

Anti-Bullying Policy

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History

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1	Ge	21.09.2011		Amendments were discussed at Student & Community meeting 21.9.2011. To be brought to the next meeting on 2.11.2011 for approval.
1	Ge	02.11.2011	Approved	Approved by Student & Community Committee 02.11.2011
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3	Ge	27 November 2013	Approved	Approved by Student & Curriculum Committee 27.11.2013
4	Kd	October 2014	Approved	Approved by Student & Curriculum Committee 22.10.2014
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8	JLO	June 2019	Approved	Approved by LGB 13 th June 2019

Intended Audience

Intended Audience	Intended Method of Distribution
All Staff	SharePoint
Governors	SharePoint
Parents/Students	SharePoint Drive/Website

AMENDMENT TRACKER

Name of reviewer: Mr James Loten

Date of review: June 2019

Summary of all changes being proposed in this policy review:

Page	Section	Details of amendment
1	Legal Framework	This section was added using the School Bus Model policy
2	Definition	This section was amended to mirror the School Bus Model Policy
3	Practice and procedure	Reference to Community Leaders amended to Year Leaders.
6-8	HDHS Will Not Tolerate Bullying	This guide has been added in full

Aim

The aim of the Anti-Bullying Policy is to ensure that students have the opportunity to learn in a safe and supportive environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it will not be tolerated at Harwich and Dovercourt High School.

Principles

The school will:

- Adopt a definition of bullying that is agreed across the school and accepted across the local community.
- Have a consistent approach to any bullying incidents that occur.
- Raise awareness of bullying and promote positive relationships based on mutual respect.
- Seek to involve all stakeholders in the implementation and monitoring of this policy.
- Promote positive action to prevent bullying through our PSHEE programme and related activities.
- Provide support for all members of the school community that may be involved in dealing with an incident of bullying.
- Provide appropriate training for both staff and students to support the implementation of the policy across the school.
- Ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality, and encourage understanding and tolerance of different social, religious and cultural backgrounds.

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:

- Behaviour for learning Policy
- Child Protection Policy
- Searching, Screening and Confiscation Policy

Definition

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

There are various forms of bullying that can include:

- Physical – e.g. hitting, kicking, and taking belongings.
- Verbal – e.g. name calling, sexist, homophobic, biphobic, transphobic or racist remarks, sarcasm, teasing or other hurtful remarks.
- Indirect – e.g. spreading malicious rumours, excluding individuals from social groups, family feuds brought into school.
- Cyber – e.g. use of email, social networking sites, mobile phone messaging to spread rumours, make malicious comments.
- Sexual – e.g. unwanted physical contact or inappropriate/abusive comments.

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, and taking unusual absences. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Students must be encouraged to report bullying.

All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy. If unchecked, others may come to see bullying behaviour as acceptable within the school. It is not unknown for victims to become bullies of younger or more vulnerable students than themselves. Bullying can and frequently does have long term effects on victims which may affect their adult lives.

Practice and procedures

The following steps will be taken when dealing with incidents:

1. If bullying is suspected or reported, the incident will be dealt with immediately.
2. The member of staff needs to ensure that the student is made to feel safe at the time of disclosure and will then refer the incident to the Student Services Assistant (SSA), Assistant Year Leader or Year Leader ((A)YL).
3. **A member of staff** will gather statements from all concerned and students will have the opportunity to discuss their (alleged) role.
4. An account of the incident will be given to the (A)YL. The (A)YL will appraise the SSA and Year or Assistant Year Leader.
5. The SSA or Assistant Year Leader will inform parents and other staff where appropriate.
6. Upon conclusion of investigation, the (A)YL will liaise with the Deputy Headteacher in charge of Student Personal Development, Safety and Welfare.
7. Sanctions will be used as appropriate and following consultation with relevant staff.
8. **Bullying incidents will no longer be recorded, and reported, in line with the Local Authority Advice and Guidance September 2010. Racist incidents (Form R1), Disabled Incidents (Form DPR) and Homophobic incidents (Form HJPR).**
9. Incidents will be logged to CPOMS and HDHS internal monitoring trackers.

Students

Students who have been bullied **will** be supported by:

Offering an immediate opportunity to discuss the experience with their SSA, Assistant Year Leader, Year Leader or another member of staff.

