

Student Anti-Bullying Policy

This policy is applicable to: South Hunsley School

Intended audience: Parents, Students, Staff

Version 1.2

POLICY MANAGEMENT

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1. Introduction

Bullying of any form is not tolerated at South Hunsley, and all staff and students are expected to be committed to preventing and intervening where bullying occurs. All staff and students should respect each individual and aim to make everyone feel comfortable, both on their way to and from school and within it. There must not be any fear of, or intimidation from other people, either physical or psychological.

2. Definitions

2.1 What is bullying?

There is no legal definition of bullying. However, the key points identified by the DfE (below) are adopted for the purpose of this policy. It's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often, but not exclusively, aimed at certain groups for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying – bullying via mobile phone or online

Specific bullying relationships covered within this policy, may include:

- Student on student
- Student on adult
- Adult on student
- Adult on adult (staff should refer to Whistleblowing policy, Expectations and Code of Conduct Policy.)

2.2 Types of Bullying

Bullying can occur through several types of anti-social behaviour. It can be:

2.2.1 Direct Bullying

Physical – a person can be physically hit, pushed, kicked, spat at, etc.

Verbal – verbal abuse can take the form of name calling, racial or sexual harassment, insulting family members, sexism etc...

Damage to property or theft – a person may have property damaged intentionally and/or stolen.

Intimidation – physical or emotional threats may be used by the bully to scare and intimidate a person. Coercion may be used to make the person to hand over the property to them.

2.2.2 Indirect Bullying

Exclusion – a person can be bullied simply by being excluded from discussion/activities with those they believe to be their friends or by turning others against someone.

Online – this applies to the use of technology, including social media to threaten, tease, intimidate or abuse someone. This includes, sending or sharing photos or personal information without permission. School cannot monitor all students' use of social media, but will intervene should actions taken online impact on school.

2.3 Prejudice & Discrimination

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

- Appearance
- Ability
- Family / Home circumstances
- Gender
- Health (including physical and mental)
- LGBT+
- Race, religion or culture
- Sex/gender
- Social class
- Special Educational Needs

3 Responsibilities:

3.1 Students

The following expectations apply to all our 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.

These standards and expectations are the backbone of our Behaviour for Learning Policy and are underpinned by 'The Hunsley Way' that, if followed by all, prevent bullying at South Hunsley School.

3.2 Parents and carers

The following expectations apply to all our parents and carers:

- 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.

3.3 Staff

3.3.1 Form Tutors

Form tutors see students on a daily basis, they are responsible for being the first point of contact for young people and also being vigilant in observing changes in behaviour and presentation that may indicate that a child is the victim of bullying.

3.3.2 Heads of House

When an incident of bullying is suspected and/or reported, a Head of House should ask students to record the events by writing a statement and in all cases should be recorded centrally on CPOMS. The HOH should assess the nature of the problem and take appropriate action. See appendix 8.1 that provides the flow chart that is followed once a bullying incident is reported.

Available strategies include (but are not limited to):

- Contacting parents.
- Holding a restorative meeting between students.
- Applying appropriate sanctions, in line with the school's behaviour policy.

- Constructing arrangements to discourage future incidents of bullying behaviour.
- Arranging further support for either the victim or perpetrator as appropriate. It may be at this stage that a formal referral is made to the Anti Bullying Co-ordinator for further intervention and support.
- Sharing a support plan with pastoral staff and/or teaching staff.

3.3.3 House Leaders

House Leaders will work alongside their Head of House to monitor reported incidents. After an incident of bullying has been logged on CPOMS, they will be alerted to this and create 'check-ins' with these students. The first check-in should be at least 1 week after the first incident date and the final check-in should be 4 weeks after, to ensure actions taken have been effective.

3.3.4 Inclusion

The inclusion team will provide support to victims and perpetrators of bullying, as appropriate. This will be based upon referrals being submitted by the pastoral team.

3.3.5 Other Staff

All staff in school, irrelevant of their role have a responsibility to be vigilant for the signs of bullying, challenge this when seen and ensure that appropriate processes are followed for reporting and resolution.

3.4 Governors

The governors' responsibility in relation to anti-bullying is that they must:

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

4 Preventative Measures

South Hunsley takes a preventative approach to bullying. Assemblies and workshops are delivered across all year groups to identify the different types of bullying and how they can cause harm to others. We work closely with external agencies to deliver high quality and relevant information and strategies to students to discourage bullying in all forms.

The importance of tolerance and equality are covered within our PSHE curriculum (see below).

4.1 The Hunsley Way

The Hunsley Way underpins the expectations of all students and is the backbone of our Behaviour for Learning Policy that, if followed by all, prevents bullying at South Hunsley School.

- We arrive to lesson on time, in correct uniform and with the right equipment.
- We follow instructions and we do as we are told by all staff – first time, every time.
- We take full responsibility for our actions.
- We show respect for students, staff and other members of the community.
- We engage fully without learning without disturbing others.
- We listen carefully when the teacher or another person is talking.
- We show good manners (please and thank you), and we hold doors open for one another.
- We walk around the school sensibly and quietly.
- We follow the designated one-way system and keep to the left hand side when walking through school buildings.
- We respect our environment, the school site and we treat resources with respect.
- We eat and drink in the right place at the right time.
- We bring completed homework on time, every time.
- We wait to be dismissed at the end of the lesson.

