SOUTH HUNSLEY

Student Anti-Bullying Policy

This policy is applicable to: South Hunsley School
Intended audience: Parents, Students, Staff
Version 1.1

POLICY MANAGEMENT

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Position: Deputy Head of School		**Date approved: 26 April 2018**
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Student Anti-Bullying Policy

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SECTION

1. **Aims**
   Introduction
   Bullying in any form is unacceptable. As a school, we regard the values of mutual respect, collaboration and community very highly and use them in order to reinforce this statement.

   The school works to meet its responsibilities to 'safeguard and promote the welfare' of all students (Education Act 2002), to 'prevent all forms of bullying' (Education and Inspections Act 2006) and to promote a common understanding of what does and does not constitute bullying.

   Aims
   To clarify what is meant by "bullying" and raise awareness

   To suggest strategies by which bullying can be prevented or at least minimised

   To provide strategies by which bullying can be dealt with by students and staff

   To ensure a consistent approach to bullying issues

   To provide a framework to support any discussion of bullying, e.g. in Tutor time, PSCHE and across the curriculum.

2. **Content**
   What is bullying?
   Bullying is 'behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally' Bullying can be carried out by an individual or a group and is usually repeated over a period of time. Bullying is used to create an imbalance of power between groups or individuals.

   Specific bullying relationships may include:
   - Student on student
   - Student on staff/adult
   - Staff/adult on student

   Bullying can be divided into two main types, Direct and In-direct bullying. These categories may involve all or some of the following:

   Direct Bullying
   - hitting, pushing, teasing, spreading rumours
   - name-calling, racial or sexual harassment, insulting of family members
   - stealing, damaging possessions
   - intimidation or extortion
   - exclusion from peer group, turning friends against someone.

   Indirect Bullying
   - Cyber bullying
     o When a person or group of people uses the internet, mobile phone or other digital technologies to threaten, tease or abuse someone.
     o They can target someone via
       ▪ E-mail
       ▪ Instant messaging and chatrooms
       ▪ Social networking sites

- Mobile phone
- Abusing personal information eg posting photographs or personal information without permission.

Anyone can be bullied. Bullying can take place for many reasons, or no reason. Bullying relates to difference – this can be real or imagined. These differences could be:

- Appearance
- Ability
- Health
- Family/home circumstances
- Social class
- Race, religion or culture
- Special Education Needs and Disability
- Sexual orientation (e.g. Homophobia)
- Gender/transgender

How significant is this problem?
Bullying is a significant problem throughout the country. According to a recent national government survey (DFE:Tell Us 4 2010), 25% of children often worry about bullying. A further 46% of children stated that they had been bullied whilst in school, with 29% stating that bullying had occurred in the past year.

Responsibilities
It is everyone's responsibility to stop bullying. Each group has individual responsibilities that must be adhered to if bullying is to be tackled effectively.

Students
- Must not bully anyone else or encourage/support bullying in others.
- Must tell an adult (usually a member of staff or other trusted adult) if they are being bullied.
- Must act to prevent and stop bullying, by telling an adult if they know of or suspect any incidents of bullying.
- Must understand that being a 'bystander' is unacceptable and silence makes all students partly responsible for what happens to the victims of bullying.

Parents
- Must contact the school immediately if they know or suspect their child is being bullied in order to work in partnership with the school to bring an end to the bullying. This applies even if the child has asked for 'secrecy'.
- Must contact the school if they know or suspect that their child is bullying another student.
- Must share with the school any suspicions they have that bullying is taking place even when it does not directly involve their child.

Staff
- Must always be aware and take action when there are concerns about bullying.
- Must report and record all allegations of bullying following the school's procedures.
- Must ensure students and, where appropriate, parents/carers, are given regular feedback on the action being taken.

Governors
- Must ensure that the school has an Anti-Bullying Policy and that it is regularly reviewed every two years.
- Must ensure that there is a member of the Senior Leadership Team that has specific responsibility for anti-bullying.
- Must ensure that the effectiveness of the Anti-Bullying Policy is regularly monitored and that this is reported to the Governing Body.

What are our strategies for prevention?

1. All staff will clearly state that bullying is unacceptable behaviour at South Hunsley. Teasing and other 'minor' incidents should be discouraged. We will actively promote tolerance and respect for difference and diversity (e.g. relating to race, gender and disability see Inclusion Policy.)

2. Every effort will be made to integrate all students into their tutor group and the wider school community. The tutor will try to achieve this by:

   - building a tutor group identity.
   - encouraging all students to participate in a wide range of activities, both in school and in their free time.
   - encourage students to be assertive, whilst respecting the needs and feelings of others.

