

WSAPC Anti- Bullying Policy

Principles:

The following principles underpin our work and help us achieve our aims:

- 🔹 To offer a stable, secure and happy environment within which each pupil is known and valued as an individual and can, as a result, both relate to others and have a genuine concern for them;
- 🔹 Sensible learning behaviour is always required. There is a Code of Conduct for learning behaviour at each centre and to enable pupils to develop an understanding of their responsibilities towards themselves and towards others.
- 🔹 To respect differences of others always. Everyone is an equal member of our community

WSAPC provision looks for the support of parents/carers in helping to develop and maintain the highest possible standards in these and all aspects of its life.

We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in WSAPC. If bullying does occur, all pupils should be able to feel safe to tell and know that incidents will be dealt with promptly and effectively. We are a telling organisation. This means that anyone who knows that bullying is happening is expected to tell staff.

What is Bullying?

Bullying is a deliberate act with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting. (E.g., hiding book or making threatening gestures).
Physical	Pushing, kicking, hitting, punching or any use of violence.
Racist	Racial taunts, graffiti, gestures.
Sexist	Unwanted physical contact or sexually abusive comments.
Homophobic	Because of or focusing on the issue of sexuality. Homophobic behaviour may be directed to the actual person, a friend or supporter, or anyone that may be perceived as Gay (whether they are Gay or not)



Verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber	All areas of Internet/social media, such as email and Internet chat room misuse, mobile threats by text messaging/social media apps and calls, misuse of associated technology e.g. camera and video facilities.
Transgender	Trans people often find themselves the subject of prejudice and the target of bullying because of their "difference". Transphobic behaviour may be directed to the actual Trans person, a friend or supporter, or anyone that may be perceived to be Trans (whether they are Trans or not).
Disablist	Disablist bullying is a form of bullying motivated by prejudice against disabled people including those pupils with learning disabilities.

Why is it important to respond to bullying?

- 🔹 Bullying does sometimes occur and must be taken seriously
- 🔹 Bullying is destructive
- 🔹 Bullying interferes with education
- 🔹 Bullying affects everyone
- 🔹 Bullying hurts

No one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving and how their behaviour affects others. WSAPC has a responsibility to act promptly and effectively to issues of bullying.

Aims of Anti-Bullying

The aims of the Policy are to:

- 🔹 Create a climate where bullying is not accepted
- 🔹 Help prevent bullying from starting
- 🔹 Ensure staff respond consistently and appropriately to bullying
- 🔹 Empower victims to seek help
- 🔹 Involve everyone (pupils, staff, parents and governors) in acting against bullying whenever and wherever it occurs.
- 🔹 Help those involved in bullying change their behaviour

Creating the Climate for Reducing Bullying

All members of WSAPC community are encouraged to:



- 🔹 Have a positive self-regard
- 🔹 Look after each other
- 🔹 Be open about bullying
- 🔹 Turn to someone with their concerns and fears

Everyone in WSAPC community is made aware of our stance and the strategies to deal with bullying through:

- 🔹 All initial interviews on entry to the college
- 🔹 All pupils through Personal Development Programmes of study
- 🔹 All pupils during Form Tutor time, and through the Behaviour for Learning procedures
- 🔹 All parents/carers and members of the wider community through the website
- 🔹 Staff development opportunities
- 🔹 Staff meetings
- 🔹 Governors' meetings

The College recognises that pupils model their behaviour on older pupils and adults: teachers and parents/ carers in particular. The service's Behaviour for Learning Policy requires that all staff:

- 🔹 Set an example of the behaviour we seek to promote
- 🔹 Work together through referral and support
- 🔹 Strive to achieve consistently in response to behaviour

Intervention Strategies

The service uses a variety of intervention strategies to deal with bullying issues with the response depending on the particular circumstances of the issue. Strategies used may include:

- 🔹 Counselling
- 🔹 Conciliation
- 🔹 Mediation
- 🔹 Discussion
- 🔹 Involving parents/ carers



- 🔹 Involving outside agencies
- 🔹 Coaching/Mentoring

Procedures to Follow

Reporting incidents:

All members of WSAPC community are responsible for reporting incidents of bullying to a member of staff:

This could be:

- 🔹 By word of mouth
- 🔹 By letter/note
- 🔹 By emailing the centre
- 🔹 By telephoning

Recording incidents:

All bullying incidents will be recorded on an Incident Form with the appropriate action taken clearly indicated.

Each incident will be recorded on our pupil tracking system.

Incidents of racism are reported on a termly basis to the Local Authority by the Executive Head Teacher.

Sanctions:

Bullying incidents are dealt with using the same system as for other behaviours which are outlined in WSAPC Behaviour for Learning Policy using a staged approach

Continued low-level bullying over a period of time will be considered to be more serious and pupils will face increasingly severe sanctions in line with the WSAPC Behaviour for Learning Policy.

Very serious incidents will be dealt with by the Head of School at the centre, the Centre Manager or in liaison with the Executive Headteacher.

Monitoring

The Executive Head of WSAPC will monitor the Anti-Bullying Policy in order to identify progress and enable follow-up. This will show whether the policy is effective. Use of the pupil survey analyses and pupil review meetings will support this process.



Evaluation

Data from the pupil survey, monitoring and feedback, with staff, families, pupils and the Governing Body will be used to review and update the policy on an annual basis.

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