The Heys School

Anti-Bullying Policy

Date Reviewed:	June 2021
Next review Date:	June 2023
Role (COG/CEO Trust)	I Mclaughlin
Signed:	

Nominated Member of Leadership Staff Responsible for the policy/Designated Safeguarding Lead: Helen Pickavance, Lead Practitioner

Additional Nominated Member of Leadership Staff Responsible for the policy: Mark Kerr

This policy will be reviewed at least annually, and following any concerns and/or updates to national and local guidance or procedures

Policy

The Heys School we have a zero tolerance approach to bullying and encourage compassionate behaviour. The aim of our anti-bullying policy is to clarify for students and staff that bullying is always unacceptable. We wish to encourage an environment where independence is celebrated and individuals can flourish without fear and be treated equally. The school wishes to promote tolerance and respect, including respect for difference and diversity. Every student and member of the teaching and non-teaching staff has the right to be safe and happy in school, and to be protected when they are feeling vulnerable.

The school fully subscribes to the strategic aims of Bury Children's service anti bullying guidance:

'Every child and young person in Bury deserves the best possible start in life; to be brought up in a safe, happy, healthy and secure environment; to be consulted, listened to and heard; to be supported as they develop into adulthood and maturity; and to be given every opportunity to achieve their potential.'

Statement of Intent

The Heys School is committed to ensuring that students learn in a supportive, caring and safe environment, without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

Definition

Bullying is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power.

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focusing on the issue of sexuality
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.
- Disability/SEN – because of or focusing on a disability or special educational need.
- Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance.
- Prejudice-based bullying is any type of direct physical or verbal bullying, indirect bullying or cyberbullying based on protected characteristics such as:
- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Bullying can therefore constitute any of the above activities within the context of the definition provided. Bullying may occur to anyone and this policy is inclusive of the bullying of school staff, whether by pupils, parents or other staff. (Members of the school workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice).

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

The Heys School Objectives

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.

- To react to bullying incidents in a reasonable, proportionate and consistent way.

- To safeguard the student who has experienced bullying and to trigger sources of support.

- To apply disciplinary sanctions to the student causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

Policy Aims

- All students, parents/carers, staff and governors should have an understanding of what bullying is.

- Staff and governors should follow the school policy when bullying is reported or suspected.

- All students and parents/carers should know what bullying is and inform a member of staff if bullying arises.

- The school will always take bullying seriously. We use a range of proactive and reactive strategies to combat and prevent bullying.

Reporting Procedures

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible by the member of staff who has been approached (See Appendix 1). All incidents of bullying are logged through CPOMs and followed-up as directed by the Assistant Head teacher for Safeguarding (RADAR team). The school continues to ensure that the anti-bullying policy is a living working document through its procedure and communication to all members of the school community. This is achieved through the weekly RADAR meetings.

- The incident will be investigated by interviewing all concerned and record outcomes on the CPOMS.

- Form tutors and subject staff will be kept informed and asked to monitor the behaviour of the students concerned.

- Parents will be kept informed and are discouraged from taking matters into their own hands and should not approach a suspected student but speak to a member of staff.

- Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the bullied student according to the particular incident/s.

- Students who are victims of bullying will be offered the opportunity to discuss their experience with their Form Tutor/Head of Year/Pastoral Manager or another member

of staff, be offered support in terms of access to the student counsellor or anti-bullying ambassadors to restore self-esteem and build confidence.

- Students who have bullied will be helped by: discussing what happened, discovering why the student became involved and establishing a sense of wrong-doing. Parents/carers will be informed to help change the attitude and behaviour of the student.

- In agreement with both parties involved there will also be the opportunity to rebuild relationships, involving a restorative meeting mediated by a member of staff as a way of resolving disputes.

The following disciplinary steps may be taken:

- Official warning to cease offending
- Exclusion from certain areas of the school premises or certain activities
- Detentions
- Isolation
- Referral to senior staff and/or external agencies e.g. Education Welfare Officer, Police Liaison Officer.
- Internal isolation
- External suspension or permanent exclusion.

Prevention

As a school we take bullying seriously. We use a range of proactive strategies to prevent bullying. These include:

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Use of opportunities certain times of the school day to raise awareness of the negative consequences of bullying.
- Pupil surveys.
- Improved supervision in potential problem areas.
- Anti-bullying ambassadors.
- Review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.
- The delivery of PSHCE curriculum, that identifies how to report bullying, what bullying is, what form it can take and making pupils aware of how to report this for themselves on behalf of their peers.

Development, Monitoring and Review

We plan to:

- Monitor, evaluate and review our anti-bullying policy on a regular basis led by the Heads of Year/Pastoral Managers and reported regularly.

- Support staff to identify and tackle bullying appropriately.

- Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively and seek feedback from students via the Anti-bullying ambassadors and student questionnaires.