3. All adults will set a good example by working to establish positive relationships between staff and students as well as between peers.

4. Duty staff should:

   - monitor student behaviour. If bullying is suspected they should report the behaviour of students concerned and take appropriate action, informing the relevant Head of House.

   - visit the more isolated areas of the school. These should include the area behind Media, Music, Riding, Humber, Technology, Sports Hall and Kingston Building. Toilets should be visited at breaks and lunchtimes by the duty staff, including lunchtime supervisors.

5. Students on entry to Year 7 will be told to report incidents of bullying. All students in other year groups will be reminded of the importance of reporting and preventing incidents. The initial report will be treated confidentially, within safeguarding guidelines. Head of House will consider how best to investigate, intervene and support the students involved. The Head of House will share information on 'a needs to know basis' but also consider the impact upon the students involved – ensuring that there is a balance between meeting a student's individual need and safeguarding.

6. Prompt arrival to registration and lessons reduces the opportunity for bullying to occur; attendance and punctuality will be monitored by Head of House and tutors in the first instance.

7. Assemblies will reinforce the anti-bullying message and the procedures which students should follow, if they are being bullied.

8. During Induction and the PSCHE programme will tutors, subject staff support delivery of this policy to students in Year 7. The current PSCHE module dealing with bullying is aimed at building self-esteem and using assertiveness as methods of combating bullying. The Performing Arts Department explores issues related to bullying as part of the drama programme.

9. Tutors also engage in enabling their tutees to explore safeguarding issues and anti-bullying issues throughout the key-stages. Safeguarding and anti-bullying guidance is included in homework planners and forms part of their Personal development Booklet.

10. The school Code of Conduct forbids bullying. This Code is re-issued at the start of each academic year. The Code of Conduct is in the Homework Planner.

11. We will consult with students to ascertain their views of bullying and its extent

12. School Behaviour Policy – Behaviour for Learning (sanctions and rewards) and SIMS electronic system enables monitoring and evaluation of all types of bullying.

13. Students are asked to report incidents of bullying and report incidents to a member of Pastoral Team. The school is also engaged with the Buswise programme.

14. 'Impero' software is being used for students to report issues of concern. Also a "tellus" e-mail address has also been set up for students to report issues.

15. A fully staffed lunchtime 'drop in' room is available every lunchtime to provide a 'safe' area for students to attend if they are worried about bullying.

16. ~~Peers mentors are available at lunch time drop-ins on a rota basis and~~ Student Mentors are attached to every House.

17. ~~Year 12 Peer Mentors are available for pre-identified 'vulnerable' Year 7 and 8 students to discuss problems they are experiencing both in and out of school.~~

18. Anti-bullying programmes are also arranged in conjunction with Youth Services, Parish Youth Worker and Connexions to prevent and reduce bullying; such as Anger-management & B.O.S.S. (Building on Self-esteem)

19. Impero confide view is an ICT tool which is used within school to allow us to screen for online bullying and improve safety on-line.

20. The Child Protection Co-ordinator, Deputy, Heads of House and e-Safety co-ordinator regularly monitor, analyse and review data on bullying with the expressed aim of improving response and planning deployment of resources to reduce bullying.

21. All Heads of House have attended training on restorative practice and regularly refresh their safeguarding students qualifications.

All the points listed above make a contribution to the creation of a secure community in which students will feel safe. If students know that we actively want to create a safe community, there should be the necessary level of trust to allow them to confide in adults if they are being bullied.

What are the procedures by which we can deal with incidents of bullying?

A   General points

1. All reports of bullying will be addressed and the priority will be to support those being bullied and to stop the bullying.

2. It is the responsibility of the school to assess the seriousness of the bullying and to determine the appropriate action that should be taken.

3. Where necessary, parents will be engaged to ensure they are fully informed about what is happening and will be appropriately involved.

4. We will work to help and support those responsible for the bullying to understand the impact of bullying and to change their behaviour.

5. In all cases, subsequent monitoring will take place to ensure bullying is not repeated.

6. South Hunsley greatly values the close partnership between staff and parents, however if a parent/guardian is concerned an issue has not been properly dealt with they should feel confident in expressing their concerns. All complaints should be made according to the school's Complaints Procedure.

B   Supporting victims of bullying

1. Students are told to report bullying to their tutor, Head of House, or other members of staff with whom they feel comfortable.

2. The member of staff will discuss the situation and make or ask the student to write a statement. When Heads of House are not involved directly, this information must be shared with them.

3. A range of solutions should be discussed e.g. peer support, mediation between victim and bully, 'circle of friends,' 'moving it away,' use of humour, parent involvement and behaviour contracts.

