



# WANSTEAD HIGH SCHOOL

## Anti-Bullying Policy

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### Related Policies:

- Behaviour Policy
- Suspensions and Exclusions Policy (2025)
- Peer on Peer Abuse Policy
- Attendance and Punctuality Policy
- Equal Opportunities Policy
- Educational Visits Policy
- Safeguarding & Child Protection Policy
- Teaching, Learning and Assessment Policy
- SEND Policy

## 1. Introduction

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential. (*Preventing and tackling bullying, Dfe 2017*)

School staff play an important role in recognising incidents of bullying and supporting pupils, peers and parents of pupils who have been involved in incidents of bullying.

Wanstead High School recognises our role in 'encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils' (*Section 89 of the Education and Inspections Act 2006*)

## 2. Legislation

This policy has been developed in accordance with the principles established by the Children Act 1989/2004; and in line with the following:

- The Children Act 1989/2004
- The Equality Act 2010
- The Education Act 2002
- The Education and Inspections Act 2006
- Keeping Children Safe in Education 2024
- Independent School Standard Regulations 2014
- Preventing and tackling bullying, DfE, 2017
- Behaviour in Schools, DfE 2024
- Cyberbullying: Advice for headteachers and school staff, DfE
- Mental health and behaviour in schools, 2018

This policy has also been developed using advice and resources from the Anti-Bullying Alliance, The Diana Award, NSPCC, Stonewall, Restorative Justice Council and Young Minds alongside feedback and guidance from pupils, parents, staff and governors at Wanstead High School.

## 3. Aims and Principles

At Wanstead High School we take all forms of conflict, friendship problems, and bullying behaviour seriously.

Our aims are:

- To provide a safe and secure environment for all pupils in our care.
- To create a happy atmosphere in which both parents and staff work together for the welfare of the pupils.
- To promote an environment where everyone is mutually valued and respected regardless of gender, race, sexual orientation, beliefs and ability.
- To encourage pupils to adopt agreed standards of behaviour and values in order to develop a sense of self-discipline and to take responsibility for their own actions.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard pupils and of their responsibilities in identifying and reporting possible cases of bullying, and to be aware of signs of bullying in non-verbal children and our children with special educational needs or disabilities (**SEND**).
- To alert staff to warning signs, risk factors and impact of bullying.
- To ensure the policy sits within the broader policy framework within school, including the Behaviour Policy, Child Protection and Safeguarding Policy and the E-Safety & Acceptable Use Policy.
- To develop a structured procedure and framework within the school that will be followed by all members of the school community in cases of Bullying

- To ensure that all forms of conflict, friendship problems, and bullying behaviour education/awareness features in the school curriculum, eg. school assemblies, and that such awareness does not promote or stigmatise bullying.

To prevent and respond to bullying effectively the school commits to:

- **Listen** - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
- **Include** - all pupils, including those with SEND, are included, valued and participate fully in all aspects of School life.
- **Respect** - all school staff are role models to others within the school in how they treat others.
- **Challenge** - all forms of discriminatory language are challenged and taken seriously.
- **Celebrate difference** - difference is actively and visibly celebrated and welcome across the whole school.
- **Understand** - all school staff, pupils and parents and carers understand what bullying is and what it isn't.
- **Believe** - all pupils, including those with SEND, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
- **Report** - all pupils within the school and their parents and carers understand how to report incidents of bullying.
- **Action** - we respond without undue delay to all incidents of bullying. Pupils, including those with SEND, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.

#### 4. Roles and Responsibilities

All staff have a role to play in the prevention, reporting and responding of bullying and should consider the following:

- Bullying is identified in Keeping Children Safe in Education as a form of 'peer on-peer abuse'. Therefore, where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', a bullying incident should be addressed as a child protection concern under the Children Act 1989.
- It is not a child's fault if they are bullied. Children should never be told to just ignore it, or to change who they are. It is the children doing the bullying that need to change their behaviour and their attitude. This is particularly true if the bullying is targeted at a pupil's gender, sexuality, race, faith, impairment or SEND.
- It is not true that girls are 'bitchy' and boys just have a punch up and get over it. Avoid gender stereotypes when it comes to tackling bullying. Anyone can be capable of bullying behaviour and it has a serious impact on both boys and girls.
- Challenge all forms of offensive or discriminatory language (eg. homophobic and transphobic comments, sexist and sexual language, racist and faith targeted comments, disablist words). (Further guidance for staff on challenge can be found in the Appendix to this Policy.)
- Adhere to classroom conditions to ensure there are no opportunities for off task talk to develop into bullying behaviour.
- Challenge physical interactions between pupils; particularly when on duty during break and lunch times.