- To learn from anti-bullying good practice elsewhere and utilise the support of the Bury Local Authority, Bury Anti-Bullying co-ordinator and relevant statutory/voluntary organisations when appropriate.
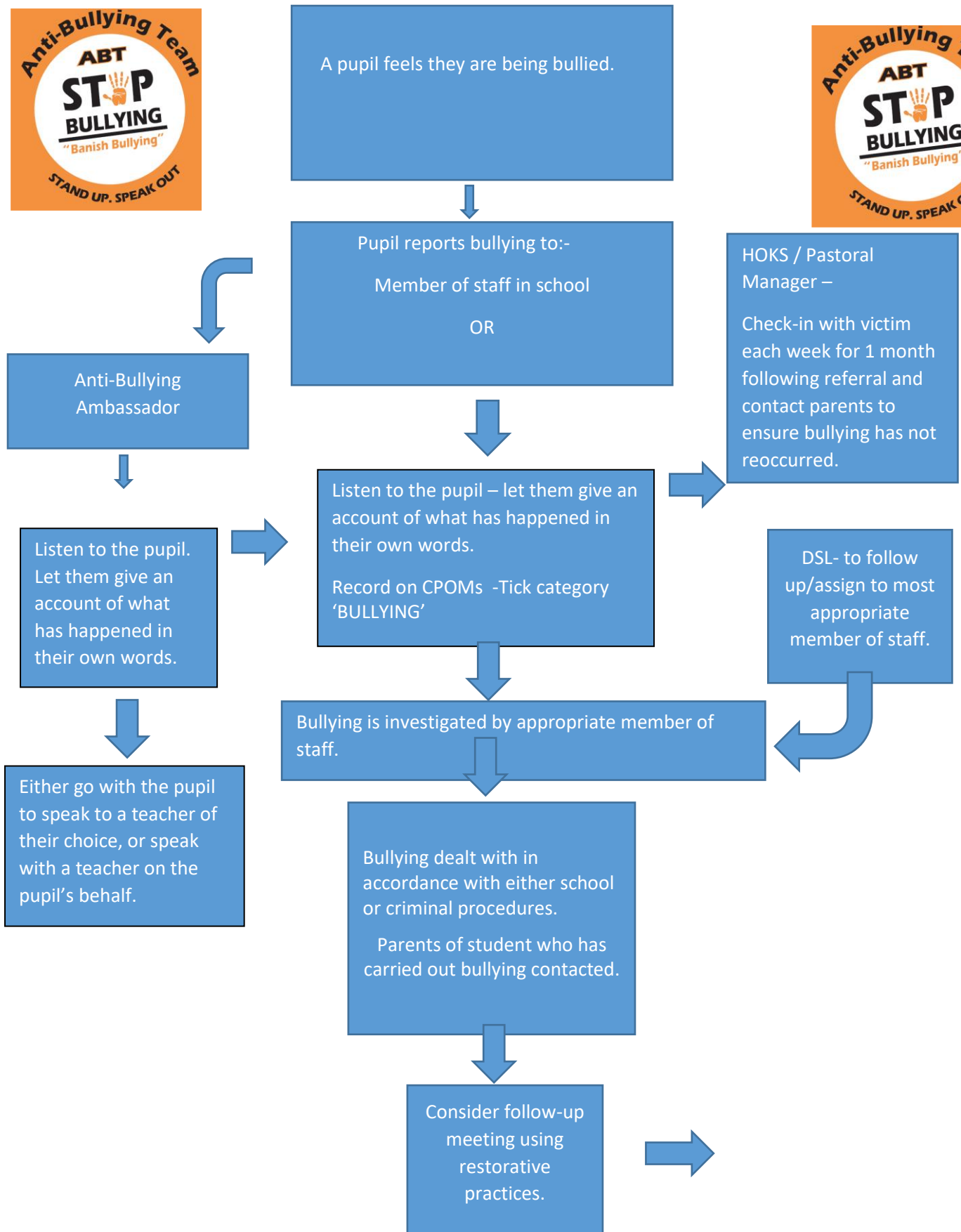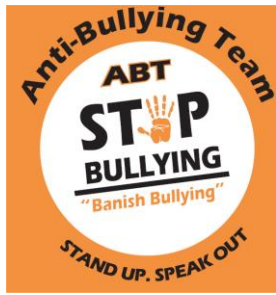
Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- SEND Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational
- LGBT Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org

- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk
- Sexual harrassment and sexual bullying Ending Violence Against Women and Girls (EVAW)

ANTI-BULLYING PROCESS

A pupil feels they are being bullied.

Pupil reports bullying to:-

Member of staff in school

OR

HOKS / Pastoral Manager –

Check-in with victim each week for 1 month following referral and contact parents to ensure bullying has not reoccurred.

Anti-Bullying Ambassador

Listen to the pupil – let them give an account of what has happened in their own words.

Record on CPOMs -Tick category 'BULLYING'

DSL- to follow up/assign to most appropriate member of staff.

Listen to the pupil. Let them give an account of what has happened in their own words.

Bullying is investigated by appropriate member of staff.

Either go with the pupil to speak to a teacher of their choice, or speak with a teacher on the pupil's behalf.

Bullying dealt with in accordance with either school or criminal procedures.

Parents of student who has carried out bullying contacted.

Consider follow-up meeting using restorative practices.

Appendix 2: STRATEGIES AND ACTIONS TO PREVENT BULLYING

Environment

We will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities. PSHCE plan
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Use the confidential web-based reporting systems to encourage students to share concerns
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Education and Training

We will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council.

Involvement of pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying. This will take place through assemblies and form time.
- Involve pupils in the 'Banish Bullying' anti-bullying campaign in schools and embed messages in the wider school curriculum using PSHCE form time programme to encourage discussions over cyber-crime, media and relationships, friendships, minority groups and social media.

Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying. Parents evening sessions will be used to promote e-safety awareness.
- Parents/carers know who to contact if they are worried about bullying and where to access independent advice using the school website with contact details of our pastoral team.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner