

Bullying

At Frank Wise School we recognise that everyone has the right to feel welcome, secure and happy in school, and we work tirelessly to create a positive working atmosphere for pupils and staff alike.

The most effective way of preventing bullying is to create effective environments in which:

- the contributions of all children and young people are valued
- all children and young people can feel secure and are able to contribute appropriately
- stereotypical views are always challenged, including prejudice-based harm, racism and faith-based prejudice in order to promote an inclusive and anti-discriminatory whole-school culture
- children and young people learn to take responsibility for their actions and behaviours both in school and in the wider community
- all forms of bullying and harassment are challenged
- children and young people are supported to develop their social and emotional skills

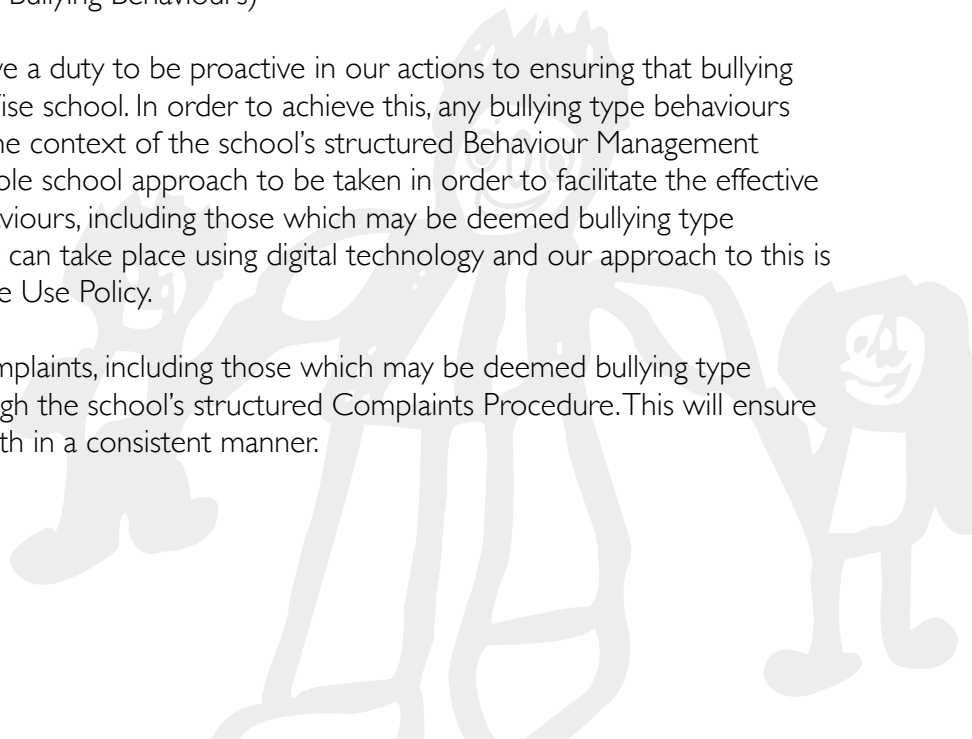
Bullying of any sort impacts on our ability to provide an equality of opportunity and equality of experience. It is therefore everyone's responsibility to be aware of the impact of bullying and to work actively to ensure that it does not occur within our school.

Bullying is defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017) This may take the form of name-calling, violence, threatening behaviour, isolation, ridicule or indirect actions such as gossiping. (Please see attached symbol based definition produced by the Frank Wise School Student Council)

The school recognises that within the context of a Special School environment, pupils may present bullying behaviours without the conceptual awareness that what they are doing is bullying. However, bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects. As such, we are aware that irrespective of the intention, the impact on others would be no less significant and therefore requires a structured and supportive approach. (See Checklist for Managing Bullying Behaviours)

We are aware that as a school we have a duty to be proactive in our actions to ensuring that bullying does not become an issue at Frank Wise school. In order to achieve this, any bullying type behaviours from pupils will be dealt with within the context of the school's structured Behaviour Management Policy. This will enable a consistent whole school approach to be taken in order to facilitate the effective management of all inappropriate behaviours, including those which may be deemed bullying type behaviours. We recognise that bullying can take place using digital technology and our approach to this is covered in the school's ICT Acceptable Use Policy.

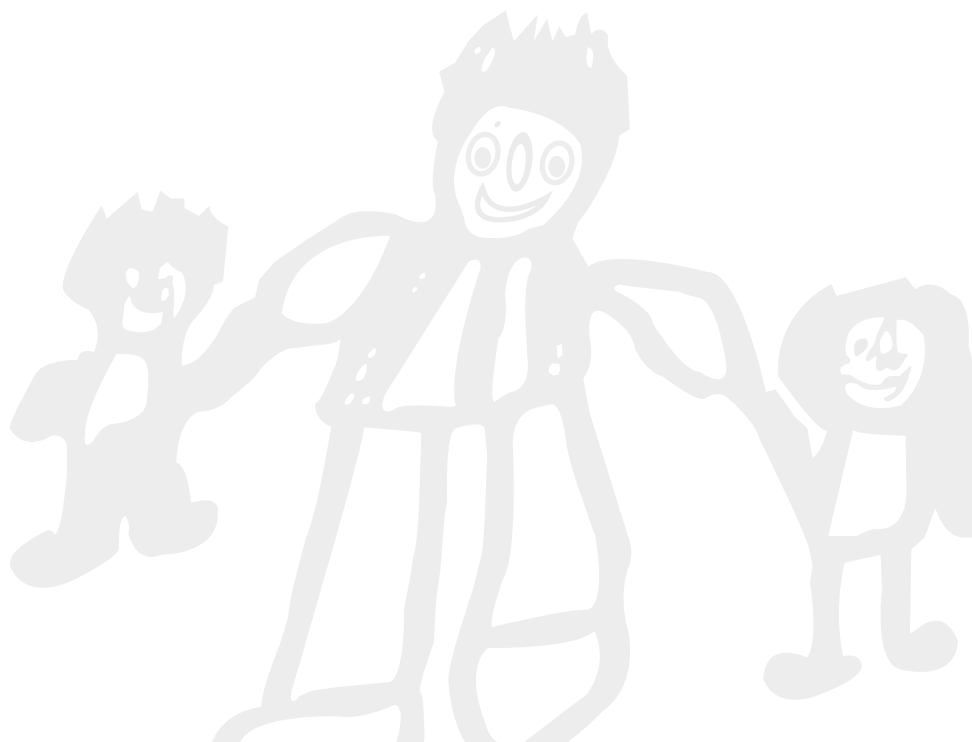
With regard to adult behaviour, all complaints, including those which may be deemed bullying type behaviours, would be dealt with through the school's structured Complaints Procedure. This will ensure that all negative situations are dealt with in a consistent manner.



Where developmentally appropriate, pupils will be actively involved in exploring bullying and its impact through the PSHE curriculum. This will involve a variety of educational opportunities, such as discussion and role-play, in order to provide a relevant and purposeful context in which to explore the issue of bullying.

Reviewed by: Simon Knight

Date: September 2026





Checklist for Managing Bullying Behaviours

Definition of Bullying;

Deliberately hurtful behaviour that is **repeated** over a period of time which may include, but is not limited to, name-calling, violence, threatening behaviour, isolation, ridicule or indirect actions such as gossiping. This could be perpetrated online.

Completed by		Pupil receiving inappropriate behaviour	
Date started		Pupil initiating inappropriate behaviour	

