HUNTERS HILL TECHNOLOGY COLLEGE

A High Performing Specialist School

ANTI-BULLYING POLICY

1. Introduction

"It is a basic entitlement of all children and young people in the UK that they receive their education free from humiliation, oppression and abuse .... and, therefore, it is the responsibility of all adults to ensure that it takes place in an atmosphere which is caring and protective." [Tatham & Herbert 1990]

Bullying is anti-social behaviour and affects everyone. Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Both bullies and victims need help and support. Bullying in any form requires sensitive but immediate action. To refuse to acknowledge the existence of bullying seeks to justify bullying behaviour as acceptable social behaviour. The acceptance of bullying as a social norm sustains the plight of the victim, continues the disadvantage of them in school and restricts their physical, emotional, social and intellectual development. Bullying is not only a school issue it is an issue for society and all social groups.

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. No child deserves to suffer the pain and indignity that bullying can cause.

We recognise the negative impact bullying has on the educational experiences and wider development of so many children and young people. Bullying has no place anywhere in the school community. It will not be tolerated at Hunters Hill as it will work against the caring environment to which the school is committed and will always incur a disciplinary sanction. No form of bullying of any kind is acceptable, whether it be between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods. An environment is created by everyone who lives and works within it and, as such, every single member of staff, pupil and visitor has a role to play in responding to any negative influences upon our school environment.

2. What is bullying?

Bullying, is defined in the DCSF *Safe to Learn* Guidance as "behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally". Bullying can be:-

- Emotional   being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- 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 focussing on the issue of sexuality motivated by a prejudice against lesbian, gay or bisexual people

- Verbal   name-calling, sarcasm, spreading rumours, teasing
- Cyber   All areas of internet ,such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology , i.e. camera & video facilities

Bullying can take place for a variety of reasons **– and for no reason.** Specific types of bullying include those related to:-

> race, religion or culture
> special educational needs or disabilities
> appearance or health conditions
> sexual orientation
> home circumstances, e.g. young carers or looked after children or otherwise
> family issues
> sexist or sexual bullying

Bullying can seriously damage self-confidence and self-worth, and young people who are bullied often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents/carers and school staff can be significant.

There is no "hierarchy" of bullying, all forms of bullying should be taken equally seriously and dealt with appropriately.

3. Aims of this Policy

Our aim is to provide a caring, friendly and safe environment for everyone without fear of being bullied and where pupils, through positive reinforcement, can increase their self-esteem and positive attitudes to education and social skills without the fear of being bullied. To this end we will take a proactive approach to :-

- Ensure all Governors, staff, volunteers, pupils and parents/carers have an understanding of what bullying is.

- Ensure all Governors, staff and volunteers know what the School Policy is on bullying, and follow it when bullying is reported.

- Ensure all pupils and parents/carers know what the school policy is on bullying, and what they should do if bullying arises.

- Create a climate where bullying and violence are not tolerated and cannot flourish.

- Encourage pupils to report bullying in confidence using a variety of methods.

- Provide clear and simple reporting arrangements for parents/carers and engage with parents/carers promptly when issues of bullying come to light, whether their child is the one being bullied or the one doing the bullying.

- Assure all pupils and parents/carers that they will be supported when bullying is reported.

- Maintain records and data recording systems of bullying incidents and carry out regular bullying surveys as a means of monitoring the effectiveness and continuing the development of best practice based on the knowledge of what works which will be shared with the school community.

- Ensure preventative strategies are in place and the effectiveness of these is monitored on a regular basis. Key preventative strategies will include:-

  o Effective leadership that promotes an open and honest anti-bullying ethos across the entire school community.

  o The use of curriculum opportunities, with particular emphasis on whole-school and whole-curriculum approach to developing social and emotional skills in areas such as empathy and the management of feelings.

  o The use of opportunities during the school calendar to celebrate the success of anti-bullying work and to raise awareness of the negative consequences of bullying, e.g. whole-school assemblies.

  o Engaging pupils in the process of developing the school anti-bullying policy and promoting open and honest reporting.

  o Improving the school environment, reviewing staff supervision patterns considering key times and locations where bullying is more prevalent and working with pupils to establish when and where those times and locations are.

  o A comprehensive staff induction and continuing professional development opportunities to ensure staff are clear about their roles and responsibilities in preventing and responding to bullying.

- Ensure our anti-bullying strategies and intervention systems:-

  ▪ Prevent, de-escalate and/or stop any continuation of harmful behaviour

  ▪ React to bullying incidents in a reasonable, proportionate and consistent way

  ▪ Safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil

  ▪ Apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through additional in-school learning programmes or multi-agency support. Sanctions should not only hold pupils who bully to account

for their behaviour and ensure that they face up to the harm they have caused and learn from it, but they should also provide an opportunity for the pupil to put right the harm they have caused.