Continuous support in the form of:

Students who have bullied will be helped by:

- An invitation to attend the weekly health drop-in
- An invitation to attend support groups in school in order to restore self-esteem and confidence
- Referral to appropriate health professionals (e.g. EWMHS)
- Discussing what happened
- Discovering why they became involved
- Establishing the wrong doing and need to change
- Informing parents or carers to seek support to help change the attitude of the student.

Bullying is a serious offence and any of the following strategies may be used in line with the Behaviour for Learning Policy:

- Official warnings to cease offending
- Restorative Justice (RJ) sessions with the bully and the victim
- Detentions – with a written or verbal apology
- Internal isolation
- Positive Referral or Managed Move
- Fixed term or permanent exclusion
- Referral for counselling

- Parent/carer interview with a member of Senior Staff and/or the Year leader
- Parental assistance in applying support or strategies or deterrents as necessary continued monitoring of victim/bully individually
- Referral to external agencies e.g. Social Services, Educational Psychologist.
- Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, form tutorial time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Monitoring and Review

This policy is a dynamic document and will be updated as new guidance is produced or, in response to research, review or other events that have not previously been covered in depth. Monitoring of the policy will involve consideration of the following data; any reduction in the number of incidents referred for attention; monitoring individual victims/bullies with a view to improved circumstances; positive feedback from parents, students and staff; monitoring of the willingness in students to report instances of concern; tracking of incidents to inform future decisions on availability of network and infrastructure that can access the internet.

What can Staff do?

For the victim:

- Bullying is NEVER the fault of the victim. This must be explained to them.
- 'Telling' is an obligation and NEVER 'grassing'
- Many victims have low self-esteem. We should deal with bullying in a caring, supportive manner. The SSA or Assistant Head of Learning Community will offer a range of support services/strategies in consultation with the tutor.
- Victims are kept informed about actions taken. In all cases their parents/carers will be contacted directly by the SSA or Assistant Head of Learning Community and the student is encouraged to talk at home about it.
- Parents/Carers' involvement is always encouraged.
- The SSA or Assistant Head of Learning Community should encourage students to meet with the bully, in the presence of a third party, to make the bully aware of the pain he/she has caused, if appropriate.
- Victims may be asked to keep a detailed diary and to report any incidents immediately

For the bully (managed by the appropriate Student Support Assistant)

- The school insists that bullies are made aware of the pain and distress they have caused. The school will offer support to the bully. The bully is also encouraged to realise the reasoning behind his/her bullying and appropriate follow-up action may be provided to help them.
- Serious bullying or repeated bullying may lead to significant consequences, the most serious of which could be exclusion from school. This would be a last resort.
- It is made clear to the bully that any form of bullying is unacceptable and that the school will not tolerate it. The bully has to offer a meaningful apology.
- The parents/carers are always involved and other agencies might be contacted.
- The bully will be monitored over a period of time.

What can Parents do?

- Encourage positive, non-violent behaviour at all times.
- Be aware of signs and symptoms, particularly a change in normal behaviour.
- Calmly listen to and support your son/daughter.
- Encourage them to let you report it.
- Make a note of what, how, who and where.
- Be aware that ignoring or hitting back can make it worse.
- Support your son/daughter by working with those trying to help.
- Use the “Whisper” reporting system.

What can the victim do?

- Know how you report bullying in school and do it
- DON'T BLAME YOURSELF
- Try to stay calm and walk away
- Share your problem with someone you trust
- Find somewhere safe
- Note where and when it happens
- Tell an adult who can do something
- Listen to suggestions
- Let the school know what might help
- Use the “Whisper” reporting system

