WENTWORTH COLLEGE

Anti-Bullying Policy

Approved by: Manuel Guimaraes, Principal

Last Review: September 2026

Next Review: September 2027

Anti-Bullying Policy

This policy is drawn up to prevent bullying and to comply with the DfE Guidance 'Preventing and tackling bullying' July 2017. Every student at Wentworth College has the right to enjoy learning, free from intimidation both in college and the community as a whole. The college will not tolerate bullying behaviour of any kind including hurtful actions or remarks, verbal insult or exclusion from groups, under any circumstances. Bullying will not be tolerated or excused on the grounds of it being part of a 'game'. This ethos will be communicated throughout the college by the attitudes and actions of all members of the college community.

AIMS OF THIS POLICY

- To promote the College's ethos of providing an atmosphere of harmony, consideration and kindness towards all members of the college community.
- To promote a caring atmosphere where a complaint of bullying (including cyber-bullying, prejudice based and discriminatory bullying) will always be taken seriously.
- Encouraging students to support one another by reporting ALL instances of bullying.
- To detect and deter bullying when it occurs, and deal with it swiftly by counselling, disciplinary sanctions and, if necessary, by exclusion or expulsion.
- To be aware of the nature of bullying that may take place in the college.
- To be aware of areas of the college that may pose a threat to students and to take appropriate action to reduce those threats.
- To affect changes to the college environment this may be necessary to negate bullying.

The Definition of Bullying

Bullying is behaving in a way which is threatening, menacing or causes distress through words or actions to another person, thereby causing them to feel uncomfortable or endangered.
The College will not tolerate bullying of any kind, examples of which include:

- Verbal bullying - name-calling, making offensive or insulting remarks, racist remarks or demanding money.
- Physical bullying such as hitting, kicking, pushing people around or taking, damaging or hiding other people's possessions.
- Indirect bullying – spreading malicious stories about someone, exclusion from social groups, being made the subject of spiteful rumours, sending malicious emails or text messages on mobile phones.

- Sexual harassment - talking to or touching someone in a sexually inappropriate and intimidating way.
- Cyber-bullying - Any bullying that takes place online.
- Name-calling is considered to be the most common direct form of bullying. This may be the result of individual characteristics, but students may be called unkind names because of their ethnic origin, nationality, colour, sexual orientation, or because of some form of disability.

FACTORS CONTRIBUTING TO BULLYING

A number of factors are thought to make bullying more likely. These include:

- Lacking close friends in college
- Shyness
- Being from a different racial or ethnic group to the majority
- Being different in some obvious respect – such as a speech impediment
- Having Special Educational Needs or a physical disability
- Behaving inappropriately, intruding or being a “nuisance”

BULLYING BY RACE, GENDER OR DISABILITY

Racist Bullying

Racist bullying targets a person who belongs to a particular ethnic or religious group. Attacking an individual sends a message to that group and racist bullying offends not only the victim, but also others from the same group.

Sexual Bullying

Sexual bullying affects both genders. It is characterized by abusive name calling, looks and comments about appearance, attractiveness, inappropriate and uninvited touching, sexual innuendoes and propositions, pornographic material, graffiti with sexual content and, in its most extreme form, sexual assault.

Bullying of SEN or Disabled students

Students with Special Educational Needs or disabilities may not be able to articulate their experiences as well as other students. They are, however, often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

Online Bullying

All bullying also relates to cyber-bullying, prejudice based and discriminatory bullying online. Staff must be aware that some students may be at risk of harm from specific issues online, such as sexual violence, homophobia, biphobia, transphobic or racial discrimination. Staff should be aware that vulnerable students are more at risk online and offline to bullying including LGBTQ+ students. Staff should foster an environment where children feel safe to speak about online bullying. Students will be protected and not subjected to criminal procedures.

PHSE PROGRAMME

The College's PSHE programme includes anti-bullying issues both directly and indirectly, covering the nature of bullying behaviour and related areas such as self-assertiveness and responsibility towards others. A variety of different teaching and learning styles are used in these classes, including group work and role-play to assist students in developing their self-awareness, responsibility towards others and respect for others. The development of these skills is considered as crucial to the anti-bullying ethos of the college and to fostering a strong community atmosphere.

Courses of Action in Response to Bullying

- Anyone can and should report any bullying incident – whether they are a passer-by, a victim or a bully. o At the beginning of each academic year students will be informed that someone wishing to report an incident of bullying can approach any member of staff with whom they feel comfortable. If the matter is urgent, a student should approach the first adult they see.
- All members of staff are expected to be willing and ready to deal with any incident that is brought to their attention. If appropriate, a member of staff will handle the situation on their own. If circumstances dictate, a member of the Senior Management Team will be consulted. The latter will take responsibility for deciding who is best equipped to deal with the situation.

- When consulted about a bullying incident the member of staff dealing with the incident will interview separately the victim, the bully and any witnesses in order to establish an accurate account of events. Written reports by those involved will be asked for.
- Sanctions for bullying will remain at the discretion of the Senior Management Team following full briefing on the incident. Such decisions will be made in conjunction with the staff member(s) involved. There will be a uniform but flexible approach to deciding on the sanctions for bullying. All factors will be considered including the nature of the incident and any previous involvement in similar offensive acts. While all sanctions for bullying will be seriously imposed it may, on occasions, be more appropriate for the perpetrator to attend counselling instead.

Curricular Approaches to Bullying

Teaching staff are encouraged to use the curriculum to:

- Raise awareness about bullying and the Anti-Bullying Policy
- Increase understanding for victims, and help foster an anti-bullying ethos • Teach students how to constructively manage their relationships with others The college's PSHE programme has an important role in this regard.

Partnership with Parents and Guardians

If a parent or guardian thinks their child is being bullied they should contact the college immediately. They should, in the first instance, approach Candice Rakusin DSL. In the event that he/she is available, they should ask to speak with the Principal. Parents and guardians should also encourage their child to talk to a trusted teacher about the bullying incidents. The college's normal course of action can be followed from this point.

Staff

All members of staff in the college, including administrative staff, play an important role in communicating the anti-bullying ethos of the college community. Internal staff training is provided to all staff for learning basic counselling techniques and counselling skills so that staff can handle reports of bullying efficiently and sympathetically.
Key points to remember about dealing with suspected bullying
All staff members are reminded to:

- Never ignore suspected bullying.
- Never make premature assumptions.

- Always listen carefully to all accounts – several students saying the same thing do not necessarily mean they are telling the truth.
- Adopt a problem-solving approach which moves students on from justifying themselves. • Follow-up repeatedly, checking that bullying has not resumed.

Suggested Key Resources for Staff:-

Bullying – Don't Suffer in Silence – an anti-bullying pack for schools (DfES) (available in staff room).

Online Bullying

All bullying discussed in the previous Anti-Bullying policy also relates to cyber-bullying, prejudice based and discriminatory bullying. Staff must be aware that some students may be at risk of harm from specific issues online, such as sexual violence, homophobia, biphobia, transphobic or racial discrimination. Staff should be aware that vulnerable students are more at risk online and offline to bullying including LGBTQ+ students. Staff should foster an environment where children feel safe to speak about online bullying. Students will be protected and not subjected to criminal procedures.