The school's Pastoral Leaders, who include the Deputy Headteacher for Inclusion, Director of Inclusion, Heads of Year and Pastoral Support Managers, will have general responsibility for handling the implementation of this policy.

Their responsibilities are:

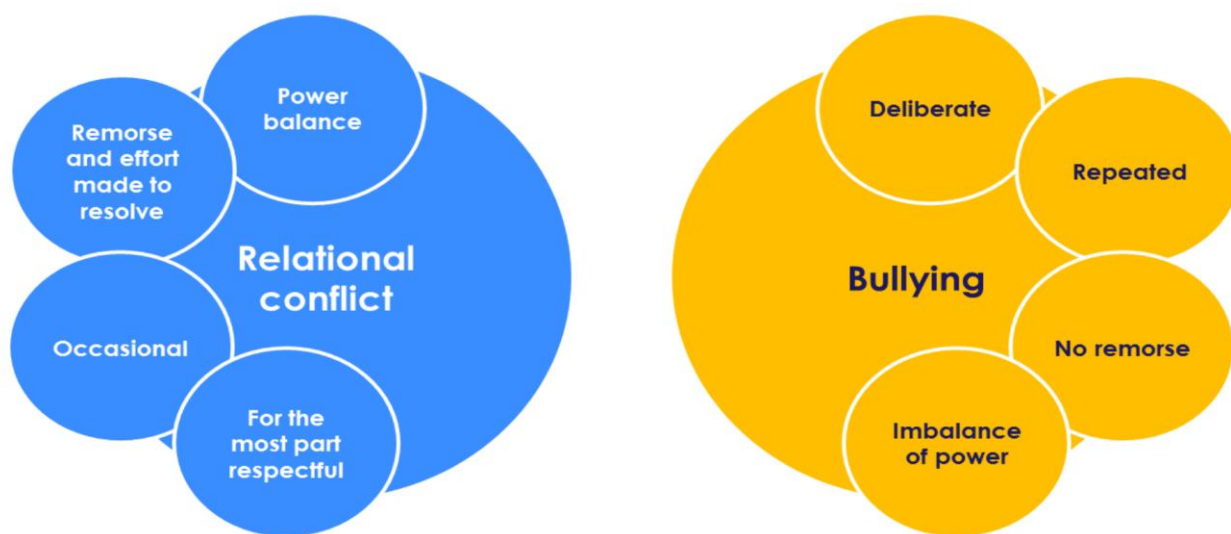
- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review

- Working with staff to manage 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

## 5. Definition of Bullying

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where children disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental or unintentional. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.



For the purpose of this policy, bullying is defined as - **“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”** (*Anti-bullying Alliance*).

There are four key elements to this definition:

- **hurtful**
- **repetition**
- **power imbalance**
- **intentional**

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 should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with SEND are involved. If the victim might be in danger then intervention will be urgently required.

Bullying can take many forms:

### Physical

pushing  
poking  
kicking  
hitting  
biting  
pinching  
tripping  
forcing someone to do things they don't want to

### Verbal

name calling  
sarcasm  
spreading rumours  
threats  
teasing  
belittling

### Emotional

isolating others  
tormenting, hiding books  
threatening gestures  
ridicule  
humiliation  
intimidating  
excluding  
manipulation coercion  
talking behind people's backs

### Online/Cyber

posting hurtful or embarrassing things  
sharing photos  
sending nasty text messages  
social exclusion  
creating fake profiles targeting someone by misusing personal images  
targeting someone by misuse of private, explicit images  
including sexual images

Some bullying is done because a child is deemed to belong to a certain group. This is 'prejudice-based bullying', and includes homophobic bullying, racist bullying, sexual or gender bullying, and bullying of pupils with learning or other disabilities.

