



Windsor Park CE Middle School

Learning for Life

"Teach me good judgement and knowledge"

Psalm 119:66

Anti-Bullying Policy

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RESPECT *"clothe yourself with compassion, kindness, humility, gentleness and patience"*

RESILIENCE *"I can do anything through Christ who strengthens me"*

RESPONSIBILITY *"for God gave us a spirit not a fear, but a power and love and self-control"*

OUR VISION

Learning for Life

“Teach me good judgement and knowledge”

Psalm 119:66

As an inclusive Church of England school, who aim to provide transformational experiences for all God’s children within our care, the teachings of Jesus are at the heart of all we do. Whilst striving for excellence, we celebrate achievement in all its forms encouraging pupils and staff to live life in all its glory and flourish.

OUR MISSION

- 1. Encourage all children irrespective of background or ability to fulfil their God-given potential and flourish. Our broad and balanced curriculum takes a holistic approach to education ensuring that spirituality, emotional intelligence, physical development, academic excellence and social skills are developed creatively across a range of school subjects.*
- 2. Deliver a safe space for children to develop philosophical and theological thinking through Religious Education as a core subject; delivering inspirational lessons which bestow upon pupils the skills to understand Christianity as a living and diverse faith, whilst teaching a knowledge and respect of other faiths and world views.*
- 3. Value education in its widest sense; building on our history and Christian foundations, making the most of today in order that we can make even more of tomorrow and the days, weeks, months and years that lie ahead. This is Learning for Life: ‘teach me good judgement and knowledge’ Psalm 119:66*
- 4. Foster respect for all God’s children; embracing difference and diversity and teaching all to live well together in an inclusive, welcoming community, supporting each other to remove or cross barriers and live with dignity and respect.*
- 5. Reinforce the Christian values and beliefs that will make our children good people: kind, honest, forgiving and courageous.*
- 6. Care deeply about our pupils’ and staff wellbeing and mental health, appreciating that it is the genuine quality of relationships that matter. We strive to support each other to flourish, achieving happiness and fulfilment.*
- 7. Encourage our pupils to approach local and global communities with a deep sense of integrity, justice, responsibility and courageous advocacy; identifying and challenging injustice.*
- 8. Collaborate primarily with St Mary the Virgin church to share the teachings of Jesus through inspirational collective worship. Develop, deliver and evaluate opportunities for pupils and adults to express spirituality through varied worship experiences.*
- 9. Encourage and nurture exploration, creativity and compassion with unlimited and unbounded energy. At Windsor Park learning is not a spectator sport.*

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Respect

“Clothe yourself with compassion, kindness, humility, gentleness and patience”

Colossians 3:12

Within our Church of England school, we firmly believe that every child has the right to learn in an atmosphere free from fear and intimidation and where all may flourish. We do not tolerate any form of bullying and this policy aims to ensure that this is fully understood and adhered to within the school. All pupils are encouraged to demonstrate the values of respect, resilience and responsibility throughout school life and beyond. This is Learning for Life “*Teach me good judgement and knowledge*” *Psalm 119:66*

Definition of Bullying – Bullying is the persistent, deliberate and malicious behaviour which causes a person to be upset or hurt. Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. It is intentionally harmful. It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

Types of bullying can include, but are not limited to:

- Physical bullying
- Emotional bullying
- Verbal bullying
- Cyber bullying
- Sexual bullying
- Homophobic bullying
- Racial bullying
- Disability Bullying

There are many definitions of bullying, but most have three factors in common:

- it is deliberately hurtful behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves

Bullying can take many forms but three main types are:

- physical hitting, kicking, taking belongings
- verbal name calling, insulting, racist remarks
- indirect spreading nasty stories, excluding from social groups

There are a number of very important reasons why we should challenge bullying behaviour:

- The safety and wellbeing of students. When students are bullied, their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over time, they are likely to lose self-confidence and self-esteem. Some may blame themselves for 'inviting' the bullying behaviour.

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- 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 children observe bullying behaviour going unchallenged, they may learn that bullying is a quick and effective way of getting what they want. Those students who are being bullied may interpret the school's inaction as condoning unacceptable behaviour. They will feel badly let down by adults in authority.
- In order for all students to excel they need their school to be a safe space, where they can learn, develop relationships, explore their beliefs and live life to all its glory.
- Getting a reputation as an effective, caring school. No school can claim with absolute confidence that 'there is no bullying here'. Every school has some degree of bullying, even if only slight or infrequent. Parents know this. They will be impressed and reassured by a school which demonstrates, both through policy and action, that it will respond positively, swiftly and effectively to bullying.
- There are a many people in the school so we need rules to allow everyone to work properly, safely and enjoyably.
- Students are expected to behave well; this includes not doing anything that is inconsiderate of others. Where students' behaviour falls below expected levels, they need support to develop their social skills, explore their reasoning, control their actions and improve their life outcomes. Forgiveness and reconciliations are offered as a positive way forward.
- Teachers are in the position of loco parentis for students during the school day. This means in particular that the relationship between discipline and bullying is important. Our school Pastoral Team review behaviour policies. This is an important pre-requisite for tackling the bullying problem. An effective anti-bullying policy should be built upon an effective behaviour policy.
- Resources, books and videos are available to all staff.

