



HAZEL GROVE

HIGH SCHOOL

Anti-Bullying Policy

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Next Review Date : July 2021

Philosophy:

Hazel Grove High School defines bullying as “Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always, repeated overtime, which involves a real or perceived power imbalance.

At Hazel Grove High School, we are committed to working with students, staff, governors and parents/carers to create a school community where bullying is not accepted.

At Hazel Grove High School, the safety, welfare and well-being of all students and staff is a key priority. Our school is a place where people have the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at Hazel Grove High School is equal and treats each another with respect and kindness.

Bullying of any kind is unacceptable and will be identified and thoughtfully dealt with at our school. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and challenge any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our students to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our students by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school’s approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

Identifying and supporting vulnerable student

We work closely in school to identify particularly vulnerable groups, perhaps minority ethnic groups, travellers, refugees, LGBT students, students who transfer midterm into the school, students or young people in care, young carers, teenage parents and those with other special needs who may find it more difficult to build and maintain friendships.

As a school we plan positive action to support these students with all relevant staff members and provide additional support where necessary, for example peer support through Princess Trust.

Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects students and young people.

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

**Below are some factors that can make people vulnerable:
Schools must refer to the Equality Act 2010 and the 9 protected characteristics within it,
when dealing with bullying related incidents.**

Students and young people who are at most increased risk of causing harm (the Harmer/perpetrator) or being harmed (the Harmed/victim) through bullying are those who:

- are in foster care or residential homes (looked after student)
- are understood to be at risk from a range of safeguarding or child protection issues i.e. safeguarding / organised crime groups
- have specific special educational needs (especially on the autistic spectrum)
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying.
- experienced poverty or deprivation

Methods of bullying:

There are a number of bullying behaviours that can be summarised as:

Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods

Verbal – name calling, insulting, teasing, ‘jokes’, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care

Non-verbal – staring, body language, gestures

Indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures

Cyber – text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages.

Parental incitement

We acknowledge that some acts of bullying will constitute a criminal offence and in these cases other organisations will need to be contacted e.g. the Police or Social Care.

Peer Abuse

Students and young people who harm others (also referred to as Peer-on peer abuse):

Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender based violence. There is no clear boundary between incidents that should be regarded as peer on peer abuse and incidents that would be considered as bullying, sexual experimentation, etc. Assessments must be made on a case by case basis. (Firmin, C. 2017. *Abuse Between Young People*).

Types of Bullying

Bullying can be based on any of the following:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic, or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people
(you may wish to give examples of specific groups in your school community such as young carers)

No form of bullying will be accepted and all incidents will be taken seriously.

Derogatory language

Derogatory or offensive language is not acceptable and will not be permitted. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be all challenged by staff and recorded on sims in line with the Behaviour policy, including appropriate sanctions.

Prejudice-based incidents

A prejudice-based incident is often a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying intervention

Possible indicators of bullying include:

We recognise that the following behaviours may suggest someone is being bullied or is bullying. However, we also recognise that the list is not exhaustive.

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration,
- changes in behaviour and attitude
- truanting
- bullying other student
- damaged or missing clothes / money / property,
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body, (some may refuse to change for PE)
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction.

School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Proactive teaching and learning around how to build and maintain healthy relationships, including explicit work on how to appropriately manage conflict within relationships.
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- The PSHE programme of study includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying
- School assemblies help raise students' awareness of bullying and derogatory language
- Promotion of a climate/ethos which values individuals and aims to develop self-discipline and respect for others
- Restorative Approaches provide support for the harmed and harmer plus any other affected parties involved in any bullying incident.
- Stereotypes are challenged by staff and students across the school
- ICT Acceptable usage policy
- Promotion of peer support program e.g. Prefects, Anti-Bullying Ambassadors Diana Award.
- Diversity is celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week, Black History Month and LGBT History Month
- The school have a web based reporting system, SHARPS, which can be done anonymously and can be used at any time of the day.