## 6. Who can be subjected to Bullying?

**Anybody** could be subject to bullying at any time in their life.

A person is bullied when, either as an individual or part of a group, they suffer in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

Bullying can be based on any of the following things:

- race (racist bullying)
- religion or belief
- culture
- social class or socio-economic background
- gender (sexist bullying)
- sexual orientation (homophobic or biphobic bullying)
- trans identity, including non-binary identity (transphobic bullying)
- special educational needs and disability (SEND)
- appearance
- related to home or other personal situations
- related to another vulnerable group of people

Children and young people who are most increased risk of being the victims or perpetrators of bullying are those who:

- are in foster care or residential homes (looked after children)
- have an education, health and care plan (EHCP)
- have specific special educational needs
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid-term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma

## 7. Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine or is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens self-harm
- cries themselves to sleep at night or has nightmares/bedwetting

- regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go “missing”
- has unexplained cuts or bruises
- becomes unreasonable when dealing with school issues
- stops eating
- is frightened to say what’s wrong
- gives improbable excuses for any of the above

A decline in attendance is also a possible symptom that a child is experiencing bullying. The school’s Attendance & Punctuality Policy outlines robust procedures to ensure reasons for absence are fully explored and that any patterns in non-attendance are flagged with key staff.

## 8. Bullying as a Group Behaviour

Bullying is seen as something that happens between a bully and the victim. However, it can be a lot more complicated than that. Firstly, we try to avoid using the term ‘bully’ to label the young person. This is because it suggests that a ‘bully’ is something you are rather than a behaviour you choose. Bullying tends to be a group behaviour and the people involved can have a significant influence on the bullying situation, either on purpose or not.

The **target** is the person the bullying behaviour is towards. The **ringleader** is the person that starts the bullying. The **assistant** is the person or people who are actively involved in doing the bullying, but didn't stop or take a lead in it. The **reinforcers** are those who do not join in with the bullying behaviour, but they do encourage it to continue. They might watch, laugh along or even urge other people to get involved.

The **defender** helps the target or encourages the people bullying to stop. This can be as simple as asking the target if they are okay or talking to a trusted adult about what they have seen.

The **bystanders** or **outsiders** are those who ignore any bullying that happens and simply don't want to get involved or may not even be aware of what is happening. It's important to remember that these rules can change quickly depending on who is present and the dynamics in that group. A lot of the time, people will choose a role to avoid becoming a target themselves.



## 9. Bystanders and Upstanders

Bystanders are often the audience that engages in the spectacle, and watches as a drama unfolds. Though they don't actively participate, they encourage the perpetrators, who will feel driven on by the audience. 'Doing nothing' does have a real impact on events and may cause harm.

We recognise that being an Upstander:

- Takes courage
- Takes action
- Takes assertiveness
- Takes compassion
- Takes leadership

We ask all pupils to be Upstanders by adhering to the following:

- Don't laugh
- Don't encourage the bully in any way
- Don't participate
- Stay at a safe distance and help the target get away
- Don't become an "audience" for the bully
- Reach out in friendship
- Help the victim in any way you can
- Support the victim in private
- If you notice someone being isolated from others, invite them to join you
- Include the victim in some of your activities
- Tell an adult

## 10. Cyberbullying / Online Bullying

Cyberbullying is bullying that takes place over digital devices such as mobile phones, computers, and tablets. Cyberbullying can occur through SMS and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour.

The most common places where cyberbullying occurs are:

- Social media, such as Instagram, Snapchat, and Tik Tok
- SMS (Short Message Service) also known as a text message sent through devices (also WhatsApp)
- Instant Message (via devices, email provider services, apps, and social media messaging features)

Cyberbullying can include bullying by:

- sending nasty or threatening messages
- posting photos, videos or posts about an individual online, or liking posts or comments about an individual
- trolling an individual or commenting on their posts or pictures saying nasty things
- revealing personal details about an individual online
- starting a group chat to talk about someone
- targeting an individual over and over in an online game.

Some cyberbullying activities could be criminal offences under a range of different laws, including the Malicious Communications Act 1988 and the Protection from Harassment Act 1997. There have been some instances of such prosecutions in the UK.

