



Woking High School

Anti-Bullying Policy

**Everyone has the right to be treated with respect.
With this right comes the responsibility of treating others with respect.**

SLT Responsibility:	Mike Scott, Assistant Headteacher		
Staff / Governors involved in reviewing this policy:	SLT and all staff		
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Why we do not tolerate bullying behaviour at Woking High School:

- **The safety and happiness of students.** When students are bullied, their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over a period of time, they are likely to lose self-confidence and self-esteem. Some may blame themselves for 'inviting' the bullying behaviour.
- **Educational achievement.** The unhappiness of bullied students is likely to affect their concentration and learning. Some children will avoid being bullied by not going to school.
- **Providing a model for helpful behaviour.** If they observe bullying behaviour going unchallenged, other students may learn that bullying is a quick and effective way of getting what they want. Those students being bullied may interpret the school's inaction as condoning unacceptable behaviour. They will feel badly let down by adults in authority.
- **We have a reputation as an effective and caring school.** We cannot claim that 'there is no bullying at Woking High School'. Every school has some degree of bullying even if it is slight or infrequent. Parents realise this, and will be reassured by a policy which demonstrates through theory and practice that it will respond positively and effectively to bullying if it does occur.
- **We realise that for continual school improvement we must maintain our effective and caring approach.**

THE POLICY

This policy recognises that bullying exists and to reduce or eradicate bullying depends on the co-operation of students, parents and staff:

- We the students, parents, governors and staff of Woking High School, will not tolerate bullying of any kind, anywhere
- We will not pass by if we see anyone being bullied – we will either stop or get help
- If we have knowledge of bullying it is our duty to let someone know
- We understand that a variety of sanctions will be used to combat bullying
- The school will offer counselling and appropriate support to both the bully and the victim
- The school will normally involve parents of the bully and the victim in helping to resolve the problem

Students will have this message conveyed through a variety of media and lessons to discourage students from a pattern of behaviour that causes distress and unhappiness to others.

WHAT IS BULLYING?

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to Learn: embedding anti bullying work in schools (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility will be considered, particularly in cases of sexual, sexist, racist or Homophobic/ Biphobic/Transphobic bullying and when children with disabilities are involved. If the victim might be in danger, then intervention is urgently required.

There is no hierarchy of bullying: all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff/other adults
- individuals or groups

Bullying can also take place in different locations both within and outside of the school grounds. It is the school's duty to respond appropriately to any form of bullying that may occur.

Bullying can take many forms but there are three main types:

- **Physical** - hitting, kicking, taking or damaging belongings
- **Direct Verbal** - name calling, insulting, racist remarks, taunting, mocking, making offensive remarks e.g. sexist or Homophobic/Biphobic/Transphobic remarks, repeated teasing, threats, sarcasm, gossiping
- **Indirect Verbal** - spreading nasty stories about someone, excluding someone from social groups, leaving notes, failure to speak to acknowledge a person, making someone the subject of malicious rumours, inappropriate text messaging and emailing, sending offensive or degrading images by phone or the internet, producing offensive graffiti.

Bullying can also be divided into the following groups:

- **Racist** – victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices. This can range from ill-considered remarks, which are not intended to be hurtful, to deliberate physical attacks causing serious injury.
- **Homophobic/Biphobic/Transphobic** – occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transgender people or those that are perceived to be.
- **Cyberbullying** – the use of Information and Communication Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone. Our response to cyber-bullying in all its forms can be found within our Online Safety Policy.
- **Special Educational Needs and Disabilities (SEND)** – victims singled out because of a specific need or disability, students could be adversely affected by negative attitudes to disability and perceptions of difference. They may find it more difficult to resist bullies, not understand what is happening or have difficulties telling people about bullying
- **Sexual orientation** - based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or sexual orientation
- **Gender identity** – based on negative attitudes that when expressed demean, intimidate or harm another person because of their gender identity

- **Relational** - is more emotional than it is physical. It includes ignoring, isolating, excluding and shunning others from a group.