4.2 PSHE

Anti-bullying is explored through a range of topics from years 7-11. These include, but not limited to: identity and diversity; risks and safety; British values; prejudice and discrimination and how to be a positive citizen. Students are also introduced to the 9 Protected characteristics according to the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

4.3 Tutor Time

Through our daily tutor time activities, students explore a range of topics that encourage open discussion around bullying. Through, Community and Personal Development, Character Development, Current Affairs, Assemblies and the Reading Programme.

4.4 Community

We work closely with our wider community, who can make us aware of concerns within the local area, as well as with our local community policing team who support with preventative measures to bullying.

5 Response to Incidents

South Hunsley School acknowledges that bullying does happen in schools. When students or staff identify bullying a rigorous process of reporting, recording and intervention is put in place for both the victim and the perpetrator of bullying. These include behaviour consequences, emotional support, restorative practice, and support from inclusion.

5.1 Reporting

All incidents of bullying or any potential signs that could be linked to bullying are recorded centrally on CPOMS, either by the member of staff that witnessed it or by the member of the House Team that it was reported to. Relevant staff, including the HOH of the students involved, receive an immediate alert to act upon. This will ensure that patterns and repeat incidents are spotted (see 6 Monitoring).

5.2 Computer Monitoring

The school has many different monitoring system at its disposal;

- All files stored on the school's servers can be searched and checked
- Teachers can monitor the students use of computers within the IT labs they are in
- All computer use is monitored centrally against a set of predefined word lists and use or viewing of inappropriate text is logged with a screen grab and the details of the offence, user and time it occurred
- Computer use is live monitored using Smoothwall Monitor Managed Service with incidents alerted to the Online Safety Coordinator (OSC) and Child Protection Officer (CPO).

The monitoring system will monitor all users (staff and students) the same and the client will be installed on all school owned computers. The difference between staff and students, with regards to this monitoring system, will be the method in which those logs are reviewed.

Where incidents raise concern regarding potential for online bullying, they will be also recorded on our online Child Protection Monitoring System (CPOMS) where a pattern of concern can be identified if appropriate and actions taken by staff.

Currently, school-owned iPads do not have individual monitoring on them, as due to the nature of the device, you cannot identify the user at any given time. As such, they are filtered through the web proxy with the most restrictive policy applied.

5.3 Restorative Practice

At South Hunsley, we take a restorative approach as a way to respond to incidents. When conflict occurs our focus is on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. Restorative justice meetings may be held by a member of the pastoral team where relevant after a bullying incident in order to help resolve the issue.

5.4 Support

Bullying hurts. No one deserves to be a victim of bullying and everybody has the right to be treated with respect. Schools have a responsibility to respond promptly and effectively to issues of bullying and ensure everyone feels safe in school.

5.4.1 Supporting Victims of Bullying

The school prioritises support for victims of 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:

- Provision of a safe place or alternative ways of spending break and lunchtimes.
- Wellbeing Ambassador Buddy – peer support from our trained student wellbeing ambassadors.
- Inclusion support and referrals where necessary.
- Limit opportunities for bullying by making colleagues aware of time when an individual has been bullied.
- Victims 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 Support
 - Counsellors (internal/specialist)
 - CAMHS
 - Label of Love
 - RISSE projects
 - Anger management support
 - Social skills / friendships groups
 - Mind
 - SMASH

5.4.2 Supporting Those Responsible of 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. See appendix 8.1 that provides a flowchart of the systems in place. Support can be one of or a combination of the following:

- 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.
- Appropriate sanctions for bullying incidents that follow the behaviour policy
- Students sign codes of conduct and contracts regarding behaviour within school.
- Students encouraged to be involved in extra-curricular activities/clubs.
- Students with poor social skills encouraged to work alongside inclusion team to help build and improve skills.
- For incidents of multiple separate occasions, further appropriate sanctions will be put in place, these could be, but not limited to:
 - Parents contacted to discuss strategies
 - Student will be requested to complete a responsive, targeted education programme to understand the impact of bullying on victims.
 - Where necessary, police and local PCSOs may be requested to support.

6 Monitoring

All staff record instances of bullying and act promptly with relevant actions, led by the students' Head of House. The House Leader will receive a notification via CPOMS of the incident and the follow-up action from the Head of House. The House Leader will monitor the situation through individual drop-ins, five days after the reported incident and four weeks after the incident to ensure the problem isn't ongoing.

The member of staff that oversees anti-bullying will monitor reports on CPOMS each week this data is reported to the Assistant Headteacher with oversight of anti-bullying and the Headteacher. These reports are communicated to the Governing Body via the Headteacher's Report and to the Trust via weekly CSI updates.

CPOMS and Smoothwall will enable the consistent logging and monitoring of direct and indirect bullying and online safety.

