

THE WENSLEYDALE SCHOOL AND SIXTH FORM ANTI-BULLYING POLICY

What is bullying?

Bullying is deliberately hurtful behaviour it can be repeated over a period of time or it can also make people threatened, uneasy or unhappy at school or in the workplace.

It has three main types and can be done by an individual or a group:

- PHYSICAL** e.g. hitting, kicking, taking belongings.
- VERBAL** e.g. name-calling, insulting remarks.
- INDIRECT** e.g. spreading rumours, excluding people from groups.

Bullying can:

- Make people very unhappy
- Make people feel insecure about themselves
- Affect their school work
- Affect their home life
- Make people hurt themselves or others.

If students observe bullying going unchallenged they may learn that it is a quick and easy way of getting what they want. Those students being bullied may feel that the school has condoned unacceptable behaviour and may feel let down by adults in authority.

The school strives to reduce bullying to a minimum and to be able to deal with any instance of bullying effectively, consistently, positively and quickly.

Everybody involved with the school might see bullying taking place. Students, lunchtime supervisors, teachers, bus drivers have a part to play in reporting bullying behaviour to help make The Wensleydale School and Sixth Form ,a safe and secure place for everyone.

Guidelines

- Everyone at The Wensleydale School and Sixth Form has the right to feel safe and secure.
- We will respect others regardless of race or religion, culture, ability or appearance or sexual orientation.
- We will not tolerate any form of bullying or abuse.
- All reported incidents will be taken seriously.
- No one should be kicked, hit, threatened or verbally abused by any member of this School.

1. Teaching students how to challenge bullying behaviour

a. Students who are bullied:

In the classroom, teachers may be aware of students being pressured or teased by their peers. It is important that teachers pick up on these kinds of incidents and do not leave them unchallenged. As well as challenging the bullying behaviour themselves, teachers can support students in responding to the incident. Students need to be taught to refuse to comply with bullying students' demands. Encouraging one student to say to another

"I don't like you doing that".

b. Students who observe bullying:

The majority of students in the school may not be involved in bullying behaviour themselves, but they are likely to know that it is happening. They may even witness it taking place. These bystanders may do nothing because they are afraid, uncomfortable or because they do not know what they should do. It is not the intention to encourage students to take on the role of vigilantes who 'stop bullying', but it is possible to motivate peer pressure so that students take an active stand against bullying behaviour.

Students can be encouraged to be active bystanders by:

- not allowing someone to be deliberately left out of a group
- not joining in with the bullying
- telling a member of staff what is happening;
- encouraging the bullied student to join in with their activities or groups;
- telling the bullying student to stop what they are doing;
- showing the bullying student that they disapprove of his or her actions.

Students can be shown how being passive about bullying behaviour cannot only collude with it but also sometimes encourage it. Role-play helps students to rehearse more challenging strategies and will be part of our PSHCE scheme of work.

c. Responses to bullying:

Cases of bullying will not be ignored and will be dealt with quickly. The victim will be treated sympathetically and the situation will be considered seriously. We favour the approach where the bully and bystanders are allowed to find positive solutions to end the victim's unhappiness.

The Pastoral team will deal with the bullying quickly and in a serious and sympathetic way. Statements will be taken and the event logged onto the school system.

Sanctions will be used where bullying behaviour is clearly proven - a reprimand may be sufficient to deter a student from mild teasing but where the bullying is of a more serious nature, exclusion will be considered.

Some restorative practice may be needed by the bully and the victim.

Parents/carers, both of the bully and the bullied, will be involved.

2 Awareness Raising

There are many occasions during school which may be used to raise awareness of bullying, its effects, and how to handle being bullied. These include:

- assemblies
- PSHCE
- tutor time
- subject lessons
- teacher training

At all times we can promote co-operative behaviour and anti-bullying values. It is vital that students can see and learn from models of good behaviour in the adults around the school.

3. Who is at risk of bullying?

Anyone can be bullied.

4. Cyber bullying

Cyberbullying is when someone uses technology (such as the internet or a mobile phone) to bully others.

Being a victim of cyberbullying can be very distressing for a young person as most of the time they don't know who is bullying them. Cyberbullying includes things such as sending nasty text messages or emails, or setting up a hate group on a social networking site. The bullying may also happen 24/7 and the victim is often targeted even when they are in the comfort of their own home. Images and text messages can be circulated very quickly and widely on the internet which makes it very hard to combat cyberbullying.

What we advise:

- Not to reply: most of the time the bully is looking for a reaction when they're teasing or calling someone nasty names. We ask people not to reply, if they do they are giving the bully exactly what they want.
- Save the evidence: We encourage young people to save the evidence of any emails or text messages they receive. This is so they have something to show when they do report the cyberbullying.
- Tell someone: encourage young people to tell a trusted adult if they are being cyberbullied, and to tell them as soon as they can in order to minimise their own upset or worry.

We would also advise students of the availability of other agencies such as CHILDLINE

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