

# Anti-Bullying Policy

<b>Date:</b>	<b>January 2016</b>
<b>Revision:</b>	<b>D</b>
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<b>Approved by the Governing Body:</b>	<b>Pupil Inclusion – 29 01 16</b>
<b>Full Governor Approval:</b>	<b>March 2016</b>

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**At Huntcliff School everyone is expected to behave in a considerate and self-disciplined manner which will ensure and enhance the learning, happiness and safety of all members of the school**

## **1. Philosophy**

- 1.1. We believe that for everyone to benefit from our learning community, Huntcliff School should be a place where students, staff, helpers, families and other visitors are made to feel welcome and comfortable and where everyone is treated with respect in an atmosphere free from intimidation.
- 1.2. We believe that all pupils and young people have the right to protection from harm, neglect and abuse and that their well-being is of paramount importance. Huntcliff School aims to ensure good relationships between, and good behaviour towards, all members of its community and that learning and personal development takes place in a climate of trust, safety and confidence.
- 1.3. The school has a system of rewards which aims to motivate and encourage students as well as helping to build individual self-confidence and self-esteem. Huntcliff School values everyone's unique contribution to our community.
- 1.4. Everyone has a responsibility for safeguarding and promoting the well-being of all students and all staff have a duty of care, to ensure our students are protected from harm.

## **2. Principles**

2.1. The school will:

- 2.1.1. Adopt a definition of bullying that is agreed across the school and accepted across the local community.
- 2.1.2. Have a consistent approach to any bullying incidents that occur.
- 2.1.3. Raise awareness of bullying and promote positive relationships based on mutual respect.
- 2.1.4. Seek to involve all stakeholders in the implementation and monitoring of this policy.
- 2.1.5. Promote positive action to prevent bullying through our PSHE programme and related activities.
- 2.1.6. Provide support for all members of the school community that may be involved in dealing with an incident of bullying.
- 2.1.7. Provide appropriate training for both staff and students to support the implementation of the policy across the school.
- 2.1.8. 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.

### **3. Definition of Bullying**

- 3.1. 'Bullying is a behaviour which can be defined as a repeated attack, physical, psychological, social or verbal, by those in a position of power which is formally or situationally defined, with the intention of causing distress for their own gratification.'  
(*Bullies and Victims in School* by V Besag, 1989)
- 3.2. There may sometimes be misunderstanding about the meaning of the term 'bullying'. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

### **4. Types of Bullying**

- 4.1. There are various types of bullying, but most have three things in common:
  - 4.1.1. It is deliberately hurtful behaviour.
  - 4.1.2. It is repeated over time.
  - 4.1.3. There is an imbalance of power, which makes it hard for those being bullied to defend themselves.
- 4.2. There are various forms of bullying which include:
  - 4.2.1. Physical e.g. hitting, kicking, taking belongings.
  - 4.2.2. Verbal e.g. name calling, insulting, racist remarks.
  - 4.2.3. Indirect e.g. spreading malicious rumours, excluding individuals from social groups, family feuds brought into school.
  - 4.2.4. Cyber e.g. use of email, social networking sites, mobile phone messaging to spread rumours, make malicious comments. (further information for reference in Appendix 1)
- 4.3. The lives of students who are bullied are made miserable; they may suffer injury, they may attend erratically, they may lose self-confidence, they are likely to underachieve educationally and socially. Many of the outward signs of bullying can be the same as other indicators of abuse such as:
  - 4.3.1. non accidental injuries (including self-abuse)
  - 4.3.2. low self-esteem, unhappiness, fear, distress or anxiety.
- 4.4. 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.

## **5. Roles and Responsibilities**

- 5.1. The Headteacher is ultimately responsible for the well-being of all students and staff. All staff, students, parents and governors should be made aware of the policy alongside awareness being raised of the issues associated with bullying in schools.
- 5.2. The Assistant Headteacher with responsibility for inclusion has been designated to oversee the safeguarding and well-being of students. Their role includes the following responsibilities:
  - 5.2.1. To liaise with the Headteacher on all matters regarding the safeguarding of pupils.
  - 5.2.2. To ensure all staff are aware of the contents of the Anti-Bullying Policy and that its procedures are adhered to, through regular training
  - 5.2.3. To liaise with appropriate staff to ensure the implementation of whole school initiatives to highlight aspects of bullying, including Anti-Bullying Week.
  - 5.2.4. To ensure the use of appropriate assemblies to highlight aspects of bullying, including Anti-Bullying Week
- 5.3. To monitor and record all reports of incidents of bullying.
- 5.4. To ensure the appropriate Head of House monitors students involved in bullying and keeps the parents/carers informed.
- 5.5. To liaise with the police as necessary.
- 5.6. The Faculty Director for Design Technology is responsible for the monitoring of the Student Guidelines for Network and Internet Use policy. Students who violate the rules included in this policy will be sanctioned.
- 5.7. School staff have the following responsibilities:
  - 5.7.1. Staff should be alert to any potential incident of bullying and intervene when instances are noticed.
  - 5.7.2. Minor incidents of disagreement should be addressed by form tutors/subject teachers and can be dealt with effectively by reference to the guiding Principles in the Behaviour Policy
  - 5.7.3. Incidents that constitute bullying should be referred to the victim/bully's form tutor who will liaise with the Head of House over action to be taken.
  - 5.7.4. The Head of House is responsible for clarifying the facts through thorough investigation and taking statements from the bully, any victims and witnesses.

- 5.8. The Head of House, having clarified the facts, will inform all parents/carers of the incident, record the incident and liaise with the Assistant Headteacher with responsibility for inclusion regarding the sanction.
- 5.9. Every pupil at Huntcliff School is an individual and each case of misdemeanour is judged within the context of the situation in which it occurred. Any of these strategies can be applied:-
- 5.9.1. Internal inclusion, during break and lunchtime, until investigation completed
  - 5.9.2. Detention
  - 5.9.3. Fixed term inclusion
  - 5.9.4. Fixed term exclusion
  - 5.9.5. Mediation / Restorative approaches
  - 5.9.6. Referral for counselling / victim support
  - 5.9.7. Written or verbal apology
  - 5.9.8. Parent/carer interview with HoH leading to parental assistance in applying support or strategies or deterrents as necessary
  - 5.9.9. Continued monitoring of victim/bully individually
  - 5.9.10. Referral to external agencies eg Social Services, Educational Psychologist, PCSOs
- 5.10. Students have the following responsibilities:
- 5.10.1. Ensuring that previous victims of bullying are not isolated from groups of friends.
  - 5.10.2. Intervening when someone is being bullied and making it clear to the bully that their actions are disapproved of.
  - 5.10.3. Informing a member of staff that bullying is happening.
  - 5.10.4. Encouraging the victim to join in activities and groups.
  - 5.10.5. Discussion and consideration of bullying issues in PSHE lessons and Tutor time.

## **6. Allegations Against Staff**

- 6.1. Huntcliff School believes that all members of the school community are entitled to protection from bullying. Inappropriate behaviour between students or staff will not be tolerated and any concerns or allegations of impropriety will be dealt with quickly, fairly and sensitively through the Grievance Procedure.
- 6.2. Any staff disclosing information, regarding inappropriate behaviour by colleagues, will be listened to and supported by the senior leadership group, in line with the Whistle Blower's Charter.

## **7. Evaluation and Monitoring**

- 7.1. 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.

