



## Anti-Bullying Policy

See also, 'Who We Are, What We Do and How We Do It',  
Safeguarding, Diversity & Equality and Online Safety policies

Our vision is to provide pupils with the confidence, skills and ambition to achieve a successful and productive life. We aim to ensure they leave us with the opportunities and are able to become positive members of their communities. To do this, we have 3 principles that underpin our policies, practices and everything we do:

- Everyone can learn, achieve and has the potential to be successful
- Positive relationships are key to success and are underpinned by mutual trust, respect and caring for one another
- We have high expectations in everything we do

**W**onderful  
**E**xcellent  
**L**ovely  
**C**lever  
**O**utstanding  
**M**agnificent  
**E**nthusiastic

(Acronym created by White Trees pupils)

# INTRODUCTION

Bullying can be defined as direct, indirect, physical, psychological or verbal attack against an individual or group of individuals by a person or group of persons, causing physical or psychological harm to the victim. It is usually conscious and willful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms - both physical and non-physical, either in combination or in isolation. Any bullying, whether physical or non-physical may result in lasting psychological damage to the individual. For the purpose of this policy we will use this definition of bullying:

Bullying is a deliberately hurtful act by an individual or group, usually repeated over a period of time. It often involves an abuse of power or use of intimidation and can affect an individual or group. Bullying isn't when children and people of similar age and size find themselves in conflict, without an imbalance of power or use of intimidation.

White Trees School aims to provide a safe and calm environment that is free from disruption where learning is the primary focus, and where this anti-bullying and respect policy impacts positively. The ethos of White Trees School is based upon respect for self and others; and in developing a respect for difference and diversity and celebrating its contribution to our lives, we aim to reduce incidents of bullying.

There are different types of bullying, but the main types are:

- i. Physical - including: kicking, hitting, taking or hiding belongings including money
- ii. Verbal – including: name calling, teasing, insulting, writing unkind notes, texting or emailing in an aggressive or unpleasant manner
- iii. Emotional – including: being unfriendly, excluding or isolating, tormenting, spreading rumours, running abusive initiation procedures
- iv. Passive – including: ignoring others, negative body language/gestures, excluding others, isolating others and the persuasion of others to ignore, exclude and isolate

In addition, we identify additional key sub-categories of bullying when reporting bullying which link in with our use of CPOMS. These are:

- i. Cyber bullying
- ii. Discrimination
- iii. Homophobic incident
- iv. Physical bullying
- v. Racist Incident
- vi. Verbal bullying

- a) **Forms** – Bullying can take a number of forms and is often motivated by prejudice against particular groups including:

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- i. Racial, religion or belief, cultural–this is when people are persecuted because of their race, cultural practices, faith or beliefs, linguistic background. Social and political issues can also be a factor here.
- ii. Special educational needs or disability focused – this is when people are persecuted because of their particular educational needs, academic ability or because of particular mental, emotional or physical disabilities they might have. Young people with SEN and disabilities may not have the levels of social confidence and competence, and the robust friendship bonds that can protect against bullying, so particular monitoring is crucial from the staff.
- iii. Academic - in addition to special educational needs, this is bullying pertaining often to high academic ability or achievement.
- iv. Sporting ability – this is bullying pertaining to sporting ability or that happens on or off the sports pitch. It may include targeted abuse of the rules of the game being played. It also includes persecution because of someone’s physical intelligence, coordination skills, fitness level or aptitude for performing or learning new sporting skills.
- v. Appearance or health focused – This is when those with health or visible medical conditions, such as eczema, become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues, can result in bullying, and obvious signs of affluence (or lack of it) can also be exploited ruthlessly.
- vi. Sexual orientation – this is bullying related to sexual orientation (LGBTQ+). Evidence of homophobic bullying suggests that children and young people who are gay, lesbian, bisexual or transgender (or perceived to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The pupil may not want to report bullying if it means 'coming out' to teachers and parents before they are ready to.
- vii. Sexist or sexual – this may be characterised by name-calling, comments and overt 'looks' about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used. Pupils identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or who do not conform to the gender stereotypes they perceive) may also be targeted. It may also relate to pregnancy or maternity.
- viii. Carers - where pupils have caring responsibilities, usually for members of their families.