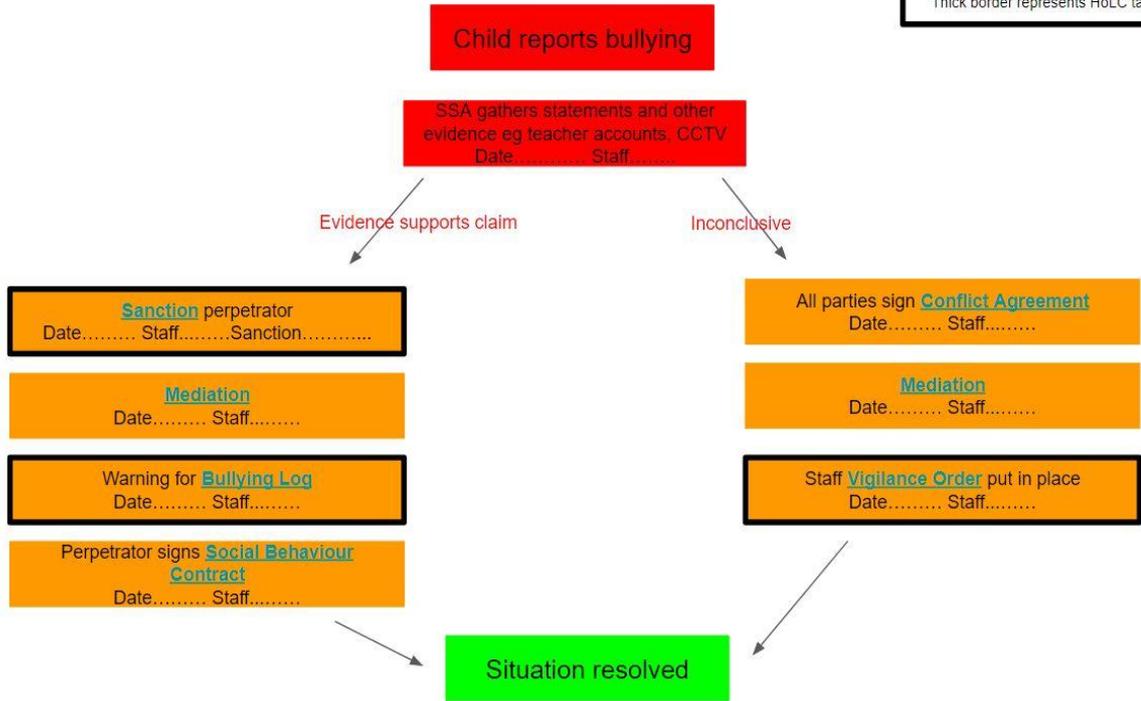
What can the bully do?

- Ask yourself ‘Why do I do it when I know it’s wrong?’
- Tell an adult who can do something to help you stop bullying
- Listen to suggestions
- Say what might help you to stop

