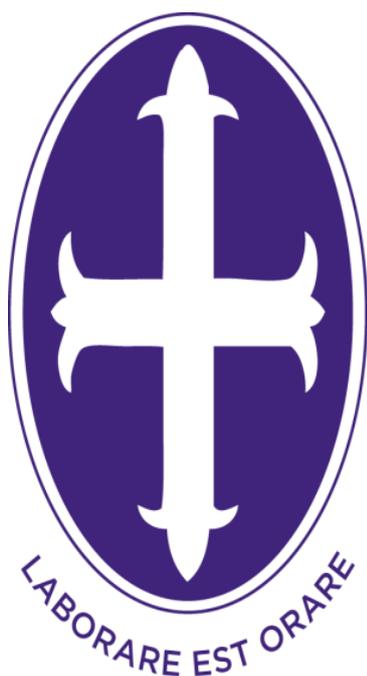


ST HILDA'S
CE HIGH SCHOOL

Anti-Bullying Policy

Date Policy prepared: 24th February 2019
Governor Committee: Policy committee
Policy agreed by committee: 4th March 2019
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Policy reviewed by: CON/JCO
Date for next review (annual/2 yearly): February 2021

St Hilda's is educating for Wisdom, Hope, Community, Dignity and Equality



ST HILDA'S CE HIGH SCHOOL

VALUE		THE POLICY		
Wisdom	Hope	Community	Dignity	Equality
<p>We aim to develop excellent standards of conduct, care and protection of vulnerable people in all that we do.</p> <p>The policy is designed to: a) help establish what to look out for to support vulnerable people: b) help colleagues to understand the processes to be followed: c) ensure colleagues maintain these processes and standards for the protection of vulnerable people;</p> <p>A key principal is to identify, prevent and protect vulnerable people which is achieved through support and guidance wherever reasonable in the circumstances.</p> <p>The guiding principal of the policy is to treat each other fairly and reasonably, with respect and courtesy at all times, no matter what the circumstances, consistent with our values.</p>				

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ST. HILDA'S CE HIGH SCHOOL

ANTI-BULLYING POLICY

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Statement of intent

St Hilda's expects all students to act in a responsible manner. Poor behaviour of any kind is not tolerated in school.

All students and young people at St Hilda's are entitled to learn in a safe and supportive environment. This means they should be free from all forms of bullying behaviour. Our anti-bullying policy outlines how instances of bullying will be dealt with by the school and strategies put in place to prevent occurrences of bullying. These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines a number of legal obligations regarding the school's responses to bullying. Under s.89, our school must have measures in place encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the school's behaviour policy which must be communicated to all students, school staff and parents.

All staff, parents/carers and students will work together to prevent and reduce any instances of bullying at our school. There will be a zero tolerance policy in place at St Hilda's.

1. What is bullying?

1.1. Bullying is usually persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another. It is often difficult for a victim to defend themselves against bullying.

1.2. Bullying is generally characterised by:

- Repetition: Incidents are not one-offs but frequent and happen over a period of time.
- Intent: The perpetrator 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.

2. What does bullying look/sound like?

2.1. Many different kinds of behaviours can be considered bullying. Bullying can be related to almost anything. Teasing another student because of their appearance / religion / ethnicity / gender / sexual-orientation / home life / culture / disability or special educational needs are all just some of the types of bullying which can occur.

2.2. **Verbal** – name calling, mimicry, teasing, insulting, spreading rumours, swearing, making threats.

2.3. **Physical** – any unwanted or inappropriate touching, physical intimidation, hitting, pushing, kicking, pinching, poking, damaging or taking of belongings, deliberate pushing and shoving, threats of violence and extortion.

2.4. **Emotional** – spreading rumours, deliberate exclusion from groups, tormenting, ridiculing, isolating, refusing to work with another student, revealing personal information, threatening, inciting or coercing others to treat an individual in a manner that could be considered bullying.

2.5. **Cyber** – threats and intimidation, harassment/'cyber-stalking', defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images. (It can include messages intended as jokes, but which have a harmful or upsetting effect.)

3. Prevention

3.1. Staff will encourage student co-operation and the development of interpersonal skills through the use of group work and pair work.

3.2. Bullying should be discussed as part of the curriculum and diversity, difference and respect for others should be promoted and celebrated through various lessons and our school values.

- 3.3. Changing and organising seating arrangements in class can help to prevent instances of bullying.
- 3.4. Potential victims of bullying should be drawn into working groups with students who do not abuse or take advantage of them.
- 3.5. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events (for example, drama productions, sporting activities, music).
- 3.6. All members of the school community should be made aware of the school's bullying policies.
- 3.7. All staff members should have received some training on identifying and dealing with bullying.
- 3.8. A safe, supervised place, such as the library, should be available for students to go at lunch if they are involved in conflict with their peers or wish to avoid a bully.

4. Staff guidance principles

- Prevention will be at the forefront of our bullying policy.
- Staff will treat reports of bullying very seriously.
- Staff will not ignore suspected bullying.
- Unpleasantness by one student towards another will always be challenged and never ignored.
- Staff will take action immediately. This applies to all staff, not only teaching staff.
- Staff will respect students' privacy and information about specific instances of bullying will not be discussed with others, unless in a setting the victim gives consent to.
- Follow-up support will be given to both the victim and bully in the months following any incidents to ensure all bullying has stopped.

