



Warwick Academy

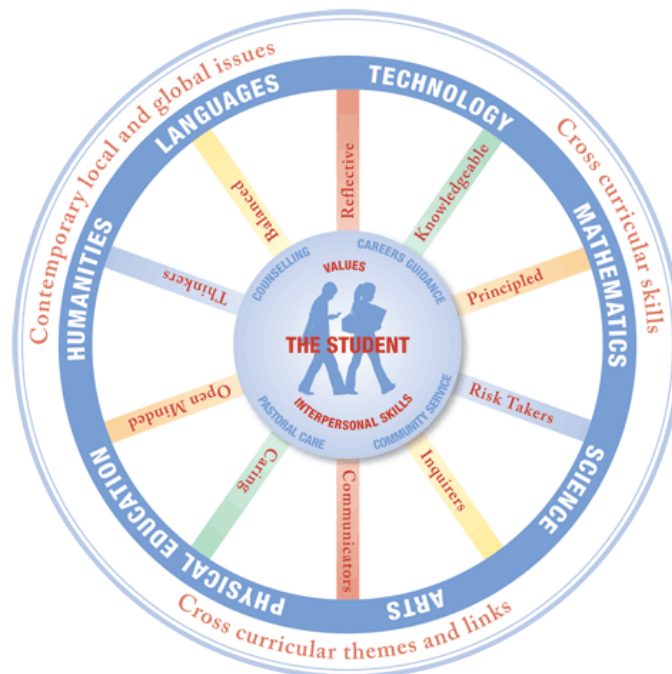
'so much more than a place to learn'

Anti-Bullying Policy

MISSION STATEMENT

Building on centuries of excellence, we provide an international educational environment designed for our diverse student body. Our innovative curriculum is delivered with a commitment to personalised pastoral care and enhanced by a dynamic co-curricular programme. We strive to create a culture of collaboration so that our students can become lifelong learners, global thinkers and successful leaders.

CURRICULUM MODEL



NOTES

Dated: December 2022

To be reviewed: December 2025

Staff involved: Strategic Team / SMT / PMT / Child Protection Officer

Our Vision

Warwick Academy is committed to providing a caring and safe environment for all who work and learn here. Bullying is unacceptable and will not be tolerated in our school. We take all incidences of bullying seriously, and it is our duty to prevent and tackle any bullying, harassment, or discrimination.

What is Bullying?

Definition: Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. The bully or bullies aim to hold more power than those being bullied.

This definition includes three important components:

1. Bullying is aggressive behavior that involves unwanted, negative actions.
2. Bullying involves a pattern of behavior repeated over time.
3. Bullying involves an imbalance of power or strength.

Types of Bullying:

Bullying behaviour which conforms to the definition can take many forms. They include but are not limited to:

- **Verbal** - communication that causes harm to another person (spreading rumours, name calling, teasing, extortion, threats, using derogatory or offensive language, etc.)
- **Physical** - harming a person or a person's property (kicking, hitting, pushing, punching, throwing objects at someone, stealing, hiding possessions, damaging possessions, etc.)
- **Relational/Social/Emotional** - bullying with exclusionary tactics (deliberately excluding or ignoring a person, fear, shame, embarrassment, etc.)
- **Cyber** – intentional and repeated harm inflicted using computers, smart phones, and other electronic devices (to harass, make fun of, say hurtful things, post harmful videos/photos, intimidate, etc.)

Bullying, and the at-risk groups that may be more vulnerable to bullying, can be based on the following:

- **Physical appearance or health conditions**
- **Culture**
- **Socio-economic status**
- **Gender** (sexist bullying)
- **Gender identity** (transphobic bullying)
- **Race** (racist bullying)
- **Religion or beliefs**
- **Sexual orientation** (homophobic or biphobic bullying)
- **Special Educational Needs (SEN) or disability**
- **Related to another vulnerable group of people**
- **Related to home or another personal situation**

No form of bullying will be tolerated, and all incidents will be taken seriously.

Reporting – Roles and Responsibilities

The reporting of bullying can be made by anyone: self, other student, parents, staff, and the wider community. Incidents of bullying should be reported to a member of staff - such as the Secondary Homeroom Tutor, Primary Class Teacher, teacher on duty, Upper Primary Pastoral Coordinator, Assistant Head of Key Stage, Head of Key Stage, Deputy Head of Pastoral, or any other member of staff.