The Malicious Communications Act 1988 makes it an offence for:

1) Any person who sends to another person -

- (a) a letter, electronic communication or article of any description which conveys—
  - (i) a message which is indecent or grossly offensive;
  - (ii) a threat; or
  - (iii) information which is false and known or believed to be false by the sender; or
- (b) any article or electronic communication which is, in whole or part, of an indecent or grossly offensive nature,

is guilty of an offence if his purpose, or one of his purposes, in sending it is that it should, so far as falling within paragraph (a) or (b) above, cause distress or anxiety to the recipient or to any other person to whom he intends that it or its contents or nature should be communicated. (*The Malicious Communications Act 1988 - s1(1)*)

## 11. Journeys To and From School

Teachers have the power to discipline pupils for misbehaving outside of the school premises. (*Behaviour and discipline in schools, DfE 2016*), This may include 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 to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. (*Preventing and tackling bullying, DfE 2017*)

Where there has been an incident within the school day or there are concerns in relation to pupil safety, parents and carers may be asked to collect pupils to ensure they are appropriately safeguarded.

## 12. Criminal offences

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

Further, some bullying can constitute a hate crime.

A hate crime is any occurrence that is perceived by the victim, or any other person to be one of the following:

- racist
- homophobic
- transphobic (discrimination against transsexual or transgender people)

or because of a person's:

- religion
- beliefs
- gender identity or disability

A hate crime is not only limited to a personal attack. Name calling, violence, property attacks such as graffiti, verbal attacks, and abusive messages either by phone, mail or via the internet can also be seen as hate crimes. No hate crime is too minor to report to the police; they will record all incidents brought to their attention whether or not a crime has been committed. Where an incident does not meet the threshold for prosecution as a hate crime, the police may still be involved to try and prevent situations from escalating for the people or communities targeted.

### 13. Homophobic, Biphobic and Transphobic Language

Homophobic language is language that is used either with the intention, or has the effect, of discriminating against someone based on a person's actual or perceived lesbian or gay identity, or because they have lesbian or gay family members or friends. Bi people can also be targeted by homophobic language if somebody thinks that they are lesbian or gay. Homophobic language can also include denying somebody's lesbian, gay or bi identity or refusing to accept it. The most common form of homophobic language among young people is 'that's so gay' and 'you're so gay'. These comments may sometimes be directed towards people who are actually, or perceived to be, lesbian or gay. However, they are most often used to mean that something is bad or 'rubbish', with no conscious link to sexual orientation at all, for example 'those trainers are so gay' (to mean uncool) or 'stop being so gay' (to mean stop being so annoying). This language, even when used with no intention of being homophobic, is not tolerated. Staff are asked to challenge this use of 'gay', as not doing so can have a damaging effect on pupils, leading them to think being lesbian or gay is something negative. (Further guidance for staff can be found in Appendix A)

Biphobic language is language that is used either with the intention, or has the effect, of discriminating against someone based on a person's actual or perceived bi-identity, or because they have bi family members or friends. This can also include denying somebody's bi identity or refusing to accept it.

Common biphobic language examples include:

- Making fun of bisexual people for being 'greedy' or because they are attracted to people of the same gender and to people of a different gender
- Accusing someone of going through a 'phase', questioning why they 'can't make their mind up' or saying 'surely you're just straight or gay'
- Saying 'why can't you just be normal', either because being bisexual is not perceived to be 'normal' or because it's not 'normal' to have same-sex relationships (link to homophobic language)

Transphobic language is language that is used either with the intention, or has the effect, of discriminating against someone based on a person's actual or perceived trans or non-binary identity, or because they have trans or non-binary family members or friends. This can also include denying somebody's gender identity or refusing to accept it.