What do school do if bullying occurs?

We deal with bullying to the best of our ability.

Incidents of this nature that happen outside of school, would not normally be subject to the application of our Anti-Bullying Policy unless there is a direct impact within school.

We follow up all reports and complaints of bullying. We record incidents of bullying internally. The actions we may undertake may include: discussion with student, meeting with all involved, referrals for support for either party and parents informed. Sanctions may include verbal warning, detentions, loss of social time, withdrawal from lesson and exclusion maybe considered.

Reporting – roles and responsibilities

SENIOR LEADERS:

The Head teacher and senior leaders have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

STAFF:

All school staff, both teaching and non-teaching have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the students involved and inform the Head of Year and Senior Staff immediately.

Staff log bullying for the perpetrator on a spreadsheet and the victim on CPOMS.

Staff will use curriculum time to deliver anti-bullying lessons or lessons across the curriculum to emphasise the wrongness and danger of bullying.

Heads of Year, Pastoral Manager and Designated Safeguarding Lead will monitor and act accordingly if any reports of bullying are logged using Sharps.

PARENTS AND CARERS:

Parents and Carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.

Parents and carers should encourage their child not to retaliate, support, and encourage them to report the bullying when it occurs.

When parents have concerns, we would encourage them to speak with us at the earliest opportunity. We find that it is much more effective to speak to the school when an incident occurs and not to post it on social media as this may affect and delay any investigations and outcomes.

Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the students Head of Year, Head of Pastoral or the Deputy Head for Pastoral.

Students should not take part in any kind of bullying and should watch out for signs of bullying among their peers. When finding themselves alongside an incident of bullying, they should attempt to offer support to the victim and, if possible, help them to tell a trusted adult.

Dealing with an Incident

When bullying has been reported, the following actions will be taken:

- Head of Year and/or Senior Leaders will investigate and record bullying on the spreadsheet linked to safeguarding. They will log the incident on CPOMS for the victim. They will analyse and evaluate results.
- Staff will offer support to all involved within a bullying incident. Individual meetings will be held with perpetrator and victim to devise a plan of action that ensures all feel listened to and supported, and feel safe and reassured that with support there can be a resolution. This may involve a restorative meeting. **Restorative meetings should be offered for any incident, this includes race or hate, homophobic and transphobic incidents) Please note that participation in any restorative repair meeting should be voluntary**
- Staff will pro-actively respond to the plan of action, with the perpetrator and victims possibly requiring support and work with other colleagues as appropriate.
- Staff will decide whether to inform parents or carers and where necessary involve them in any plan of action
- Staff will assess whether any other services (such as Police or the Local Authority) need to be involved, particularly when actions take place outside of school.

Safeguarding procedures must be followed when child protection concerns arise.

Bullying outside of school

Bullying is unacceptable and will not be permitted. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on students' well-being beyond the school day.

School will use their support systems when it becomes apparent that any incident of bullying is having an impact on an individual and/ or the school community

Training and Awareness

The head teacher is responsible for ensuring that all school staff, both teaching and non-teaching receive regular training on all aspects of the anti-bullying policy, including proactive healthy relationship work.

Recording and Reporting:

We maintain a spreadsheet in relation to any reported incidents of bullying in school.

All staff will alert the Head of Year/ Senior Leader of any bullying related incidents.

Monitoring and Evaluation:

The head teacher is responsible for reporting to the governing body (and the Local Authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report, by in school monitoring such as learning walks, and focus groups with students.

The policy is reviewed every 12 months, and a committee set up to oversee the review process.

Date of last review:

Head teacher signed:

Chair of Governors signed

Links to other school policies:

This anti-bullying policy links to a range of policies/strategies, including:

Equalities and Diversity policy

Equality Act 2010

Behaviour policy

The Relationships and Sex Education policy

Safeguarding policy

Responsible Use policy

Restorative Approaches strategy