SIGNS OF BULLYING

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes or schoolwork, loss of appetite, stomach aches, headaches,

Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

PROACTIVE PREVENTATIVE STRATEGIES

Through specific curriculum areas, such as Tutorials, Assemblies, A2B, Drama and the work of the School Council, the approach of the school to bullying is taught; the respect of one student to another is emphasised and the consequences of bullying are explained. Strategies include:

- All students and parents sign a Home School Agreement and Code of Conduct on admission to the school stating that bullying will not be tolerated.
- Students have also created their own version of the policy which is displayed in each classroom.
- Students are familiarised with the school's policy on bullying as part of A2B in the first term of Year 7 and regularly throughout their time in school.
- Tutors provide a safe environment for students to discuss any issues they may have so support and information can be provided.
- Online-safety lessons delivered as part of our curriculum offer and wider A2B curriculum.
- The school is a 'Stonewall' Ambassador and various activities designed to raise awareness of the LGBTQ+ community are planned across the school year.
- Staff are trained to recognize all different forms of bullying and the language/actions used by the perpetrators of such bullying.
- The school has a group of trained LGBTQ+ Ambassadors who meet regularly and support other students in the school
- Our 'Good Citizen' scheme has representatives from each form across the school involved in supporting the most vulnerable. This team meets each half term to discuss safeguarding issues.
- Peer Mentors are attached to certain Year 7 students in the early stages of induction. Students are identified in Year 6 and have support session offered by our SEN department and the STEPS team.
- Senior prefect mentors are appointed to work with students reporting bullying where needed.
- Potential victims are identified at an early stage by the Head of Year 7 in conjunction with Junior Schools and monitored closely, with Assertiveness/Self Esteem classes available if needed through our ELSA, Well Being Centre or our social skills sessions.
- Students are given the opportunity to inform the school of any matters of concern through the School Council, prefects, student PASS surveys and the prefect mentors.
- All subjects encourage tolerance and respect for others through group and pair work and through discussion and debate. The school seeks to raise self-esteem by celebrating achievements of all kinds.
- All staff are made aware of the School's policy and procedures for dealing with bullying incidents.
- Duty staff patrol the School at breaks and lunchtimes and there are also supervised rooms available for students.
- A range of supervised activities is available at lunchtimes.

- Bullying as an issue is covered in curriculum areas such as English, Drama and Assemblies. The approaches adopted in these areas are consistent with the School's policy on Bullying and emphasise the responsibility of all to speak out against it.
- Anti-bullying week is held annually in November, this is in line with a National Campaign.
- The Pastoral System is designed to ensure each student has a named teacher in whom to confide throughout their time at Woking High School.
- Parents are informed of tell-tale signs to look out for and of strategies to use to prevent bullying.
- Interventions run through our Well-being center and the peer mentor programme.

Any incidents of bullying will be logged Class Charts. This is constantly monitored for patterns and trends and to assess the impact of intervention strategies employed

REACTIVE PREVENTATIVE STRATEGIES

Any case of bullying is unique and as such the response to it will vary according to the specific issues. Each case will operate under a different timeframe but all cases will be dealt with at the earliest opportunity. The case will be monitored closely until it has been resolved.

IF BULLYING OCCURS

In the first instance the school usually adopts a non-punitive response in the interests of ensuring all students, including bystanders, who come from diverse backgrounds and experiences, are enabled to reflect upon their actions. All parties involved will be interviewed and statements taken. Parents of all concerned will be informed by a member of the pastoral team, usually the Head of Year or Pastoral Co-ordinator, of the strategies to be employed to resolve the bullying.

An initial meeting or series of meetings between a teacher, usually the Head of Year and/or Tutor, takes place with the bully(ies) and the victim(s) and their peers who can influence the situation. This approach encourages the reporting of incidents by reducing the victims' anxiety about repercussions; it also educates the perpetrators and bystanders by increasing their sensitivity and sense of responsibility for their actions. As part of this approach each student involved suggests a way in which they will change their own behaviour for the future. Those involved are encouraged through these meetings to understand one another's feelings and to identify ways in which they can change their own behaviour and stop the bullying. Students and parents are advised of the consequences of further incidents of bullying i.e. that the student may have more serious sanctions placed upon them

A range of strategies to support students can emerge from these meetings depending on the type of bullying. These can include a referral to a Peer Mentor, identification of drop in support sessions run by peer mentors, social skill sessions, use of the Well-being center or referral to external agencies and so on. Students and parents are also invited to identify a support strategy.

If the school feels that there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm then this will be immediately referred to the local Surrey Safeguarding Hub through our safeguarding procedures outlined in our Child Protection and Safeguarding policy.

IF THE BULLY(IES) DO NOT RESPOND TO INITIAL STRATEGIES

In instances where those involved fail to keep to the agreements made at the initial meetings and the bullying continues, the bullies are considered to be acting defiantly in full knowledge of the effects of their actions upon others. A sanction for repeated bullying will be applied, which may range from a Stage 3 Detention, a Stage 4 Detention, a Stage 5 Focus Centre, suspension or permanent exclusion. Sanctions will be applied in discussion with parents/carers. The victim of bullying will be offered further support such as 1:1 support with a peer mentor; referral to an external agency, identification of a safe space at social times

and so on. Additional support for the victim(s) of bullying will be agreed in consultation with parents/carers.