5. Roles and responsibilities

It is the responsibility of all staff to be alert to possible harassment of and deal with incidents of bullying as the highest priority. Other specific responsibilities are stated below.

- 5.1. The governors will review the anti-bullying policy.
- 5.2. The Headteacher will review and amend the policy, using staff experience of dealing with bullying incidents in the previous year to improve procedures and taking account of new legislation and government guidance. The Headteacher will keep a record of all reported incidents and provide appropriate training for staff members.
- 5.3. Each Head of House will correspond and/or meet with parents where necessary. They will also provide a point of contact when more serious bullying incidents occur.
- 5.4. Form teachers will be alert to social dynamics in their class and available for students who wish to report bullying. They will also provide follow-up support following bullying incidents.
- 5.5. Subject teachers will ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the Head of House of such observations. Throughout the year, the composition of groups shows sensitivity to those who have been the victims of bullying.

- 5.6. Parents/carers should inform their child's Head of House if they are concerned that their child may be being bullied/involved in bullying.
- 5.7. Students should inform a staff member if they witness bullying or are a victim of bullying. They should not respond to bullying by making counter-threats. They should walk away from any dangerous situations and avoid involving other students in incidents. Students should be advised to retain all evidence of cyber-bullying.

6. Procedures for dealing with bullying

- 6.1. **Minor incidents:** will be reported to the students' Head of House who should investigate the incident, set appropriate sanctions for the perpetrator and inform the Pastoral Deputy Head in writing of the incident and outcome.
- 6.2. **Serious incidents:** the procedure outlined below will be adopted by all staff in serious incidents.

6.3. Interviews:

- The victim, alleged bully and witnesses are all to be interviewed separately.
- Try to ensure that there is no possibility of contact between the students interviewed, for example by texting.
- If a student is injured, take the student immediately to a First Aider for a medical opinion of the extent of the injuries.
- Use a room that allows you to interview in privacy. A witness is recommended for serious incidents.
- If appropriate, and necessary, ask all parties (bully, victim, witnesses) to write down details. This may need prompting with questions from you to obtain the full picture.
- Avoid making premature assumptions. It is important not to be judgemental at this stage. Listen carefully to all accounts, be non-confrontational and do not attach blame until your investigation is complete.
- Staff are encouraged to adopt a 'problem-solving' approach, asking the bully to suggest ways they could have improved the situation, and, if the victim has provoked the bullying incident, helping them to understand and explain more appropriate ways of behaving.
- Inform all students concerned that they must not discuss the interview with other students.

6.4. Record keeping:

- The teacher who conducted the interviews should write out a brief summary of the incident. A separate interview sheet should be completed for each student involved and the written statements of each part should be included.
- This record should then be saved on CPOMS (Safeguarding and child protection software for schools) where the records are kept centrally.
- The Pastoral Deputy Head and Headteacher should be able to access all documentation regarding the incident via CPOMS. Students should be correctly linked on CPOMS so that the incident is correctly recorded.

Action/Sanctions:

Conventional sanctions such as after-school detentions and the referral room may be pursued. In addition to this however, the following actions should be taken. Discretion can be used.

6.4.1. Appropriate action to deal with the bully:

- If you are satisfied that bullying did take place, help the student to understand the consequences of their actions and warn them that there must be no further intimidation. Inform them of the type of sanction to be used in this instance (detentions, service-based activities etc.) and future sanctions if the bullying continues.
- If possible, try for reconciliation and a genuine apology from the student. This can be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. (Discretion should be used here; victims should never feel pressured into a face-to-face meeting with the bully.)
- Realise that some students do not appreciate the distress they are causing and are willing to change their behaviour.
- Try to reach agreement on reasonable long-term behaviour.
- Prepare the pupil to face their peer group - discuss what they will say to others.
- Inform parents about bullying incidents and what action is being taken. Face-to-face meetings with the Pastoral Deputy Head may be appropriate.
- Head of House informally monitor student over the next half.

6.4.2. Appropriate actions to deal with the victim:

- The Head of House should check informally on a weekly basis for a month after the complaint of bullying.
- The Head of House should check formally the week after the bullying, and again during the same half term.
- If necessary, break up the group dynamics by asking staff to assign places in classes and in the form room.
- Encourage the victim to tell a trusted adult in school if bullying is repeated.
- Encourage the victim to broaden their friendship groups by joining a lunchtime or after-school club or activity.

6.5. Follow-up:

The progress of both the bully and the victim should be monitored by their Head/s of House. One-on-one sessions to discuss how they are getting on may be appropriate.

If the incidence was sufficiently serious, follow-up correspondence with parents a month after the incidence may be necessary. This should be from the Head of Year.

6.5.1. Students who have been bullied will be supported by:

- Being listened to (having an immediate opportunity to meet with their Head of House or a member of staff of their choice).
- Being reassured.
- Being offered continued support.
- Being offered counselling where appropriate.

6.5.2. Students who have bullied others will be supported by:

- Receiving a consequence to their actions.
- Being able to discuss what happened.
- Reflecting on why they became involved.
- Understanding what they did wrong and why they need to change.
- Appropriate assistance from parents/carers.

7. Bullying outside of the school

Teachers have the power to discipline students for misbehaving outside the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, cyber-bullying, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

Headteachers have a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate students' conduct when they are not on school premises and therefore not under the lawful charge of a school staff member.

The Headteacher 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 student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.