Anti-Bullying Policy

Accepted by: Board of Directors January 2011
Leadership Team Lead Reviewer: Assistant Head Teacher (Student Support)
Review Cycle: 1 Year
Last reviewed: September 2021
Date for next review: September 2022

This policy must be read in conjunction with **Discipline (Personal development, behaviour and welfare) Policy and Safeguarding policy (specifically the peer on-peer abuse sections)**

The Latest DfE guidelines for behaviour and discipline in school is: Behaviour and Discipline in Schools (January 2016)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

DfE advice on this subject is expressed within *Preventing and Tackling Bullying July 2017* – this link will take you to this guidance.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Case Studies – June 2018 -
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/715359/Approaches_to_preventing_and_tackling_bullying_-_case_studies.pdf

The school defines bullying as:

Bullying is behaviour by an individual or group, <u>repeated over time</u>, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; <u>teachers and schools have to make their own judgements about each specific case.</u>

Bullying is a problem for everyone. The victims of bullying are not the only ones damaged. Those who watch and are aware of bullying are also damaged. The following policy is based upon four important points:

- We cannot always expect the students at our school to draw attention to bullying when it happens. The staff of the school - teaching and non-teaching - must accept responsibility and take steps to make sure they are aware of what is going on.
- It is up to <u>all</u> the adults at our school to take bullying seriously and to do something about it.
- As adults, we must act as positive role models in the way we treat students and other adults.
- As students we must act as positive role models and treat each other with respect and be aware to the signs of bullying.

At Hurworth School we believe that a student who is confident within their environment and free from intimidation and threats from others will thrive both academically and socially. We are not naive enough to think that we have no incidents of bullying within school however the following guidelines for all of us within the school will help ensure that any incidents are dealt with consistently and sensitively within a caring environment.

Positive outcomes rely on effective partnership and communication. Hurworth School actively encourages stakeholders to discuss issues surrounding bullying and our approach to this area.

Prevention

A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place.

This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

There are significant events in the school calendar which allow us to prevent all types of bullying (see British vales and Collective Worship Statement) including

- Behaviour Support and Mediation activities led by the Student Support Team including a dedicated Behaviour Support & Welfare Teaching Assistant.
- SMSC and SEAL activities
- Being Me Workshop
- Go Girls Workshop
- Community Safety Workshops
- Multi-agency approach
- Annual Personal Safety Week
- Annual online safety week activities
- Wellbeing Wednesday activities
- Morning form time activities
- The schools extensive mental health and wellbeing package

Intervention

Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

Our sanctions are clearly defined within this Policy.

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

At Hurworth School we define this as any action during the school day, on any form of transport to and from school, on any educational visit or when under the direction of school staff, or still in school uniform in transit to their place of abode within a reasonable duration of time.

The Head of School should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

We work in partnership with the Darlington CIAT (Children's Initial Advice Team) (formerly known as the CAP/MASH), Safeguarding Partners, PSCO Support and Darlington Borough Council Anti-Social Behaviour Officers.

Many incidents of bullying can be dealt with effectively without the use of sanctions. However, the school will apply sanctions to protect the student/s who is/are the victim/s of persistent bullying. These sanctions might include:-

- Referral to the Student Support Team
- Referral to Leadership Team
- Formal warnings
- Contacting parents / carers
- Removal of privileges
- Internal Exclusion
- Student Support Detentions, lunchtimes and evening
- External exclusion (fixed term and permanent)
- The support of appropriate external agencies.

Signs of Bullying

The behaviour of children or young people is not always easily understood. Changes in behaviour may have many causes. Being bullied can be one reason why a student's behaviour changes. There is a need to be alert to the possibility that bullying is occurring. There are some signs which need to be investigated sensitively.

The person may:-

- Become withdrawn, clingy, moody, aggressive, uncooperative
- Behave in immature ways, e.g. revert to tantrums
- Have sleep or appetite problems
- Have difficulty concentrating
- Show variation in academic performance
- Have cuts, bruises or aches and pains without adequate explanation

- Request extra money or start stealing
- Have clothes or possessions which are damaged or lost
- Complain of illness more frequently
- Become withdrawn and reluctant to engage with others socially
- Show a marked changed in a well-established pattern or behaviour, e.g.
  - Loss of appetite in a previously favoured activity
  - Changing times of coming to and going from the house
  - A reluctance to leave the house
  - A request to change school
  - A refusal to return to a place, activity

Guidelines for Staff

All staff need to be aware of bullying issues. The school will take the following steps to ensure there is an awareness of bullying issues among the staff:-