All parties involved will be interviewed and statements taken. Parents of all concerned will be informed by a member of the pastoral team, usually the Head of Year or Pastoral Co-ordinator.

At this point the point the Head of Year may hold formal meetings with parents of all involved to outline the ongoing concerns and request parental support to ensure no further incidents of bullying occur. The school will make clear that following a process of education about the impact of bullying behaviour towards another person and further parental support any further incidents of bullying may result in a suspension. Parents will be advised that in cases of serious and/or persistent bullying, permanent exclusion may result, following advice and intervention, if thought appropriate, from the Behaviour Support Team and a Pastoral Support Programme being put in place.

IF BULLY(IES) DO NOT RESPOND TO INTERVENTION AND PARENTAL SUPPORT

Parents/Carers will be advised that a sanction will be applied. In cases of serious and/or persistent bullying, permanent exclusion may result, following advice and intervention, if thought appropriate, from the Behaviour Support Team and a Pastoral Support Programme being put in place. It could be appropriate for the student to be placed on SEND Arrangements and for an Education Healthcare Plan to be sought. At this stage the Headteacher and the nominated Governor with the responsibility for Anti-bullying (Behaviour) will be informed along with the SENCO if appropriate.

ADVICE AND GUIDANCE IF BULLYING OCCURS

THE VICTIM

When you are being bullied:

- be firm and clear; look the bully in the eye and tell them to stop;
- get away from the situation as quickly as possible;
- Report it by telling an adult what has happened straight away. This will be either your Tutor, Pastoral Coordinator or Head of Year. You can also visit the Well Being center for student support through our Mental Health First Aider and LGBT+ Lead. You can alternatively email antibullying@wokinghigh.surrey.sch.uk or call Childline on 08001111.
- Report it by using the anonymous reporting tool on the school website.

After you have been bullied:

- tell a teacher or another adult in the school; tell your family;
- if you are concerned about telling a teacher or an adult on your own, ask a friend to go with you;
- keep on speaking until someone listens;
- don't blame yourself for what has happened.

When you are talking about bullying with an adult be clear about:

- what has happened to you and how often;
- who was involved and who saw what was happening;
- where it happened;
- what you have done about it already.

Being bullied could result in any of the following happening to the bully:

- an apology, either verbally or written, presented to you;
- your parents being contacted, where the Head of Year explains what has happened;
- sanctions used against the bully, which might include Community Service, detentions or in severe cases a suspension or permanent exclusion.
- the bully's parents will always be informed.

The school will support you make the bullying stop. It may be helpful for you to have counselling or advice. The school will also offer counselling and expert advice to the bully.

THE BULLY

You may bully others because:

- you are going through a difficult time and are acting out aggressive feelings;
- your friends encourage you to bully;
- you don't know it is wrong;
- you are copying older brothers, or sisters, or other people in the family, school or communities whom you admire;
- you have not learnt better ways of mixing with others;

As a bully you must realise that you are hurting other students and there are consequences to your actions. Your bullying could result in any of the following sanctions:

- an apology, either verbally or written, presented to the victim;
- your parents being contacted and interviewed where the Head of Year explains the evidence and cause for concern;
- Community Service deployed as a sanction;
- Breaktime, Lunchtime or after school detentions could be applied;
- only in severe cases will a suspension or permanent exclusion be used.

The school will support you to make the bullying stop. It may be helpful for you to have counselling or other expert advice. The school will also offer counselling and expert advice to the victim.

THE PARENT/CARER

Parents and families have an important part to play in helping Woking High School deal with any bullying that occurs.

Discourage your child from using bullying behaviour at home and elsewhere. Show them how to resolve the difficult situation without using violence or aggression. Watch out for signs that your child is being bullied or is bullying others. Parents and families are often the first to detect that a problem exists. Don't dismiss it. Contact the school immediately if you are worried or if you are concerned that an issue has not been dealt with adequately.

If your child has been bullied:

- calmly talk with your child about her/his experience.
- make a note of what your child says – particularly, who was said to be involved, how often the bullying occurred, where it happened and what has happened;
- reassure your child that he/she has done the right thing to tell you about bullying.
- explain to your child that the information must be passed on so that the matter can be dealt with sensitively.
- either phone or make an appointment to see your child's Form Tutor or the Head of Year.
- don't keep your child at home.
- outline the problem to the Tutor or Head of Year. Be specific. Give dates, places and names of children involved.
- make a note of what action the school intends to take.
- stay in regular touch with the school; let us know if things improve as well as if problems continue.