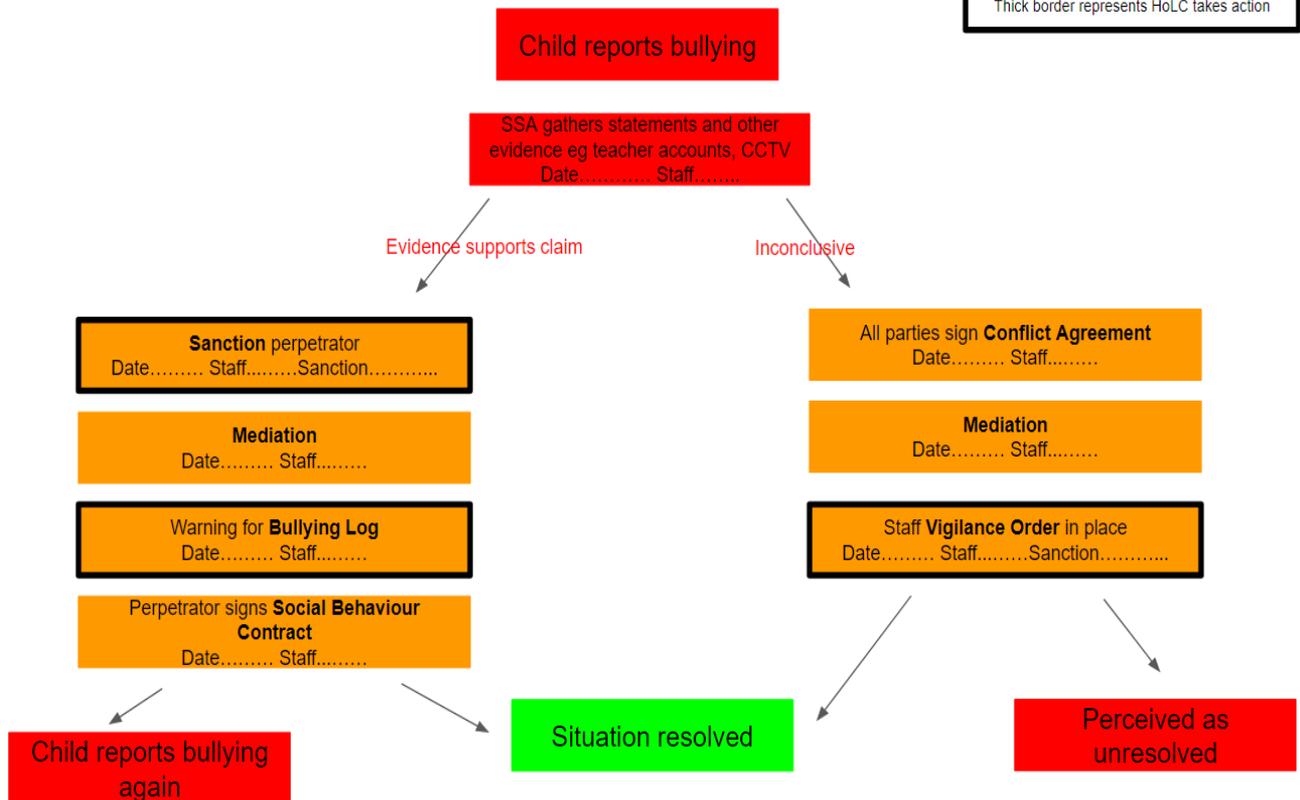
HDHS Will Not Tolerate Bullying

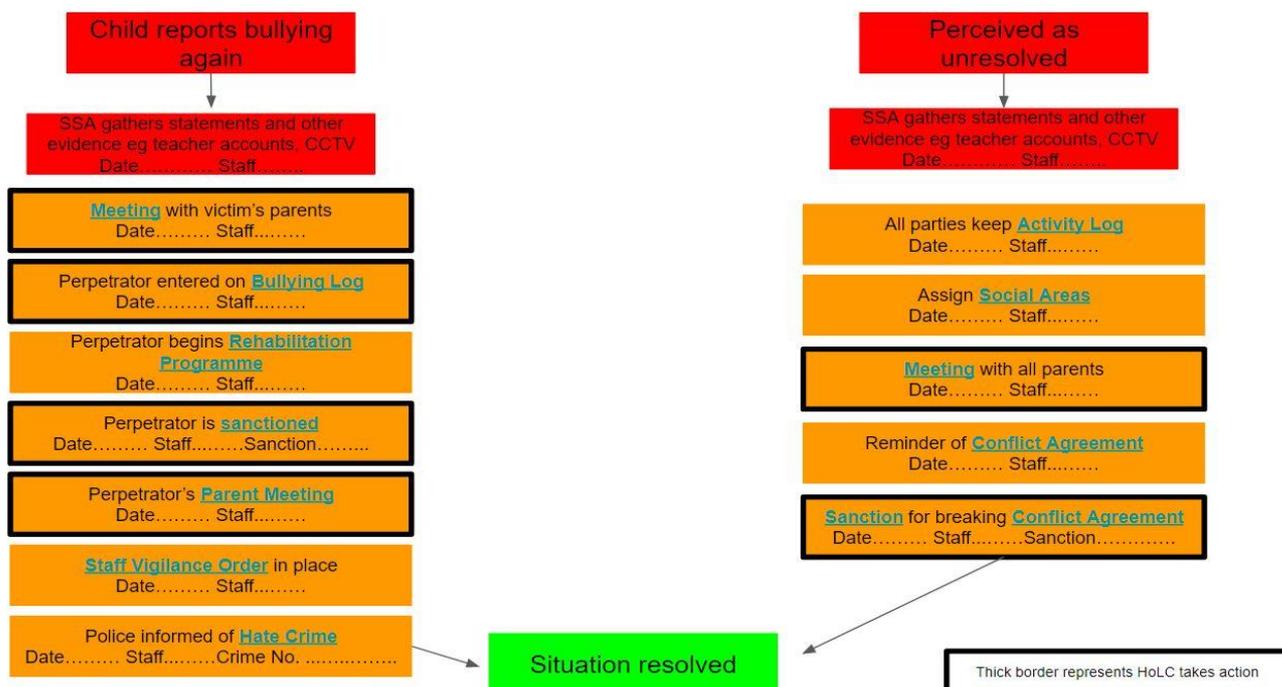
A guide to the process

Thick border represents HoLC takes action



Thick border represents HoLC takes action





Sanction

Dependant on what the student has done or the frequency of the activity:

C3 - After school detention (60 mins or 90 mins with SLT)

C4 - Isolation on site

C5 - Fixed Term Exclusion

C6 - Permanent Exclusion or Managed Move or PR

Mediation

A member of staff from each community facilitates a meeting whereby calmly and respectfully students explain what is troubling them with the other's behaviour and how it is making them feel.