## Appendix 1 - Cyber-bullying

### **Key Safety Advice For Children & Young People**

1. Always respect others – be careful what you say online and what images you send.
2. Think before you send – whatever you send can be made public very quickly and could stay online forever.
3. Treat your password like your toothbrush – keep it to yourself. Only give your mobile number or personal website address to trusted friends.
4. Block the bully – learn how to block or report someone who is behaving badly.
5. Don't retaliate or reply!
6. Save the evidence – learn how to keep records of offending messages, pictures or online conversations.
7. Make sure you tell:
  - an adult you trust, or call a helpline like ChildLine on 0800 1111 in confidence;
  - the provider of the service; check the service provider's website to see where to report incidents;
  - your school – your form tutor or your Head of Year can help you.

Finally, don't just stand there – if you see cyber-bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

### **Key Safety Advice For Parents & Carers**

1. Be aware, your child may as likely cyber –bully as be a target of cyber-bullying. Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.
2. Talk with your children and understand the ways in which they are using the internet and their mobile phone. See the seven key messages for children (on the left) to get you started.
3. Use the tools on the service and turn on in-built internet safety features.
4. Remind your child not to retaliate.
5. Keep the evidence of offending emails, text messages or online conversations.
6. Report cyber-bullying:
  - Contact your child's school if it involves another student, so that they can take appropriate action.
  - Contact the service provider.
  - If the cyber-bullying is a potential criminal offence, you should consider contacting the police.

The table below explores the range of ways today's technology can be used:

<b>Technology</b>	<b>Great for:</b>	<b>Examples of misuse:</b>
Mobile Phone	Keeping in touch by voice or text , taking and sending pictures and film, listen to music, playing games, going online and sending emails. Useful in emergency situations and for allowing pupils a greater sense of independence.	Sending nasty calls or text messages, including threats, intimidation, and harassment. Taking and sharing humiliating and/or inappropriate images. Videoing other people being harassed and sending these to other phones or internet sites.
Instant messenger (IM)	Text or voice chatting live with friends online. A quick and effective way of keeping in touch even while working on other things	Sending nasty messages or content. Using someone else's account to forward rude or mean messages via their contacts list
Chatrooms and message boards	Groups of people around the world can text or voice chat live about common interests. For young people, this can be an easy way to meet new people and explore issues which they are too shy to talk about in person.	Sending nasty or threatening anonymous messages. Groups of people deciding to pick on or ignore individuals. Making friends under false pretences – people pretending to be someone they're not in order to get personal information that they can misuse in a range of ways – e.g. by spreading secrets or blackmailing
Emails	Sending electronic letters, pictures and other files quickly and cheaply anywhere in the world.	Sending nasty or threatening messages. Forwarding unsuitable content including images and video clips, or sending computer viruses. Accessing someone else's account, e.g. to forward personal emails.
Webcams	Taking pictures or recording messages. Being able to see and talk to someone live on your computer screen. Bringing far-off places to life or video	Making and sending inappropriate content. Persuading or threatening young people to act in inappropriate ways. Using inappropriate recordings to manipulate young people





	conferencing.	
Social network sites	Socialising with your friends and making new ones within online communities. Allowing young people to be creative online, even publishing online music. Personalising homepages and profiles, creating and uploading content	Posting nasty comments, humiliating images/video. Accessing another person's account details and sending unpleasant messages, deleting information or making private information public. Groups of people picking on individuals by excluding them. Creating fake profiles to pretend to be someone else, e.g. to bully, harass or get the person into trouble.
Video hosting sites	Accessing useful educational, entertaining and original creative video content and uploading your own.	Posting embarrassing, humiliating film of someone.
Virtual Learning Environment	School site, usually available from home and school, set up for tracking and recording student assignments, tests and activities, with message boards, chat and IM	Posting inappropriate messages or images. Hacking into someone else's account to post inappropriate comments or deletes schoolwork
Gaming sites Console and Virtual worlds	Live text or voice chat during online gaming between players across the world, or on handheld consoles with people in the same local area. Virtual worlds let users design their own. Avatars – a figure that represent them in a virtual world	Name-calling, making abusive/ derogatory remarks. Players may pick on weaker or less experienced users, repeatedly killing their characters. Forwarding unwanted messages to other devices in the immediate vicinity.