



WARBLINGTON
SCHOOL

Growing Minds, Successful Futures

ANTI BULLYING AND ALLEGATIONS AGAINST OTHER STUDENTS

Current document may be accessed under the policies tab at: www.warblington.hants.sch.uk

Document Control

Baseline Document	Comments/ Scheduled Review Date	Action/ Reviewed by	Approved by the Governors
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**Document Owner: The Governing Body, Staffing & Professional Development
Committee**

Leadership Team member responsible: Mrs Vanessa Meyer, Assistant Headteacher



Warblington School is a UNICEF Rights Respecting School. By reflecting on the United Nations Convention on the rights of the child and placing it at the heart of everything we do, we believe that our community is working together to enable our students to take an active role in developing their place in society both now and as adults of the future (Articles 28 & 29). We have based our Anti Bullying Policy around these rights and to reflect on the rights of our students within our policy.

We believe that our Anti Bullying policy is a supportive document which enable us to put the education of all our students at the forefront of our practice. Following the ethos of Articles 1, 2 and 14, all students are treated equally.

Rationale

DEFINITION OF BULLYING:

Bullying is an abuse of power by an individual or group over another individual through the use of greater physical or mental strength, which leads to the individual feeling intimidated and unhappy. Bullying can also be seen as an example as an example of peer on peer abuse.

It may or may not be intentional but any situation in which a victim feels threatened by the abuse of such power should be treated as a bullying incident.

THE SCHOOL RECOGNISES THE INDIVIDUAL'S RIGHT TO BE FREE FROM PERSECUTION AND OPPOSES ALL ACTS OF BULLYING.

UNITED NATIONS CONVENTION ON THE RIGHTS OF A CHILD **Article 12 (respect for the views of the child)**

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Aims

- To co-operate with those around us
- To get the best examination results possible

Process and implementation

IDENTIFICATION OF THE INCIDENCE OF BULLYING

This will be achieved through:

1. Regular review at meetings between Heads of Year and the Leadership Team Line Manager.
2. Annual or biannual questionnaire and sample survey of two or more tutor groups across all year groups.
3. Follow up discussion with victims, bullies, teachers and parents.

4. Co-operation with School Council, Governors and school inclusion personnel.

PREVENTATIVE MEASURES.

THE ASSISTANT HEADTEACHER (inclusion), AND THE RELEVANT HEAD OF YEAR WILL BE RESPONSIBLE FOR ANTI-BULLYING CO-ORDINATION

Responsibilities will include:

1. Follow up discussion with victim, bullies, teachers and parents.
2. Collect and collate data.
3. The promotion of anti-bullying week across the school.
4. Recommend any further action in dealing with bullying to the Head teacher.

Anti-bullying will be encouraged through assemblies, PSHE and other relevant curriculum inputs.

Parents will be encouraged to contact the school as early as possible where they believe bullying to be taking place. This encouragement will be by way of the website, newsletters and bulletins and parental meetings.

PREVENTATIVE MEASURES BY THE SCHOOL STAFF

All incidents will be reported.

Any incident of suspected bullying seen by or reported to an adult will be recorded and investigated.

Reporting will be done via the Bullying Incident Report Form, which will include victims, bullies, witnesses, nature of offence, location and action taken.

One copy of the form will go to tutors of the listed students, the other to the student support co-ordinator. Feedback will be given to all concerned.

The incident will be dealt with initially by the teacher who saw the incident or to whom the incident was reported and then in consultation with the appropriate tutor and will involve parents where necessary.

Data will be collected from the report by the student support co-ordinator and a register of bullies, victims, types of offence and location will inform pastoral staff of relevant trends, bullies, or victims.

MEASURES AGAINST BULLIES AND THEIR VICTIMS

1. No blame approach where appropriate
2. Quality circles
3. Involving parents

4. Recording and in persistent cases exclusion
5. Punitive approaches. School sanctions
6. Safe area and protective fields
7. Counselling and assertiveness
8. Separating victims from bullies
9. Staff training
10. Increased staff awareness in identifying the problems and in dealing with bullies and victims
11. Student training – possible through SOLACE team/counsellors to be trained through trained staff.

Managing allegations against other pupils

DfE guidance Keeping Children Safe in Education (2016) says that 'governing bodies should ensure that there are procedures in place to handle allegations against other children'. The guidance also states the importance of minimising the risks of peer-on- peer abuse. In most instances, the conduct of students towards each other will be covered by the school's behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

The safeguarding implications of sexual activity between young people

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

- The age, maturity and understanding of the children;
- Any disability or special needs of the children;
- Their social and family circumstance;
- Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;
- Any evidence of pressure to engage in sexual activity;

- Any indication of sexual exploitation.

There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy.

Policy

At Warblington School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

Prevention

As a school we will minimise the risk of allegations against other pupils by:-

- Providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

Allegations against other pupils which are safeguarding issues

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

If the allegation:-

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

Indecent exposure, indecent touching or serious sexual assaults
Forcing others to watch pornography or take part in sexting

Sexual Exploitation

Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)

Photographing or videoing other children performing indecent acts

Procedure

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact the children's reception team (CRT) to discuss the case. The DSL will follow through the outcomes of the discussion and make a referral where appropriate.
- If the allegation indicates that a potential criminal offence has taken place, CRT will refer the case to the multi-agency agency safeguarding hub where the police will become involved.
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.