Common transphobic language examples include:

- Terms of abuse, including 'tranny', 'he-she', referring to a trans person as 'it' or deliberately misnaming or misgendering them (using the wrong pronoun when referring to them in conversation)
- Taunting or inappropriate questions or comments about a trans person's gender or gender identity, for example 'are you a girl, or a boy?' or 'you're not a 'real' girl'
- Questions or comments about a trans person's body, for example asking them what their body looks like

### 14. Race and Faith Targeted Bullying

Race and faith target bullying is bullying that is perceived by the target or any other person to be racist bullying that targets a person's faith. All incidents of racist bullying in schools constitute a racist incident. However not all racist incidents would constitute racist bullying. To determine if racist incidents are bullying we refer to the following definition:

**'When someone repeatedly verbally, physically, or indirectly targets another person based on their skin colour, or their actual or assumed culture, ethnicity, nationality, or race.'**

## Types of Racist Bullying Behaviour

Type	Definition	Examples
<b>Verbal</b>	Repeated, negative use of speech, sign language, or verbal gestures to intentionally hurt others	<ul style="list-style-type: none"> <li>● Racial slurs, inappropriate jokes, or stereotypes</li> <li>● Name calling or threats about your skin colour, culture, ethnicity, religion, or nationality or race</li> </ul>
<b>Indirect</b>	<p>Repeated, negative use of actions, which are neither physical nor verbal, to intentionally hurt others.</p> <p><b>Or cyberbullying</b>, which is repeated, negative use of technology to intentionally hurt others</p>	<ul style="list-style-type: none"> <li>● Racist graffiti</li> <li>● Spreading or sharing negative rumours or assumptions about a person’s culture, ethnicity, religion, or nationality</li> <li>● Damaging belongings or property such as religious books or items</li> <li>● Excluding someone because they are from a different background.</li> <li>● Online forms are sending insulting messages, hate or threats via text, comments, or videos on any social media platforms (this can be through anonymous accounts too)</li> </ul>
<b>Physical</b>	Repeated, negative use of body contact to intentionally hurt others	<ul style="list-style-type: none"> <li>● Hitting, kicking, punching, pushing</li> <li>● Inappropriate touching</li> <li>● Spitting or other direct contact related to a person’s culture, ethnicity, religion, or nationality. This can include removing cultural or religious outward e.g., headscarf or turbans</li> </ul>

When responding to an incident of race and faith target bullying a discussion with the Safer Schools Officer may be required to determine if the incident meets threshold to be reported as a hate crime.

### 15. Banter

Banter is the harmless exchange of social interaction between friends which involves teasing or mocking one another, either on a one-to-one basis or more commonly on a friendship group basis. It is not uncommon for bullying to be excused by saying ‘it’s only a joke’ or ‘it’s just banter’.

It is banter when:

- everyone involved understands it is banter
- everyone finds it funny
- everyone feels included and safe

When close friends joke together, tease each other and all enjoy it, it isn’t bullying. But topics that are sensitive, personal, appearance based, or use offensive language are often considered not appropriate to joke about as banter.

It is *not* banter when:

- someone feels hurt or humiliated by it
- someone’s identity is being made fun of
- someone feels excluded
- someone feels unsafe

### 16. School Initiatives to Prevent and Tackle Bullying

We use a range of measures to prevent and tackle bullying including:

- A pupil-friendly Anti-Bullying Policy which ensures all pupils understand and uphold the Anti-Bullying Policy.

- A Behaviour Policy which sets clear expectations about acceptable behaviour and how members of the school community should treat one another.
- The curriculum includes opportunities for students to learn about different types of bullying and what they can do to prevent and respond to bullying.
- Tutor time provides regular opportunities to discuss issues that may arise in class and for form tutors to target specific interventions.
- Whole school and year group assemblies help raise pupils' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week, Black History Month and LGBTQ+ History Month.
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and pupils across the school.
- Restorative justice conversations provide support to targets of bullying and those who show bullying behaviour.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups and through the Pupil Safety and Wellbeing survey.
- Working with parents and carers, and in partnership with community organisations, to tackle bullying where appropriate.

Issues surrounding friendships and bullying behaviour are taught as part of the Personal Development curriculum through drop down days, tutor times and assemblies. Pupils are taught to explore healthy relationships, including the positive aspects and benefits of friendships and the negative aspects of relational conflict.

The Personal Development curriculum is designed to enable pupils to:

- Respect each other including people from different religious, ethnic and socio-economic backgrounds
- Recognise the difference between right and wrong
- Understand the consequences of their actions
- Understand the effects of their behaviour on others

Whole school assemblies are also used to discuss bullying and raise awareness of what bullying looks like, including how pupils can respond and report. Anti-Bullying Week themed assemblies are held annually in coordination with The Anti-Bullying Alliance and The Diana Award. Bullying is also a focus of assemblies where the theme is Mental Health, social media and Online Safety.