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

7 Glossary

DFE – Department for Education

HOH – Heads of House

HL – House Leaders

EWO – Education Welfare Officer

PSHE – Personal, Social and Health Education

SEND – Special Educational Needs

SLT – Senior Leadership Team

CPOMS – Child Protection Online Management System

Mind – Mental Health Charity

RISSE – Responsive In School Safeguarding Education

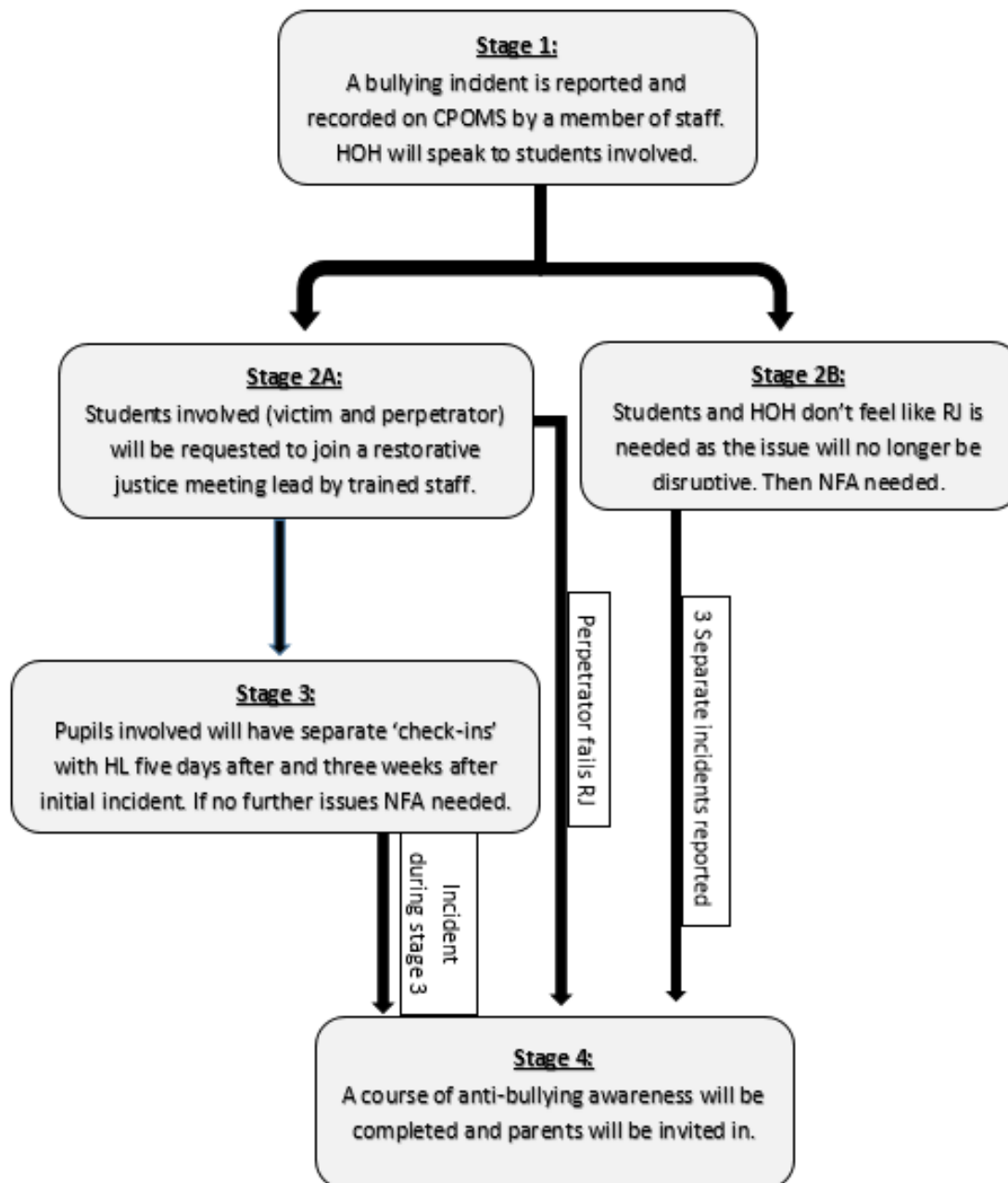
SMASH – Social Mediation And Self Help

LoL – Label of Love

8 Appendices

8.1 – Response to incident flow chart (Restorative Justice)

Anti-bullying strategy:



8.2 – Example of a restorative justice form

Hand Out 14 - Conference Preparation Record Sheet

What happened? What happened first? What happened next? What choice did you make? What choice could you have made?
What were you thinking?
What do you think now?
What needs to happen to put this right?
What could you put on the contact?
Who has been affected by this and how?
What could the other person put on the contact?
What has been the hardest thing for you?
What could you do differently next time?
Facilitators Notes: - It will be good to consider - Who has been affected by this behaviour, what are the needs of those affected by this behaviour and how will they be met by the restorative work you are planning?