Staff:

All school staff, both teaching and non-teaching, have a duty to report bullying, to be vigilant to the signs of bullying, and play an active role in the school's efforts to prevent bullying. If staff are aware of bullying, they should reassure the students involved and inform the relevant members of the Pastoral Team.

Students:

Students should model positive behaviour in and out of school. They should not take part in any kind of bullying and should watch out for potential signs of bullying amongst their peers. They should never be bystanders to incidents of bullying. If they witness bullying, they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

Parents/Guardians:

Parents/guardians should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Tell their child to not retaliate and support and encourage them to report the bullying. Parents and guardians can report an incident of bullying to the school via email or a phone call. Parents and guardians should support the school in their investigation and the resolution to the bullying concerns.

Responding to Bullying

Once a report has been made an investigation into the bullying will happen and may involve several staff members including, but not limited to the Secondary Homeroom Tutor, Primary Class Teacher, Upper Primary Pastoral Coordinator, Assistant Head of Key Stage, Head of Key Stage, Deputy Head of Pastoral, School Counsellors, Child Protection Officer, and Head of DEIB.

Investigation:

- Identity of victim/alleged perpetrator: detail, content, and context of the report (whether or not this report is the first of its type filed against the alleged perpetrator).
- Identification and collection of any evidence - physical/cyber/photos/video.
- Interviews with the complainant, the victim, and/or the alleged perpetrator, and witnesses.
- At no time during an investigation shall the victim/complainant be required to meet with the alleged perpetrator.
- Review of any mitigating or extenuating circumstances.
- Issuance of findings in writing to the victim and perpetrator (if proven), and the parents/guardians (in a face-to-face meeting).
- Implementation of sanctions (see 'outcome' below).
- Implementation of victim protection measures, if applicable, and not limited to additional bullying prevention training for all students, notice to the victim's teachers/staff to monitor the victim and behaviour, check-ins, referral to school counseling services.

Outcome

- Sanctions will be administered based on the severity of the bullying incident in line with the school's Positive Behaviour Policy. Sanctions may include but are not limited to loss of play, restorative justice actions, receive a red card (Primary), receive demerits (Secondary), loss of Golden Time (Primary), in school suspension (ISS), out of school suspension (OSS), and finally an exclusion.
- Staff will assess whether any authorities such as the Police need to be involved, particularly where actions take place outside the school day.
- Relevant staff will continue to monitor the behaviour of the victim and perpetrator and follow-up sessions will be offered as necessary.
- Outcome is documented on the students' files, and behavior is tracked by the demerit system.

Bullying Outside of School

The school is aware that bullying can occur outside of the school premises and outside of the school day. Staff can administer sanctions for bullying behaviours that occur outside the school premises and school day when it impacts on relationships within school/between students. For example: the nature of cyberbullying means that it can impact on students' wellbeing during, as well as outside of, the school day.

School Initiatives to Prevent and Tackle Bullying

We aim to reduce bullying through strategies including but not limited to:

- A student friendly anti-bullying policy to ensure that all students can access, understand, and follow.
- Education is provided for students on how to identify, prevent, and respond to bullying through:
 - The PSHE & Wellbeing curriculum, circle time in Primary, and Homeroom time in Secondary. (The curriculum is aligned with the standards of the PSHE Association.)
 - Sharing this policy with students and families: handbooks, the school website, and/or through other reasonable means.
 - Prevention and awareness: Primary, Secondary, Key Stage and Year group assemblies. circle time, Homeroom time.
- Providing professional development for all staff: prevention, awareness, reporting, investigation, remedial measures, and victim protection strategies.
- Celebrating differences and diversity across the school. Ensuring that the whole school participates in events such as Black History Month and Mental Health Awareness Month.
- Ensuring the school values - of respect, being open-minded, showing empathy, and compassion - are embedded in all facets of the school.
- Stereotypes should be challenged by staff and students.
- Incorporate restorative practices to provide support to those who have been bullied and those who show bullying behaviour.
- Provide opportunities for at risk groups of students to engage in additional support programmes.
- Curriculum (computer science classes) and pastoral delivery (Homeroom time) of online safety, social media awareness, and the nature of cyberbullying.