy enables staff to clearly identify the channels of reporting bullying. Staff can easily access e-safety concern slips and members of SLT are always available and can be approached to discuss matters of bullying.

Support staff have also received Team Toolbox training which gives them a range of strategies and resources to use with students to help deal with bullying and relationships with others.

Procedures to follow

Through liaison with parents and staff it was agreed that it would be beneficial to devise a flow chart to outline the procedures when a bullying concern may arise.

An incident of bullying has occurred in the classroom or around School



Incident is reported on Sleuth to student form tutor



Form tutor monitors situation and talks to students if appropriate



If 5 incidents are reported on Sleuth for bullying the form tutor will refer this to the senior leader for the relevant key stage



Parents of both students are contacted to make them aware that an issue with bullying has occurred and strategies shared



Appropriate strategies are implemented to support the victim and proposed bully



Staff made aware of the concerns/issues surrounding the issue



Impact of strategies monitored and parents kept up to date

Supporting Websites and Agencies

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Beat Bullying: www.beatbullying.org

Childline: www.childline.org.uk

NSPCC: www.nspcc.org.uk

NDCS: www.ndcs.org.uk

Cyberbullying

Childnet International: www.childnet.com

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

SEND

Mencap

MindEd

