

Anti-bullying Policy

Expanse Learning Wigan School

August 2024

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Version:
9

This Policy was approved by:
Board of Directors on 28th August 2024

Date for Review:
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1. Scope

This policy applies to all staff at Expanse Learning Wigan School (Hereafter referred to as the school).

2. Aim

The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable. We are committed to providing a caring, friendly and safe environment for all of our students, so they can learn in a relaxed and secure atmosphere. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is. All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported. All students and parents should know what the school policy is on bullying, and what they should do if bullying arises. As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.

Bullying will not be tolerated

3. Why do we need an Anti-Bullying Policy?

Persistent bullying can severely inhibit a child's ability to learn effectively. The negative effects of bullying can have an impact on a person for their entire life. This school wishes to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour. Therefore, this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

4. What is Bullying?

The Department for Education (DfE) defines bullying as:

"Behaviour by an individual or group, usually repeated over a period of time that intentionally hurts another individual or group either physically or emotionally"

Bullying occurs when an individual or a group uses strength or power to hurt, either physically or emotionally, by intimidating or demeaning others. Bullying can take many forms including:

- Physical bullying which can include kicking, hitting, pushing and taking away belongings;
- Verbal bullying which includes name calling, mocking and making offensive comments;
- Emotional bullying which includes isolating an individual or spreading rumours about them;
- Cyber-bullying where technology is used to hurt an individual – for instance text messaging or posting messages/images on the internet or any form of social media
- Racist bullying occurs when bullying is motivated by racial, ethnic or cultural prejudice.
- Sexual bullying is where someone makes unwanted physical contact or makes sexually abusive comments.
- Homophobic and biphobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
- Transphobic bullying occurs when bullying is motivated by a prejudice against people who identify as trans
- Disablist bullying occurs when bullying is motivated by a prejudice against people with any form of disability.
- Sexist bullying occurs when bullying is motivated by a prejudice against someone because of their gender

It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone.

5. Signs and Symptoms

Students who are being bullied, may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. Adults should be aware of these possible signs and that they should investigate if a child:

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| • is frightened of walking to or from school | • begins to truant |
| • doesn't want to go on the school/public bus | • becomes withdrawn anxious, or lacking in confidence |
| • begs to be driven to school | • starts stammering |
| • changes their usual routine | • attempts or threatens suicide or runs away |
| • is unwilling to go to school (school phobic) | |

- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in schoolwork
- comes home with clothes torn or books damaged
- has possessions which are damaged or “go missing”
- asks for money or starts stealing money to pay bully
- has dinner or other monies continually “lost”
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what’s wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

This is not an exhaustive list. These signs and behaviour could indicate other problems, but bullying should be considered a possibility and should be investigated.

6. Positive Action

Education to prevent bullying will be provided to all students during their time at the school and appropriate behaviour will be reinforced during lessons and around the school site. Curriculum opportunities are used to address bullying through:

- Subject areas e.g. English
- Personal Social Health Citizenship Education (PSHCE)
- Enrichment e.g. National Anti-Bullying Week – November, National Safer internet day February
- Tutorial activities
- Peer support – chat room Students are encouraged to develop and understand:
- Patience
- Empathy
- Co-operation
- Understanding
- British Values shown below:
 - *Mutual respect*
 - *Democracy*
 - *The rule of the law*
 - *Individual liberty*
 - *Tolerance of those of different faiths and beliefs*

7. How to get help

Who students can talk to if they have any concerns about bullying?

- Pastoral Officer
- Subject teacher
- Head Teacher
- Teaching Assistant
- Pastoral Manager

Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice
- Reassuring the student
- Offering continuous support
- Restoring self-esteem and confidence

Students who have bullied will be helped by:

- Discussing what happened
- Discovering why the student became involved
- Establishing the wrongdoing and need to change
- Informing parents or guardians to help change the attitude of the student

Responses will vary depending on the nature of the incident, but may include:

- Counselling
- Use of a report card
- Involvement of external agencies
- Monitoring by Tutor/Head Teacher
- Peer support/peer mentoring
- Formal recording
- Use of Behaviour Policy
- Liaison with parents/guardian/social worker
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

8. Staff Responsibilities

- To implement procedures to confront bullying in any form
- To listen to all parties involved in incidents
- To investigate incidents promptly and as fully as possible
- To take appropriate action or to refer to the Head Teacher/SMT as appropriate
- To record in the appropriate students' files and in the racist/HBT (homophobic, biphobic, transphobic) record if appropriate
- To share with parents of the victim and bully, incidents of persistent and/or serious bullying
- To implement appropriate procedures for a member of staff
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour
- To promote open management styles which facilitate communication and consultation within the school and relevant outside agencies when appropriate
- To model the values our school believes in from the mission statement
- To promote the use of interventions which are least intrusive and most effective.