Remember the school cannot deal with the problem unless they know that a problem exists. The school cannot deal with anonymous information.

If your child is bullying other children:

- talk with your child; explain that what he/she is doing is unacceptable and makes others unhappy
- discourage other members of your family from using bullying, aggression or force to get what they want
- show your child how he/she can join in with other children without bullying
- make an appointment to see your child's Head of Year; explain to him/her the problems that your child is experiencing; discuss with the Head of Year how you and the school can stop him/her bullying others
- regularly check with your child how things are going at school
- give your child lots of praise and encouragement when he/she is co-operative or kind to other people.

OTHER STUDENTS

Other students can play a vital part in either sustaining bullying or bringing it to an end. All students should realise that if they are aware of another student being bullied, then they have the responsibility to let an adult know.

If you are worried about bullying incidents there are many things that you can do:

- if the victim is a friend try to get them to talk to an adult (with you if necessary)
- if the bully is a friend try to reason with them to stop; they may need your support
- talk to a member of staff about the problem – your information can be kept confidential if you wish.
- talk to your parents about the problem – they can pass on the information for you.
- Never keep it to yourself.

Once the bullying has been brought out into the open the group will need to find ways to support both the victim and the bully. You will need to discuss how you can best support each other; this can be done through A2B or in tutor time.

Remember a bully feeds on being admired by others. Bullies also have their own fears and many would be concerned and humiliated should their exploits become known to the community.

RECORDING BULLYING AND REPORTING TO PARENTS/CARERS

Bullying incidents will be recorded by the member of staff who deals with the incident which is likely to be the relevant Head of Year/Pastoral Co-ordinator and will be kept centrally on the Bullying Log and on Class Charts. The names of the bullies as well as the names of the victims of bullying will be recorded on this log as a care, support and guidance need.

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. The Head of Year will conduct follow up interviews with students who have been victims of bullying and their parents/carers to monitor the success of interventions and to support students and families.

This information will be anonymized and presented to the governors as part of the termly Head teachers report.

The policy will be reviewed and updated regularly and at least every two years. The policy review will be linked to the School Improvement Plan, working towards a more inclusive ethos across the school community.

ROLES AND RESPONSIBILITIES

The Headteacher, Mrs Walter, has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing staff responsible for handling the implementation of this policy.

The Anti –Bullying Coordinator in our school is **Mr Crowley** (Assistant Headteacher).

The LGBT+ Lead in our school is **Mrs Sarah Bannister** (Senior Mental Health First Aider)

The Heads of Year responsible for managing bullying incidents are currently Mrs Bartlett (Year 7), Mr Wilkins (Year 8), Mr Goosen (Year 9), Mr Bunsell (Year 10), Dr. Downie (Year 11).

Their responsibilities are:

- Policy development and review involving students, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

References, Documents and related Policy/Guidance

Links with other policies

Behaviour Policy

Child Protection and Safeguarding Policy

Equal Opportunities Policy

Safer Use of Technologies Policy

Staff Behaviour Policy

Staff Social Media Policy

Lesbian, Gay, Bisexual, Transgender + Inclusion and Anti-Homophobia Policy

National Documents

- [Preventing and Tackling Bullying](#) DfE Guidelines– July 2017
- [Cyber bullying: advice for headteachers and school staff](#) DfE Guidelines – Nov 2014
- [Supporting children and young people who are bullied: advice for schools](#) DfE Guidelines Nov 2014
- Section 89 of the Education and Inspections Act 2006
- The Equality Act 2010
- Safe to Learn- DfE Guidelines
 - Embedding anti-bullying work in schools – DFE-00656-2007
 - Homophobic bullying – DFE – 00668-2007
 - Cyberbullying – DFE – 00658-2007
 - Bullying Involving Children with Special Educational Needs and Disabilities – DFE 00372-2008

Useful links:

www.anti-bullyingalliance.co.uk

www.stonewall.org.uk

www.thinkuknow.co.uk

www.teachernet.gov.uk/publications

- Cyberbullying - supporting school staff
- Cyberbullying - A whole – school community issue-

Policy Development

This policy was originally formulated in consultation with the whole school community with input from members of staff, governors, parents/carers, children and young people, and other partners. Students contribute to the development of the policy through the school council, tutor discussions and prefect meetings.

Parents/Carers will be encouraged to contribute by taking part in written consultations, parent meetings, parent focus groups.

This policy was originally written in 2003 and has been updated in October 2022 using the Surrey County Council Anti-Bullying Audit Tool and the Stonewall guide to anti-bullying.