WIGMORE SCHOOL POLICY

Anti-Bullying

Wigmore School is an academy in which young people flourish both academically and socially. We aim to foster a healthy and safe community where individuals take responsibility for themselves and show respect for others emphasising the importance of positive relationships amongst all members of the academy community.

Statement of Intent

Wigmore School is committed to ensuring that pupils learn in a supportive, caring and safe environment, without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly, effectively and confidentially. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

Definition

Bullying is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power. It is important that it must not be confused with the usual childhood/teenage squabbles and arguments where individuals “fall out” with one another.

Bullying can be (not an exhaustive list):

- Emotional – being unfriendly, excluding, tormenting
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focusing on the issue of sexuality
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.
- Disability/SEN – because of or focusing on a disability or special educational need.
- Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance.

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Wigmore High School recognises that AI has many uses to help pupils learn but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Wigmore High School will treat any use of AI to bully pupils in line with our anti-bullying and behaviour policy.

Bullying can therefore constitute any of the above activities within the context of the definition provided. Bullying may occur to anyone, and this policy is inclusive of the bullying of school staff, whether by pupils, parents or other staff. (Members of the school workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice).

Bullying can seriously damage a person’s confidence and sense of self-worth, and they will often feel that they are at fault in some way. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

Our intent is:

To prevent, de-escalate and/or stop any continuation of harmful behaviour.

To react to bullying incidents in a reasonable, proportionate and consistent way.

To safeguard the pupil who has experienced bullying and to trigger sources of support.

To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

Policy Aims

- All Pupils, parents, staff and Trustees should have an understanding of what bullying is.
- Staff and Trustees should follow the school policy when bullying is reported or suspected.
- All Pupils and parents should know what bullying is and inform a member of staff if bullying arises.
- The Academy will always take bullying seriously. We use a range of proactive and reactive strategies to combat and prevent bullying.

Reporting Procedures

If bullying is suspected or reported, the incident with be taken seriously and dealt with as quickly as possible by the member of staff who has been approached. A clear account of the incident with be recorded on MyConcern. The Assistant Headteacher (Student Care and Safeguarding) and/or the Associate Headteachers will investigate the incident by interviewing all concerned and record outcomes on MyConcern for those involved.

Form tutors and subject staff will be kept informed and asked to monitor the behaviour of the pupils concerned.

Parents will be kept informed and are discouraged from taking matters into their own hands and should not approach a suspected pupil but speak to a member of staff.

Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the bullied pupil according to the particular incident/s.

Pupils who are victims of bullying will be offered the opportunity to discuss their experience with their form tutor or another member of staff, be offered support in terms of access to the Educational Mental Health Practitioner (EMHP) to restore self-esteem and build confidence and have the use of the student support centre for as long as needed.

Pupils who have bullied will be helped by; discussing what happened, discovering why the pupil became involved and establishing a sense of wrong-doing. Parents/carers will be informed to help change the attitude and behaviour of the pupil who has bullied.

In agreement with both parties involved there will also be the opportunity to rebuild relationships, involving a discussion mediated by a member of staff as a way of resolving disputes.

The following disciplinary steps may be taken:

- Official warning to cease offending
- Detentions
- Monitoring reports (Tutor, Pastoral and SLT)
- Isolation
- Exclusion from certain areas of the school premises or certain activities
- Referral to senior staff and/or external agencies e.g. Behaviour Support team
- Suspension or permanent exclusion.

Prevention

As a school we take bullying seriously. We use a range of proactive strategies to prevent bullying. These include;

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum opportunities, in particular tutor periods and Lifeskills lessons where issues of diversity are discussed and anti-bullying messages are drawn out.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. Anti-Bullying Week each year
- Whole school assemblies
- Pupil surveys
- Peer mentoring and Prefect schemes

- Continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.

Development, Monitoring and Review

We plan to:

Monitor, evaluate and review our anti-bullying policy on a regular basis led by the head of Pastoral Welfare who reports regularly to the senior leadership team.

Support staff to identify and tackle bullying appropriately.

Ensure that pupils are aware that all bullying concerns will be dealt with sensitively, confidentially and effectively and seek feedback from pupils via the School Council and annual pupil questionnaires.

Person Responsible	Paul Bescoby
Last Updated	September 2026
Review Date	September 2027