9. Anti-Bullying Strategies

- Regular promotion of anti-bullying will be embedded into the school's curriculum.
- Use of CCTV within the school grounds to help with the prevention of bullying.
- Anti-bullying training for the Pastoral Leaders
- PSHCE lessons on anti-bullying
- A special e-mail address to report any incidents of bullying
- One to one counselling
- Strong teacher-student relationships so students feel comfortable in reporting any issues
- Information leaflet for students and parents about E-Safety

10. Anti-bullying advice to Parents / Carers

A great deal of bullying is **CYBER-BULLYING**. Please regularly monitor your child's use of texting, Facebook, Twitter and other social media sites. Access to these is out of the school's control when your child is not in school:

TALK to your child on a regular basis, so any problem is easier to share

LISTEN to what they say

ENCOURAGE your child to feel good about themselves, realising that we are all different and equally important.

If you believe your child is being bullied, or is a bully, talk to other adults at home or at school and explore the options.

DON'T STAY SILENT if your child is a victim assure them that it is not their fault and that you are going to do something to help. Be realistic in your expectations, sometimes on-going problems can take time to resolve

TRY to be co-operative with our school and not be aggressive. Without a good working relationship between parents and the school the situation could deteriorate, which won't help you or them

ALWAYS remember that children can't solve bullying on their own.

They **NEED** the support of parents/carers and our school

REMEMBER – IT IS NOT YOUR CHILD'S FAULT

11. Discipline beyond the school gate

The school will work collaboratively with local residents, community wardens, police support officers, school transport providers and local businesses to prevent and respond to bullying outside of school. Actions and responses to non-criminal

bad behaviour and bullying which occurs off the school premises is set out in the school behaviour policy (Minor/Major Incidents).

What does the Law say?

The Department for Education released the following statement in regard to bullying outside of school premises:

“Head teachers have the legal power to make sure pupils behave outside of school premises (state schools only). This includes bullying that happens anywhere off the school premises, e.g., on public transport or in a town centre”

Through Section 89 clause 5 of the Education and Inspections Act 2006 head-teachers have the power to discipline their students for any bullying incidents outside of school *“to such an extent that is reasonable.”*

When there is a case of poor student behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity or in some way identifiable as a student at the school), the school may enforce its right to apply a consequence to a student in school. Examples of this may include:

- continued bullying of a student outside of school
- use of cyber bullying outside of school
- inappropriate behaviour taking place close to the start/end of day
- behaviour that poses a threat to another student or member of the public
- behaviour that could have repercussions for the orderly running of the school
- behaviour that could adversely affect the reputation of the school

12. Monitoring arrangements

- This policy will be reviewed every 12 months but can be revised as needed.
- The school will review this policy annually and assess its implementation and effectiveness.
- The policy will be promoted and implemented throughout the school.

Impact of non-compliance

Staff:	Disciplinary action, prosecution
Student:	Suspension, Temporary Exclusion, Permanent Exclusion
Legislation/organisational:	Reputational damage, litigation, statutory and non-regulated compliance. prosecution
Compliance lead:	Headteacher/Director of schools
Policy Reference:	ELWS-OPER-POL-0003
Version:	9
Agreed policy location:	DatabridgeMIS and Company Webpage
Review Schedule:	24 months
Does the policy require Governor approval?	No

Version Control

Version	Date	Revision	Review Date
1	Jan-19	First Issue	Jan-20
2	Feb-19	Transferred to new policy template	Jul-20
3	Sept-19	Policy Review and transferred to new template	Aug-20
4	Sept-20	Policy Review	Aug-21
5	Dec-20	Added Section 11 – Beyond the school gate	Dec-21
6	01/09/2021	Reviewed	31/08/2022
7	10/09/2022	Policy reviewed	09/09/2023
8	24/08/2023	Policy Reviewed	23/08/2024
9	24/08/2024	Policy reviewed	24/08/2026