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ix. Adopted children – where pupils have been adopted.

b) **Cyberbullying** – is a method of bullying rather than a type, also sometimes known as ‘e bullying’ or ‘virtual bullying’. It is the use of ICT to carry out threatening or intentionally hurtful behaviour. It includes: sending malicious, threatening or hurtful texts, emails or photos or using malicious, insulting or other hurtful descriptions or comments on social networking sites such as Facebook or during instant messaging conversations such as Snapchat, Whatsapp, Instagram, TikTok, BBM or Google Talk. Posting images or videos of others or spreading them by mobile phone/showing in person are types of distribution. Distribution of sexual images is known commonly as “sexting”. Prolonged campaigns of harassment can occur.

## Cyberbullying: Misuse of ICT

White Trees is committed to promoting high standards of behaviour in all areas of pupils’ lives, including their use of internet technology, social networking sites and texting and emailing. All pupils read and sign the Pupil Acceptable Use Policy once a year (currently in September)

The school takes very seriously any sign of bullying or hurtful behaviour through use of the network or other technologies, as detailed in the definitions of bullying above.

The school seeks to deter cyber bullying by ensuring that all girls have clear information and guidance about how to be safe in the digital environment and that they are fully aware of the risks of misuse of social networking sites. This forms a robust and vigorous part of our PSHE education and is an area that we revisit with every year group. E-safety issues are also covered in assemblies, form times and in other areas of the curriculum. All pupils and staff are required to sign the Pupil or Staff ICT Acceptable Use Policies and sanctions for any infringement are detailed in the policy.

All staff have a duty to be vigilant regarding pupils’ behaviour on social networking sites. Any misconduct or any behaviour or communication which brings the school’s reputation into disrepute, will be treated very seriously and is likely to result in a significant sanction. Sanctions will be in line with the school’s Behaviour Policy and guidelines. E-safety and prevention of cyber-bullying is a regular focus of staff inset and is addressed frequently in SLT meetings. The school also seeks to work with parents/carers in this area and therefore runs regular parent education evenings/Pastoral Evenings, addressing the issue of E-safety.

Any report of this sort of behaviour, will be regarded as bullying and treated in the same way as other forms. Pupils are made aware of what steps they can take to protect themselves and others. The Pupil Acceptable Use of ICT Code (in the Parent/Carer Pack) sets out clearly what is safe and acceptable use of the internet and all other electronic digital services. It is the responsibility of every member of the community to report any instances of cyber bullying, abuse and suspicious or dangerous behaviour by other pupils, staff, volunteers or those members of the teaching, pastoral or other staff outside the school. Reports can be made to any member of the teaching, pastoral or boarding staff.

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Whilst the school recognises that cyber bullying is most likely to take place outside of school and out of school hours, the school accepts its responsibility to follow up any allegations of persistent bullying and parents/carers/relevant professionals will invariably be involved in any discussions of this nature with the relevant pupils.

## LEGISLATION

White Trees School has based its anti-bullying policy on the new Equality Act 2010 and updates on protected characteristics. A key provision is the new public sector Equality Duty whose three aims form the basis for this policy:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

White Trees School will not discriminate against, harass or victimise a pupil or potential pupils in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

## Safeguarding children and young people

Bullying incidents should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Even where safeguarding is not considered to be an issue, White Trees School will work towards as resolution using its multi-disciplinary team.

## Criminal law

Although bullying itself is not a specific criminal offence in the UK, White Trees School understands 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. If the School feels that there has been a crime committed, police assistance will be sought.

## BULLYING OUTSIDE SCHOOL PREMISES

White Trees School has a responsibility to put consequences in place pupils for poor behaviour outside the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on the school or public transport, outside local shops, or in the village centre. Where bullying outside the school premises is reported to the School, it will be investigated and acted upon according to the school protocols. If appropriate the Police or local authority service will be informed of the actions taken by the school. If the behaviour could be considered as criminal behaviour or poses a serious threat to a member of the public, we will consult the Police.