4. Decide on action (see possible strategies in the next section).

5. Monitor & Review progress, maintaining communication with parents, tutor etc.

C   Investigating bullying

1. Interview the suspected bully and obtain/produce a written statement.

2. Obtain statements from witnesses.

3. If the complaint is upheld, the bully and their parent should be informed of the action to be taken and the consequences of any repetition.

4. Monitor & Review progress.

NB.   A complete record of the incident must be kept, whilst ensuring that the individual child's record conforms to legal requirements.

Sanction against Bullying
A range of approaches should be used available so that each case is dealt with individually, rather than in a mechanistic manner. The early involvement of parents is important. Possible courses of action are:

- loss of privileges e.g. banned from clubs or trips
- sanctions, detention, unit referral, fixed term exclusion (escalating according to seriousness), involvement with external agencies
- daily report, to monitor positive and negative behaviours
- subject displacement, or unit referral
- contract, code of conduct between those involved (with consequences clearly outlined)
- support group approach e.g. 'Circle of Friends', Breakfast Club, B.O.S.S course, peer support
- restorative support & practice may be used
- ~~peer mentoring approach e.g. bully and victim discuss events with supervision from Year 12 peer mentors in order to reach an amicable solution (for low level incidents)~~

For severe incidents that go against Child Protection or Criminal Law Procedures, the school will consider whether to report them to outside authorities including our local PCSO who may decide to speak to students in school.

Supporting victims of Bullying

The school prioritises support for those suffering bullying.

Once again a flexible approach is seen to be important, as well as the early involvement of parents. Support can be one of or a combination of the following:

1. "sanctuary" - either by providing a safe place or alternative ways of spending lunchtimes e.g. supervised 'drop in' room – SEN homework club in H7, Inclusion clubs such as film club, table tennis club etc.
2. Registration drop-ins are also available in the Inclusion area in Humber
    iinvolve peers, tutor, staff, peer mentors in buddying programmes
3. limiting opportunities for bullying by making colleagues aware of times when an individual has been bullied
4. support group approach but identify and respond to patterns of bullying using appropriate levels of support & sanctions
5. victims and bullies may also be helped by our multi-agency partners or programmes of support delivered within school e.g.
    - EWO where bullying or fear of bullying is affecting attendance.
    - Youth & Family Services
    - Counsellors (internal/specialist)
    - CAMHS
    - Peer Mentoring
    - Anger Management Course
    - Social Skills Group
    - Building On Self Esteem Course

Supporting those responsible for bullying

We strive to support those responsible for bullying as well as the victims, in the hope that this will prevent further or prolonged incidences of bullying within the school. Support can be one of or a combination of the following:

1. restorative approach led by Heads of House, whereby those responsible for bullying and those being bullied meet together to discuss issues that have arisen between them.

2. students sign codes of conduct and contracts regarding behaviour within school.

3. students encouraged to be involved in youth centre projects, e.g. B.O.S.S (Building on self esteem) & extra curricular activities/clubs.

4. students with poor social skills encouraged to attend B.O.S.S. or another group as appropriate led by the inclusion team

Monitoring

Heads of House record instances of bullying. Each week this data is fed into the CSI and reported to the Head of School. These reports are communicated to the Governing Body via the Headteacher's Report. SIMS, and the recent introduction of Impero will enable the consistent logging and monitoring of direct and indirect bullying and on-line safety.

Parents are also consulted through specific focus groups and students have taken part in whole school surveys on the subject of bullying.

How do we ensure that people are aware of the Policy?

1. Formal acceptance by the Governing Body.

2. This policy will be issued to staff and made available to staff parents and students on the VLE.

3. Students will be made aware of the Governors' acceptance of the policy, thereby advertising the policy to all and made available to staff/parents/students in the Safeguarding Area of the VLE. Aspects of the policy are delivered: by means of the PCSHE and Tutorial programme; via assemblies; and by the work of the Student Voice and Peer Mentors. All students receive an anti-bullying guidance at the start of the academic year together with a copy of the Code of Conduct in their planners. This will then be revisited during tutorial time.

4. Bus drivers will be made aware of the key elements of the policy.

5. Parents will be informed via the Prospectus, the School Newsletter and the Year 7 Handbook and the Safeguarding Area of the VLE.

6. Lunch supervisors will be informed via their termly meeting.

7. South Hunsley School will engage all students in Anti-bullying Week.

3. Glossary

BOSS – Building on Self-Esteem

CAMHS - Child Adolescent Mental Health Services

DFE – Department for Education

PSCHE – Personal, Social, Citizenship and Health Education

SEND – Special Educational Needs and Disability

SIMs – this is the database used at South Hunsley

SLT – Senior Leadership Team

VLE – Virtual Learning Environment