## **17. Reporting and Recording Procedures**

This policy offers a framework for addressing bullying in an effective and supportive context in order to help staff, pupils and parents identify incidents of bullying and be confident in the reporting and responses to such incidents.

Our procedures will be reviewed and up-dated in accordance with new and revised legislations, policies, guidance, and pupil and parent voice.

Pupils are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. We recognise reporting bullying can be difficult and therefore the school has a range of verbal and non-verbal communications in order to allow our pupils to feel safe when reporting incidents.

Pupils can:

- report incidents to their Form Tutor, Head of Year, Pastoral Support Manager and members of the Safeguarding Team
- use the school's dedicated email address for reporting bullying incidents [talktous@wansteadhigh.co.uk](mailto:talktous@wansteadhigh.co.uk)
- fill in a 'talk to me' request slip via Pupil Reception and a member of the Pastoral Team will check in with them
- speak to a peer or Anti-Bullying Ambassador
- speak to a parent/carers who may then contact the school

## Ways to report bullying

Speak to your  
Form Tutor

Speak to your  
Head of Year or  
Pastoral Support  
Manager

Speak to a  
member of the  
Safeguarding  
Team

Fill in a 'talk to me'  
request slip at  
Pupil Reception  
*(medical area)*

Speak to your  
Head of Year or  
Pastoral Support  
Manager

Speak to a  
member of the  
Safeguarding  
Team

Send an email to [talktous@wansteadhigh.co.uk](mailto:talktous@wansteadhigh.co.uk)

### If you are a staff member and a pupil reports bullying to you:

- It should be clearly communicated that they have done the right thing and that the matter will be dealt with urgently.
- React in a measured way, try not to be shocked or overreact. Also aim to avoid belittling or downplaying the issue.
- Staff should be discreet about the situation to avoid making other pupils aware.
- The reporting pupil should be made aware of what will happen next and given time frames to avoid anxiety about what others know about the situation.
- The reporting pupil should be involved in deciding the best course of action.
- You should provide a quiet place for pupils to tell you about what happened in their own time and with any support they might need.
- Consider if there are safeguarding issues and act according to the safeguarding policy.

### The questions below provide a guide to gain a thorough understanding of what has happened:

Exactly where and when did the bullying take place?

*Draw a picture if it helps (if outdoors, there may be CCTV or similar to refer to)*

Were there any other young people around at the time?

*(If the young person can draw or describe where bystanders were, this will be useful information to support further investigation)*

Was there an adult around at the time?

*(This will be useful information to support further investigation)*

Do you know the names of the people who bullied you?

*(The school has a photo book which can be used to help pupils identify individuals involved)*

Can you remember exactly what happened or what was said? What happened next?

Has this happened before?

How did it make you feel?

## What would you like to happen now?

It is important pupils are listened to and believed. It is also important that the member of staff listens to the wishes and feelings of the pupil and informs them of any actions which are going to be taken.

- The incident will then be discussed with the pupil engaging in bullying
- Information will be gathered from witnesses to explain what they saw
- Pupils will be asked to provide a written account (the school will make reasonable adjustments and use a scribe for any pupil who may find this difficult)
- Parents will be informed and provided with an overview\*

*\*Where there are any safeguarding concerns the school's Designated Safeguarding Lead will seek advice from External Agencies*

## 18. Sanctions and Outcomes

Sanctions will be applied in line with the School's Behaviour Policy. These might include:

- Official warnings to cease offending
- Loss of free time for a period of time
- Withdrawal of certain school privileges such as attendance to school trips or sporting fixtures
- Detention
- Involvement of the Safer Schools Officer (the Police)
- Exclusion from certain areas of school site for a period of time
- Internal exclusion
- A period of respite at a local partner school or an alternative provision
- Off-site direction
- Suspension
- Permanent exclusion in certain serious cases

Parents of pupils involved will be informed of the incident and any actions taken. Incidents will be recorded on each pupils' files and on the schools central Anti-Bullying Log and/or Discriminatory Incident Logs to ensure any patterns or repeated incidents can be effectively monitored.