AIMS

It is the aim of the staff at Windsor Park:

- to raise student awareness about bullying behaviour through structured sessions in tutor group time, house and whole-school assemblies.
- to give students opportunities to talk about bullying in general and to ascertain their views on what bullying is, how and where it occurs and its prevalence.
- to prevent bullying through the continued development of the House System, praising and recognising co-operative behaviour.
- to ensure proper procedures are followed for investigating incidents and listening to victims, witnesses and bullies.
- to show students and parents that our school is a caring school but one which is capable of dealing quickly and effectively with bullying behaviour.

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- to use the established school discipline policy to deal with incidents of bullying, leaving options available to deal with severe incidents.
- to use Peer Counselling System to encourage students to talk openly to their peers.
- to monitor and review the bullying policy and to develop if necessary.

Code of Behaviour – in the classroom and around the School:

- Respect yourself.
- Respect others.
- Respect the world around you.

Anti- Bullying Rules

- We do not tolerate physical abuse of others.
- We do not tolerate threats being made against others.
- We do not tolerate students interfering with others' belongings or School property.
- We do not tolerate name-calling.
- We do not tolerate larger students using their weight and strength against others.
- We do not tolerate exclusion from groups.
- We do not tolerate students making sounds, which would be hurtful to others.
- We do not tolerate students making threatening text messages or any kind of internet bullying.

What to do if you are bullied:

- Do not hit back or ask someone else to hit for you. If you have a problem, ask a teacher to help you to sort this out.
- Tell a member of staff or tell a peer counsellor. Especially if the other person says they will do worse things if you tell.
- If the other person bullies you again, tell your teacher or a member of the Senior Student Leadership Team or your parents/carers. Adults can stop bullies **but only if you tell them about it.**
- Go to the 'Anti-Bully' website: <http://www.anti-bullyingalliance.org.uk/advice/>
- Ask for a peer mentor or peer counsellor.

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BULLYING - INCIDENT PROCEDURE

CHILD TO STAFF (GROUP TUTOR OR SUBJECT)



STAFF INVESTIGATE
(NO MATTER HOW 'TRIVIAL' THE INCIDENT MAY SEEM)



VERBAL REPRIMAND FOR 'TRIVIAL' INSTANCES



REFER TO PASTORAL LEAD OR STUDENT SUCCESS CENTRE



OTHER INCIDENTS FOLLOW SCHOOL BEHAVIOUR POLICY

Reporting an Incident

A student may report a bullying incident to any adult they trust and feel safe with.

If a parent wishes to make a complaint or raise a concern they should contact their child's Form Tutor in the first instance.

Informing one of the Designated Teachers – Key Stage Director, Inclusion Manager, Assistant Head Teacher Child Protection/Safeguarding – even if the Student counsellor has resolved the situation. Records are kept on the school system.

If the Bullying is regarded as a Safeguarding Issue ~ see Safeguarding Policy.

Complaints System

When a student or parent makes a complaint it may be dealt with in the following ways:

- All students concerned will be interviewed.
- Anyone else who witnessed the incident will be interviewed.
- Whatever the outcome of the investigations all parties will be left in no doubt as to the effects of bullying and the School's policy.
- In the event of the complaint being upheld the bully/bullies will be dealt with. Please note that sanctions can help to deter bullying but there are other methods of dealing with it.
- Parents of the bully/victim may become involved depending on the severity/history of bullying.
- Events will be recorded in writing by all involved.
- Copies of these reports may be placed in the relevant students' files for a specific period of time. Electronic documents will be linked to a child's school database.
- Each case will be followed up to support/prevent a recurrence of the problem.
- Attempts will be made whenever possible to reconcile those involved.

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Implementation, Monitoring and Evaluation

As part of the School's approach to countering bullying behaviour by students, other strategies adopted include:

- Opportunities to discuss this issue openly in subject classes.
- Implementation into the 'Learning for Life' programme.
- Analysis of questionnaires.
- Number of complaints reported by students or parents.
- Feedback from Student Counsellors and School counselling service.

The level of action taken will be determined by the seriousness of the incident, i.e. a serious initial incident may result in automatic exclusion.

It is important that any complaint of bullying, verbal, physical or indirect, should be investigated immediately by staff concerned and properly dealt with. Students have to be confident that by alerting staff the bullying will be dealt with quickly and effectively. Peer counsellors are trained to know when to alert relevant staff regarding instances of bullying.

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