4. Statement of our Responsibilities

4.1. To be a positive role model and to wholeheartedly commit to a whole school anti-bullying ethos.

4.2. To recognise our duty of care and be aware of the importance of developing positive relationships with pupils.

4.3. To encourage good behaviour and respect for others and promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to them, which includes ensuring as far as possible that pupils are free from bullying and harassment.

4.4. To have a clear understanding of the school's policies on Safeguarding, Child Protection, Behaviour Management, the Tool Kit, Physical Intervention, E-Safety and other key policies that underpin the safeguarding of all pupils.

4.5. To apply the School's rewards and sanctions lawfully and consistently.

4.6. To ensure the maintenance of good order and discipline at all times during the school day (including break times) when pupils are present on the school premises and whenever the pupils are engaged in authorised school activities, whether on the school premises or elsewhere.

4.7. To raise the awareness of the nature of bullying through curriculum opportunities, form tutorial time, assemblies and subject areas, as appropriate, in an attempt to eradicate bullying behaviour.

4.8. To support pupils who are identified either as a bully or a victim.

4.9. To encourage pupils to report bullying in schools and have a duty to address any bullying issue we become aware of.

4.10. To be aware of the wide research available in order to gain a clear understanding of the various types of bullying, its effects, causes and responses and to be aware of the conditions for bullying to occur:-

- When there is inadequate supervision or presence of staff

- When staff are not vigilant or station themselves in one place

- When children are unoccupied or bored

- When there is not an honest, open and trusting school community ethos

- When pupils feel unable to share problems with staff

- When pupils' complaints are not taken seriously and followed up

- When staff or parents/carers themselves pick on, humiliate and bully certain pupils

- o At certain times of the day: play time, bed time, going to and from school
- o In certain places: on the field, in the changing rooms, bedrooms or toilet

4.11. To be aware of the signs and symptoms of bullying. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

5. Implementation

The following steps should be taken when dealing with incidents:

5.1. Pupils' complaints about bullying must be taken seriously and dealt with effectively, consistently and quickly.

5.2. If bullying is suspected or reported, the incident should be dealt with immediately by the member of staff who has been approached or witnessed the bullying.

5.3. A clear account of the incident should be recorded in writing using the School's incident reporting procedures.

5.4. A senior member of staff will interview all concerned and will record the outcome of the investigation.

5.5. Form Tutors and members of the Teaching and Care Teams as appropriate will be kept informed by senior staff.

5.6. Parents/carers will be kept informed and frequently involved to discuss strategies and develop working relationships between school and home.

Disciplinary measures will be used as appropriate and in consultation with all parties concerned and will have three main purposes:-

5.7. Impress on the perpetrator that what he or she has done is unacceptable

5.8. Deter him or her from repeating that behaviour; and

5.9. Signal to other pupils that the behaviour is unacceptable and deter them from doing it

5.10. ***The following disciplinary steps can be taken:***
- official warnings to cease offending
- detention
- exclusion from certain areas of school premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

5.11. ***Pupils who have been bullied will be supported by:***
- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

5.12. ***Pupils who have bullied will be helped by:***
- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents/carers to help change the attitude of the pupil

5.13. ***If as a member of staff you come across bullying you should:-***
- Remain calm
- Do not react emotionally as this may contribute to the bully's fun and give the bully control of the situation
- Take the incident or report seriously
- Take action as quickly as possible – does your action need to be private or public (this will depend upon the pupils involved)
- Reassure the victim(s) – do not make them feel inadequate or foolish
- Offer positive help, advice and support to the victim(s)
- Make it clear to the bully that you disapprove
- Encourage the bully to see the victim's point of view
- Explain clearly your decision and why it is being taken
- Make notes of the incident, as soon as possible (who, when, where)
- Remember not to react aggressively or punitively as this gives the message that it is all right to bully if you have the power
- Follow the School's Policy on incident reporting.

6. As part of the School's commitment towards a whole school anti-bullying ethos the School will:-

6.1 Ensure every member of staff understands their responsibilities to themselves and their colleagues for facilitating, promoting and maintaining a level of dignity at work to which every team member is entitled. This will include monitoring the tone as well as the content of all communication in order to preserve the dignity of every member of the school community and refusing to abuse the position of power held as a member of staff.

6.2   It is recognised that day to day experiences and pressures in all working communities can sometimes be stressful, emotionally charged and problematic. Within a caring community in most circumstances any such problems can usually be resolved by talking things through with a work colleague, friend or relative on an informal basis. Should any issues however lead to anyone's dignity being compromised beyond this, there is a hierarchy through which support can be obtained via the School's mentoring system, Whistle Blowing and Complaints Policies.

7. Monitoring, Evaluation and Review

The School will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the School.

This Policy should be read in conjunction with the following Policies:
- ➢ Safeguarding
- ➢ Behaviour Management
- ➢ Child Protection
- ➢ Tool Kit
- ➢ Physical Intervention (PRIME)
- ➢ Internet Safety