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## CYBER BULLYING

White Trees School is aware of the rapid development of, and widespread access to, technology. This new technology has provided a new medium for 'cyber bullying'. The School will deal with these incidents robustly and efficiently and ensure that pupils, staff and others are aware of our measures when it comes to pupils bullying. The aim will be to show that this behaviour can cause harm and distress, yet at the same time trying to seek out the root causes and teach skills for managing conflict and developing respect. Any measures will be applied fairly, consistently, and taking reasonable account of any special educational needs or challenges that the pupil may have.

## PREVENTING BULLYING

At White Trees School, we believe that preventing bullying is a key aspect of a positive environment. To do this, we:

- Create an ethos of good behaviour where pupils treat each other and the school staff with respect because they know that this is the right way to behave
- Have a consulting Educational psychologist supporting with specific issues, and where needed offering systemic interventions and training
- Involve parents and carers to ensure that they are clear that the school does not tolerate bullying, and that they are aware of the procedures to follow if they believe that their child is being bullied. Parents must feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the pupil, and reinforces the value of good behaviour at home
- Involve pupils so that all pupils understand that the school's approach and that they are clear about the part they play in preventing bullying, including when they themselves are bystanders
- Regularly evaluate and update the school's approach to take account of developments in technology.
- Clearly communicate potential consequences of bullying and ensure they reflect the seriousness of the incident, so that pupils see that bullying is not acceptable.
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. The school will also teach pupils that use of prejudice-based language is unacceptable
- Use specific organisations or resources for help with specific problems, drawing on the experience and expertise of the consulting Educational Psychologist and/or where appropriate, anti-bullying organisations to deal with certain forms of bullying.
- Provide effective staff training so that all staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to solve problems, and where to seek support
- Work with the wider community such as the Police and Children's Services where bullying is particularly serious or persistent, and where a criminal offence may have been committed. The School will also work with other agencies and the wider community to tackle bullying that is happening outside school
- Make it easier for pupil to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils at White Trees School will feel that they can report bullying which may have occurred outside school including cyber bullying

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- Create an inclusive environment. White Trees School works to create a safe environment where pupils can openly discuss the cause of their bullying without fear of further bullying or discrimination
- Ensure that within the school curriculum there are varied opportunities for pupils to develop healthy attitudes towards differences, practice skills of empathy and experience Restorative Justice. This will be particularly in PSHEE and citizenship, but will underpin all curriculum areas
- White Trees School council will take the lead in developing this policy further.
- Use our school values to teach pupils values that will empower them to be better members of our, and their, communities:

<p><b>Self-appreciation &amp; New Beginnings</b></p> <p>British value: Individual liberty</p>	<p><b>Knowledge &amp; Tolerance</b></p> <p>British value: Mutual Respect</p>	<p><b>Ambition &amp; Responsibility</b></p> <p>British value: Rule of Law</p>
<p><b>Perseverance &amp; Resilience</b></p> <p>British value: Democracy</p>	<p><b>Curiosity &amp; Independence</b></p> <p>British value: Tolerance of different faiths and beliefs</p>	<p><b>Confidence &amp; Coping with Change</b></p>

## WHAT SHOULD THE ROLE OF PARENTS/CARERS BE?

Parents have an important part to play in preventing and responding to bullying. We ask parents to look out for unusual behaviour in their child – for example not wanting to attend school, regularly feeling ill, being overly quiet, isolating themselves.

We ask that caregivers always take an active role in their child’s education, enquire how their day has gone and who they have spent time with. If a parent or carer feels their child may be a victim of bullying they must inform the schools. This information will be taken seriously, and appropriate action will follow.

If as a parent or carer you feel another child has bullied your child, we ask that you do not approach that child or their family. Instead, please inform us immediately and we will ensure that the appropriate steps are taken.

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