- The Leadership Team to take responsibility for co-ordinating anti-bullying issues
- Develop an anti-bullying policy after consulting students
- Review the existing policy
- Keep staff and students informed of development by posters, leaflets, noticeboards, assemblies, PSHCE, Student Message PowerPoint and by our annual contributions to National Anti-Bullying week and Personal Safety week which occur in each year.
- Specify those types of behaviour which are considered to be 'bullying'
- Encourage co-operative behaviour
- Reward non-aggressive behaviour
- Provide support to victims of bullying
- Deal sensitively - if appropriate - with those alleged to have bullied
- Make it possible for students to voice their concerns, e.g. Prefect system / peer mentor system / trusted adult / confidential conversation
- Provide staff training about bullying
- Supervise possible 'trouble spots' in the school
- Adopt, where appropriate Local Authority guidance on anti-bullying practice
- Signpost students and their families to areas of further support for bullying issues

Staff Actions

The following actions are appropriate for use with individuals who are bullied and those who are involved in bullying:-
- Ensure the immediate safety and well-being of the student (student/s may need to be separated from one another whilst investigations are ongoing)
- Respond calmly and consistently with respect to all parties
- Listen to the students involved sympathetically and take their concerns seriously
- Ensure that the students clearly understand what action will be taken
- Inform all parents /carers where appropriate
- Consider a range of strategies to ensure that bullying does not occur again and action these (see sanctions)
- Record incident/s and action taken in the Bullying Register (kept in central administration office). Racist and homophobic/biphobic/transphobic logs are also kept
- Inform the student's (victim and alleged bully) Raising Achievement coordinator or Senior Teacher, through normal Student Support lines of communication.

Monitoring of Bullying Incidents

At the end of each half-term starting September 2013 the number and nature of bullying incidents in school will be analysed to determine if specific action is required in advance of an annual review. Any issues identified from this analysis and the strategies to be implemented to further resolve them will be published in the annual Student Support action plan.

Interventions are swift and recorded in Student Support logs/CPOMS, in centrally stored bullying logs. They are communicated to staff using a combination of vulnerable pupil confidential information and/or by Student Support bulletin as is appropriate. Ad hoc conversations may also take place with key staff, for example a specific class teacher or form tutor. ClassCharts software may also be deployed to look for patterns of positive and negative relationships between pupils in lessons.

Bullying related to sexual orientation

Homophobic and biphobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Evidence of homophobic/biphobic bullying suggests that children and young people who are gay, lesbian or bisexual (or perceived to be) face a higher risk of victimization than their peers. Homophobic/biphobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The young person may not want to report bullying if it means 'coming out' to teachers and parents before they are ready to. Homophobic and biphobic bullying includes all forms of bullying but in particular it can include:

- Verbal abuse - the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread use of the term 'gay' in a negative context. Also spreading rumours that cause an individual's perceived sexual orientation to be ridiculed, questioned or insulted;
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour;
- Online-bullying – using online spaces to spread rumours about someone or exclude them. This can also include text messaging, including video and picture messaging. Staff should be aware of the ever-changing nature of students' online identities and how new online spaces can be utilised to threaten and intimidate

Sexist or Sexual Bullying

At Hurworth School, we endeavour to ensure favourable treatment for people of all genders, including men, women and non-binary people. With regards to sexist or sexual bullying, we recognise all genders can be victims and that all genders can be perpetrators. Sexual bullying may be characterised by name calling, comments and overt 'looks' about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used. Children and young people identifying as trans-gender, non-binary or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies. We also recognise that whilst sexist bullying can be sexual in nature it isn't always and staff are awake to different forms this bullying can take. (Please refer to the safeguarding policy for further information on sexulaised behaviors, harassment and peer-om-peer abuse).

Banter

It should be noted that abusive comments and interactions may not be passed off as mere 'banter'. Such comments referring to a person's race, religion, ethnicity, sexuality, culture, assigned gender, gender identity or expression, special educational needs or because a child is a carer, are not acceptable and will be treated as bullying matters.

Online Bullying

This section should be read in conjunction with the Online safety policy (Swift Academies).

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Online bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and greater access as people 'forward on content' at a click. Where necessary, the school will work with the police to tackle sexual violence, harassment or targeting due to any protected characteristic.

Young people routinely access social media and much of their social lives are online. This can create a false sense of security; for example, chatting online feels different from chatting face to face. It can be easier to say and reveal things that wouldn't be said face to face; be cruel, aggressive or flirtatious. It is important for young people to remember that there are offline consequences to online behaviour. Comments intended to be funny can often be misinterpreted online whereas if said face to face they could be acceptable as facial expressions, body language, tone of voice and context all help to ensure that comments are taken the right way. This is not the case online.