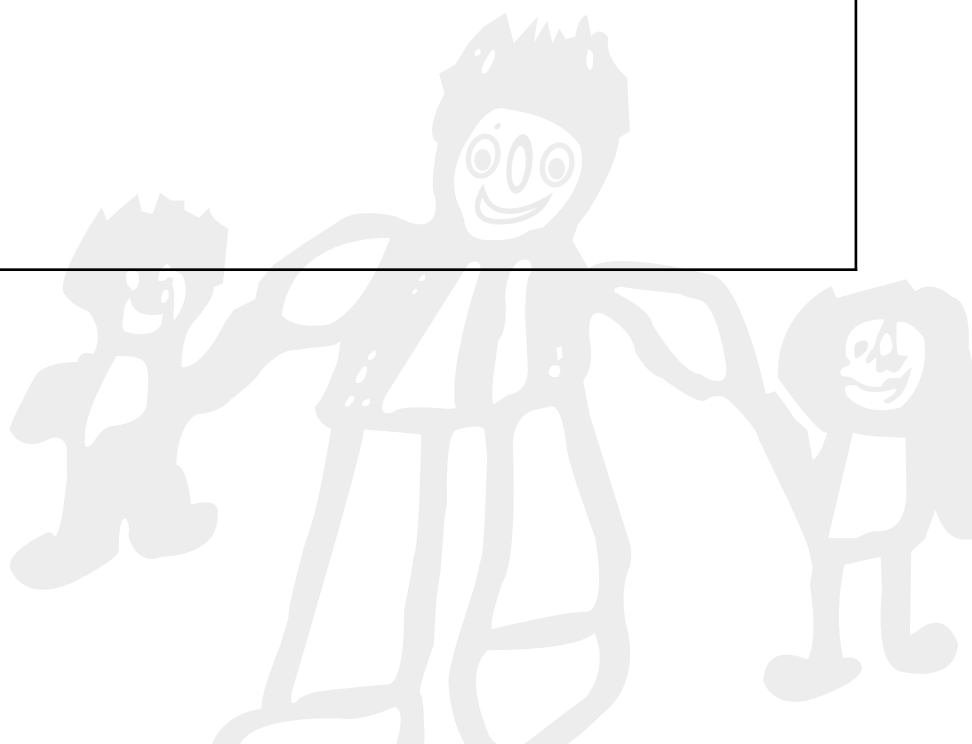
Checklist	Y/N	Actions Taken
What is the repeated behaviour towards the same recipient that has been disclosed or witnessed?		
Have those incidents been reported on a verbal / physical incident report form?		
Is their evidence to suggest that the behaviours were initiated with the cognitive understanding that it would cause harm to the other person?		
Can this be managed in line with Behaviour and Interpersonal Development policy and our curriculum? (initiator)		If yes, then no additional action need be taken.
Can this be managed in line with specific pupil Behaviour and Interpersonal Development Plan? (initiator)		If yes, then no additional action need be taken.
Can the impact on the recipient be managed through classroom practice and our curriculum?		If yes, then no additional action need be taken.
Is the impact on the recipient a Safeguarding issue and so should be reported to the DSL?		If yes, then the DSL will complete this section.
Have the parents of the pupil in receipt of inappropriate behaviour been informed?		
Have the parents of the pupil initiating the inappropriate behaviour been informed?		

Initial Action Plan:

What specific actions, not outlined on a Behaviour and Interpersonal Development Plan are going to be carried out? (initiator)			
What specific actions are going to be carried out to support the receiver of the inappropriate behaviour?			
Written by:		Agreed with: (SLT)	
Date:			
Shared with: (tick as appropriate)	Class Team:	Parents of both pupils:	Whole School:

Monitoring and Review of Actions:

Date of Review:		Review Completed by:	
Outcomes of the Action taken:			
Outline the degree to which the inappropriate behaviour has stopped - impact on the initiator.			
What further action is required for the initiator?			
Outline the degree to which the impact on the recipient has been mitigated.			
What further action is required for the recipient?			

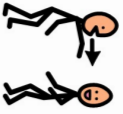


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Bully ing could be ...

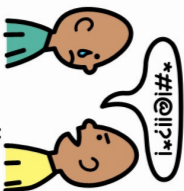
Say or write mean things



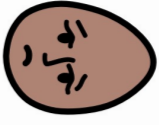
tease (including mean jokes)



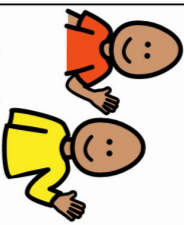
name calling



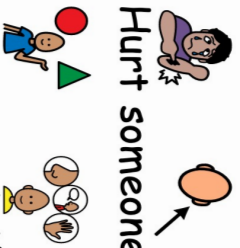
insult



mimick others



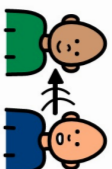
Hurt someone's relationship or reputation



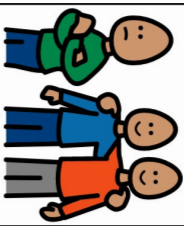
gossip



telling others to exclude



exclude



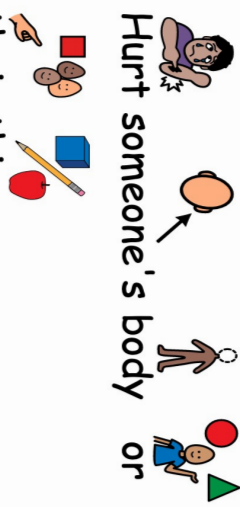
embarrass



intimidate (including invading personal space)



Hurt someone's body or their things



hit



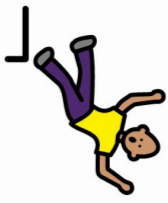
kick



push



trip



break others things