A resolution is reached in that each party acknowledges the feelings of the other and agrees to the actions causing distress to come to an end.

Bullying Log

A comprehensive, confidential log of names and incidents. Repeated entry will flag up concerns and actions.

Senior assistant Headteacher will monitor the log.

Social Behaviour Contract

A contract signed by the student reminding them of how they should conduct themselves around school and specifically what behaviours they will avoid. If this contract is broken in any way, then a sanction will apply.

Conflict Agreement

An agreement signed by all parties that does not seek to assign blame, just to end the situation. After signing, if a student breaks the agreement they will accept blame for the whole situation not ceasing.

If a student refuses to sign, then they are displaying that they do not want the perceived situation to come to an end and so will be sanctioned accordingly.

Staff Vigilance Order

Staff have the student highlighted to them and they keep a special yet unobtrusive eye them, noting all interactions with others and recording anything of note.

Parental Meeting – Victim

- Run through the process being followed;
- Reassure that a sanction will be in place for those at fault but the nature of that will not be discussed with anyone other than that student's parents;
- Reassure that everything is being taken seriously and that the student is believed;
- Take any other evidence e.g. social media use from outside of school;
- Explain how to report any incidents to the police;
- Ensure the student has someone they feel comfortable reporting things to;
- Go through exactly what actions the student should take should something happen again;
- Put measures in place for the student to be occupied during social time e.g. chess club.

Parental Meeting – Perpetrator

- Run through the process being followed;
- Run through the evidence gathered;
- Do not show any CCTV unless in extreme circumstances (at which point all identities of other students will need to be protected);
- Run through student's full behaviour record;
- Run through student's full progress record;
- Explain fully any sanctions.

Rehabilitation Programme

A series of activities carried out after school or during the school day by a member of staff. To include:

- Discussion with staff regarding mistakes made
- Reflection sheet
- Community rehabilitation work (e.g. litter-picking)

Hate Crime

A hate crime is when someone commits a crime against you because of your disability, gender identity, race, sexual orientation, religion, or any other perceived difference. It doesn't always include physical violence. Someone using offensive language towards you or harassing you because of who you are, or who they think you are, is also a crime. The same goes for someone posting abusive or offensive messages about you online.

A hate crime can take the following forms:

- Physical assault
- Verbal abuse
- Incitement to hatred

Source: Metropolitan Police: <https://www.met.police.uk/advice/advice-and-information/hco/hate-crime/what-is-hate-crime/>

Social Areas

Parts of the school, mainly defined by community or faculties, that students agree to frequent, so as to keep away from the other party and avoid accidentally bumping into them. Social areas are defined in order to avoid a perception of the problem continuing, not as an indication that there definitely is a problem.

Activity Log

A log of all events involving the other student, regardless of how trivial the interaction may be. A way of monitoring all communications fairly and transparently.

IF YOU KNOW SOMEONE IS BEING BULLIED DON'T STAND AND WATCH

GET HELP – DO SOMETHING - BE A FRIEND

Further support:

Childline 0800 1111
Kidscape 0207 730 33 00
Parentline plus 0808002222
The Samaritans 01206 561234 free phone 116123
Bullying UK 0808 800 2222

Useful websites for community use:

www.childnet.com
www.digizen.org
www.thinkuknow.co.uk
www.bullying.co.uk

Children should understand that they must tell an adult if they are being bullied in these ways, that they should not delete any bullying messages or texts, but they should never respond to these.

We encourage parents/carers to work with the school if there are concerns about bullying. Parents can contact the school via Student Services.

A record will be kept by the school of any official complaint made by a parent/carer. An official complaint is defined by the school as one that is received by the Chair of Governors in writing.

GOT AN ISSUE? ARE YOU WORRIED ABOUT SOMETHING? DO YOU FEEL YOU'RE BEING BULLIED OR ABUSED AT SCHOOL OR IN YOUR COMMUNITY?

WE CAN HELP: REPORT YOUR CONCERNS USING THE 'Report an Issue' (whisper) BUTTON AT THE BOTTOM OF EVERY PAGE ON THE SCHOOL WEBSITE. Leave us the relevant information, your name and contact details and we will respond.