School leaders, teachers, school staff, parents and pupils all have rights and responsibilities in relation to cyberbullying and should work together to create an environment in which pupils can learn and develop. Hurworth School offers support to parents on how to help their children engage safely and responsibly with social media, through advice in our parent's evenings, school newsletter, online blog (available on school website) or signposting to other sources of support and advice. Parents and carers are encouraged and understand how to communicate with school if there are any incidents or they require support. Hurworth School make it clear that it is not acceptable for pupils or parents to denigrate and bully via social media in the same way that it is unacceptable to do so face to face. We encourage all members of the school community including staff and parents to use social media responsibly.

If you suspect a child or young person is being harassed or bullied either over the internet or via mobile phone, ask them to give you details. If your child tells you that someone is bothering them online, take it seriously. Offer practical as well as emotional support. Print out the evidence for future reference. Talk to a Head of Year at school if other pupils at the schools are involved, report this on the social media platform and encourage your child to block the perpetrators. If there are continual incidents contact the police.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff at school, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

Advice for Parents on Online Bullying

Further information and support for parents and carers can be found by clicking on the links

below. The school has advice on the subject via the website/ Online safety blog, national online safety parent zone (please contact school for log in information) or alternatively the NSPCC website is an excellent source of advice and information.

https://hurworth.swiftacademies.org.uk/

https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/

With the growth of social networking and the accessibility of communication technology bullying can occur at all times of the day and be prevalent in all areas of society.

This is a fast moving element of modern society and whilst jurisdiction for the policing and management of social media, text messaging and the internet as a whole lies outside of the school, we can signpost you towards support. We also ensure welfare and sanction packages for incidents which then result in actions inside the school day.

Our online safety ambassadors are Mr Nick Gawthorpe, Mrs Kelly Davidson.

Online bullying such as written threats via a social networking site, text or email do occur. However; at Hurworth School we actively ban the use of any mobile phone in school and students therefore should not have access to any social networking site whilst in school.

With any potential hate crime the Police are the ultimate body responsible for any action they deem appropriate, in terms of e-safety/online behaviour this is partially devolved to other trusted organisations.

In terms of the risk of Child Sexual Exploitation, sexting, coercion or anything which you feel puts a young person at risk of being exploited via the Internet - this is the domain of CEOPS. We would strongly recommend that any pupil or parent who feels at risk in this regard contacts Safeguarding Team as we may need to make additional referrals to Darlington Children's Services.

Trolling, online bullying and anything which makes young people feel afraid or upset is the domain of ChildLine and the Internet Watch Foundation. There is also a ChildLine chat room for impartial advice open to parents and children – we offer links to these websites

The school's jurisdiction for taking disciplinary action extends to offences which take place on the school site during the school day, during lunchtimes, when pupils are journeying to and from school, whilst pupils are in school uniform or wearing the school dress code, and while pupils are at an official school activity, or on an official school journey, visit or activity off the school site. This jurisdiction can also extend to situations where the event or actions cause the school to be held in disrepute.

Our online ambassadors work with the Student Support and Safeguarding Teams to ensure online bullying concerns are given priority for positive outcome. All online incidents are logged on CPOMS which is analysed in line with other forms of bullying on a termly basis. Parents are informed by regular communication of the school's policy towards online safety.

Further Guidance and Support Available to School

In addition to the whole school procedures outlined above, Hurworth School actively engages with the Darlington Safeguarding Partners of the local authority.

Statement from the Board of Directors.

Bullying is unacceptable and we support the Head of School in eradicating bullying from Hurworth School. Bullying can happen in many ways and it is the duty of all adults in school to support all anti bullying measures. There is a comprehensive anti-bullying policy that sets out in detail all practices and procedures in place to meet all students' needs. The Board of Directors, in cooperation with the Head of School, will monitor the number of bullying incidents per academic year and support the implementation of any future area specific anti-bullying strategies.

Further sources of information associated with this policy

ClassCharts – Hurworth School Staff User Guide
Code of Conduct for School Staff
CPOMS – Hurworth School Staff User Guide
ICT Acceptable Use policy (Swift Academies)
Online safety policy (Swift Academies)
Physical Intervention Policy
Safeguarding Policy
SEN Policy
Single Equality Scheme
Student Support Handbooks
Wellbeing and Mental Health Policy