Where a pupil or group of pupils deny involvement in bullying behaviour the pupil(s) concerned will be observed and monitored. The pupil being bullied may be asked to record and report any incidents which cause them concern.

All incidents whereby pupils report a concern are logged on the school's system. This applies to friendship/peer group issues which can lead to bullying or build a picture of sustained of **hurtful**, **repetitive** and **intentional** behaviours (see S5, P3).

Friendship/peer group incidents which are logged to detect patterns of behaviour do not form part of any pupil's conduct record. A pupil's conduct record is only updated when an incident of bullying has been found and subsequently sanctioned.

## 19. School Support

Wanstead High School recognises that incidents of bullying can have impact on all pupils involved regardless of their role in the incident. Therefore, the school has a number of support strategies for any pupil who requires support prior to, after or during an incident of bullying being reported and sanctioned.

Support for the targeted pupil is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that

the victim does not suffer any long-term effects. After a period of time staff will meet with the targeted pupil to reassess the situation and the relationship between those involved.

Pupils who have been bullied will be supported by:

- Having an immediate opportunity to discuss the experience with a member of staff
- Continuous support, by means of sessions with the school Counsellor, Learning Mentor or Wellbeing Supervisor
- Restoring self-esteem and confidence, by means of individual or group work from the School's Pastoral Curriculum

It is recognised that support must be given to the young person who has displayed bullying behaviour. Disciplinary procedures against them are intended to change or modify behaviour rather than label anyone as a bully. Such procedures may include:

- Reflecting on their behaviour either through written work or during a session with a Learning Mentor
- Discussion about the effects and impact of bullying

Involvement of other agencies and services such as CAMHS, Early Help, Educational Psychologist and the Mental Health Support Team may also be considered for pupils involved in the incident if deemed necessary.

## 20. Restorative Practices

Pupils at Wanstead High School voice that they appreciate the opportunity to discuss what has happened through restorative practices facilitated by members of staff. Whilst this is not suitable for all incidents, where possible it gives pupils the chance to discuss their views and feelings in a safe environment. It also allows some resolution for pupils, enabling pupils to co-exist without ill feeling.

Restorative conversations should not serve as a sole outcome to an incident but should be used alongside the allocated sanction. The feelings of all pupils involved should be considered and it may not be appropriate for a restorative conversation to take place if the target in particular feels uncomfortable.



### Active listening

Fully concentrating on what is being said rather than passively 'hearing' the message of the speaker.



### Restorative questions

Explore everyone's thoughts and feelings and take an incident from the past/present towards a future solution.



### Behaviour as communication

What is a pupil's behaviour telling us about their thoughts and feelings at any given time?

Staff facilitating restorative conversations are encouraged to use some of the following prompts to help pupils explore their feelings:

- What happened?
- What were you thinking/feeling at the time?
- What are you thinking/feeling now?
- Who's been affected by what happened and how?
- What do you/they need?
- What needs to happen to make things right?

## 21. Monitoring

As aforementioned, incidents reported by pupils are logged on the school's system. This applies to friendship/peer group issues which can lead to bullying or build a picture of sustained or hurtful, repetitive **and** intentional behaviours (see S5, P3).

The school maintains an Anti-Bullying Log which details a description of each incident alongside those pupils involved and individual outcomes/sanctions for each pupil. These logs and data recorded on the school's system often provide context for any repeated incidents or pupils who are repeatedly involved in incidents.

Recording incidents also enables the school to:

- Manage individual cases effectively
- Monitor and evaluate the effectiveness of strategies
- Demonstrate decision making processes

Following an incident of bullying, both the pupil targeted and the pupil who has displayed bullying behaviour will receive a follow up conversation with a member of the Pastoral Team; likely to be their Head of Year or Pastoral Support Manager. This check-in is to assess if there have been no further incidents and to ensure any required support is in place.

## Appendix A: Challenging Bullying Behaviour – A Guide for Staff

### Establish understanding

*'What did you just say?'*

*'What did you mean by saying....?'*

*'What does that word mean to you?'*

*'Do you understand why it is wrong/hurtful/ offensive to use that word?'*

### Explain meaning

*'It's a fact of life that some people are lesbian/ gay/bi/trans. It's not a bad thing to be lesbian/ gay/bi/trans, and it's not OK to call someone lesbian/gay/bi/trans to try and make them feel bad.'*

*'We don't use lesbian/gay/bi/trans as an insult because it makes people think that being gay/ lesbian/bi/trans is something bad.'*

*'When people say things like "If you weren't Muslim, I'd think you were gay", you're assuming that people of faith can't be LGBTQ+. That's just not true.'*

*'...is a word used as an insult towards lesbian/gay/bi/trans people.'*

### Use empathy

*'How would you feel if someone was trying to upset you?'*

*'How do you think an LGBTQ+ person or a person with LGBTQ+ friends or family might feel when they hear you using language like that?'*

*'How would you feel if someone was making fun of something that you can't change about yourself?'*

*'What do you think would happen if you used that language in your workplace as an adult?'*

*'That language is really hurtful/offensive to me and others'*

*'It's really disappointing to hear you using language that makes other people feel bad.'*

### Challenge directly

*'You know that that discriminatory language is absolutely unacceptable'*

*'Why are you saying that word?' 'How can a pair of trainers be gay?'*

*'If you mean rubbish, you should use the word rubbish.'*

*'What you said was racist as well as homophobic. Neither racism nor homophobia are acceptable.'*

### Link to school ethos and policy

*'Homophobic/biphobic/transphobic language is not acceptable in our school.'*

*'At our school we treat everybody with respect. Were you behaving in a respectful manner?'*

*'Calling people names is unacceptable and we don't do that at our school.'*

*'At our school we try to repair situations where we've caused harm. What can you do to repair this situation?'*

The following agencies may also support children and families with difficulties they may be facing.

## YOUNGMINDS

- **Young Minds** provide extensive information and support online at [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Provides free, 24/7 crisis support across the UK if you are experiencing a mental health crisis
- If you need urgent help text YM to 85258
- All texts are answered by trained volunteers, with support from experienced clinical supervisors
- Texts are free from EE, O2, Vodafone, 3, Virgin Mobile, BT Mobile, GiffGaff, Tesco Mobile and Telecom Plus.
- Free Parent helpline 0808 802 5544 free Mon-Fri from 9.30am to 4pm

## THE MIX

- **The Mix** offer support for a variety of topics including mental health and relationships.
- Extensive resources and support online at [www.themix.org.uk](http://www.themix.org.uk)
- Under 25s can talk to The Mix for free on the phone, by email or on their webchat. You can also use their phone counselling service, or get more information on support services you might need.
- Freephone: 0808 808 4994 (13:00-23:00 daily)

## kooth

- **Kooth** is an online counselling service offering support for children aged 10 - 18 years of age
- Support can be accessed online at <https://www.kooth.com>
- Monday - Friday 12pm - 10pm and Saturday - Sunday 6pm – 10pm



- **Child Bereavement UK** offer support for young people and their families who have experienced a bereavement online at [www.childbereavementuk.org](http://www.childbereavementuk.org)
- Live chat via website (Monday - Friday, 9am - 5pm)
- National Helpline 0800 02 888 40 (Freephone. Monday – Friday, 9am – 5pm)
- Email for bereavement support: [support@childbereavementuk.org](mailto:support@childbereavementuk.org)

## WINSTON'S WISH WW

- **Winston's Wish** provide support and therapeutic advice on supporting a grieving child or young person after the death of a loved one online at [www.winstonswish.org](http://www.winstonswish.org)
- Freephone National Helpline on 08088 020 021
- UK-wide national email service, offering support, information and advice to anyone seeking it via [ask@winstonswish.org](mailto:ask@winstonswish.org).
- Winston's Wish Crisis Messenger: text WW to 85258

## every mind matters

- **Every Mind Matters** is an NHS service provide support for mental health and wellbeing
- <https://www.nhs.uk/oneyou/every-mind-matters/>
- Every Mind Matters gives you simple and practical advice to get a healthier mind and get more out of life - from how to deal with stress and anxiety, to boosting our mood or sleeping better. It will help you spot the signs of common mental health conditions, get personalised practical self-care tips and information on further support.