

## Rationale

Positive relationships between students, staff and parents are of the utmost importance to our learning community as we strive to create an atmosphere where every child matters.

All students and staff have the right to work and relax in dignity and safety. Our proactive approach allows for the education of students, their family and staff to hold healthy and positive relationships between one another.

Our Anti –bullying work aims to change attitudes to bullying as well as to behaviour.

## Aims & Objectives

We are committed to providing a caring, friendly and safe environment for all of our community, enabling wellbeing and a positive learning experience. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should feel safe and encouraged to speak out against it and know that incidents will be dealt with promptly and effectively.

This policy looks to support staff, students and parents/carers in their understanding of Hele's School ethos, and our approach to eradicating bullying from our community.

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

In response to the Equality Act 2010 we have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

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## A Clear Definition of Bullying

Throughout school life friendship groups change. It is important that issues arising from such changes receive acknowledgment and emotional validation, but are not confused with bullying. At Hele's School we believe that friendship issues and bullying are defined as;

- Isolated and varied incidents lasting for short periods of time which occur infrequently throughout the year.( Friendship issues)
- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.
- Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

All members of our community have a right to;

- Feel safe, secure and treated with respect in the school environment.
- Be educated on their rights and responsibilities regarding bullying and cyberbullying
- Have property treated with respect.
- Gain assistance and support when involved in a bullying issue.
- Have issues and concerns dealt with in a professional and confidential manner.

## See it – Our Responsibilities

Students, Parents, Staff and Governors have a duty to;

- Support the Hele's School Code of Conduct

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- Contribute to a safe school environment by modelling appropriate anti-bullying behaviour in daily relationships.
- Ensure that the role of the bystander is understood as being unacceptable
- Encourage members of our community to report their concerns
- Disclose any concerns about bullying to someone who can be trusted such as a Mentor, Teacher, Tutor, Head of Year/House, Pastoral Support Manager or other member of our community.
- Display respect, tolerance and courtesy when interacting with all members of the School community.
- Attempt to understand and value the different physical and emotional needs of others.
- Inform families about any areas of concern, which relate to the pastoral welfare of their son/daughter.
- Provide confidentiality for the victim and person responsible for bullying whenever possible.
- Apply the procedures of the Hele's School Anti Bullying Policy to all parties in a fair and unprejudiced manner.
- All community members should be proactive in making Hele's School free from all forms of bullying.

### Solve it – Dealing with incidents

#### Reporting of an incident

- All initial incidents should be based on the philosophy that the behaviour was unintentional unless proven otherwise.
- Any individual who believes that they have been bullied should report the incident to an appropriate person within our community, as listed above.
- All parties involved will be interviewed to collect information about the incident. This should be conducted from an unprejudiced perspective. Information will be logged via a student incident form and then recorded on SIMS.
- When bullying has been found to have taken place, a combination of the following activities may take place:
  1. Support/advice for the victim
  2. Support for the bully (consequences/implications of bullying for the victim)

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3. Reconciliation meeting between the parties involved
  4. Warning/sanctions for the perpetrator and/or bystanders as appropriate
  5. Student follows an appropriate behaviour programme in the Student Support base ie Anger management/anti-bullying/self-esteem or emotional resilience work
  6. Allocation of older mentor to support students through peer mentoring
  7. Discreet staff monitoring and student feedback on the situation
  8. More serious sanction as warranted by severity of offence which may include isolation or exclusion.
- In all occasions the Form Tutor /Head of House should be informed to ensure consistency across the school.
  - In all but the most minor cases the parents of those involved should be informed of the situation.
  - Parents will be informed of any online activity causing offence which has taken place outside of school.
  - Where bullying outside school is reported to school staff, it should be investigated and acted on. The Principal will also consider whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

## On-Going incidents

- If further incidents involving the same perpetrator arise this will be considered an intentional act.
- A student who fails to learn from the educative process implemented following an initial incident will be monitored , sanctioned and parents will be informed
- The investigative procedures of stage one are repeated.
- Students may be asked to keep a log of events so that there is clear evidence of any further incident
- Form Tutors and mentors must inform Head of House of all ongoing issues.

## Problematic Situations

- A full investigation should be undertaken, as outlined in section one receiving a report of an incident.

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- A senior member of staff will arrange to meet with the parent of any students deemed to be persistent bullies.
- At risk students will be monitored carefully and may be placed on a Passport to Success and expected to report to a senior member of staff.
- Sanctions will be given in line with the school's behaviour policy and, in extreme cases, may include a fixed term exclusion.

## Stop it - Restoring Wellbeing

When a member of our community experiences bullying they may experience a lack of confidence in their ability to integrate into the social environment of the school. The school will look to support their recovery as best as possible and may implement any of the following;

- Continued support from a student Mentor.
- Form Tutor or an appropriate teacher should monitor the student to ensure that there are no ongoing concerns.
- Staff/mentors will provide intervention strategies for all parties to enable them to have a dignified and safe learning and social environment.
- Links to the Student Support Base to support self esteem and confidence.
- Students will have regular updates on how to report incidents of bullying, including cyberbullying.

Bullying is addressed across the school in a number of ways:

- a) Through primary liaison in year 6 when the Deputy Principal and Head of Year visit every feeder school and talk to pupils transferring into year 7
- b) Through thematic Stop the Clock Days and through the Personal Development programme
- c) Through an IT module delivered in Year 7 on cyberbullying
- d) Through periodic assemblies promoting anti-bullying behaviour, respect, tolerance and equality.
- e) Through a whole school response to anti-bullying eg Whole school book on anti-bullying, year 7 conference, House competitions.
- f) Peer mentors have received training on how to deal with victim and are available to meet with students in a designated area during the lunch hour.

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- g) Posters offering advice on what to do if bullied are displayed in tutor bases. Guidance is available in the student planner
- h) Year 7 students receive advice on how to deal with bullying during their induction and are helped with their transition by year 10 mentors.
- i) The House system has been set up to promote peer support and create a family ethos in which students are expected to look out for each other and report concerns as appropriate.
- j) Monitoring of behaviour during social time and the provision of quieter areas where students may wish to go ( Student Support base, Library, SE1)
- k) SLT termly analysis of bullying data and trends and response to this.
- l) Use of the 'Confide' service where students can report their concerns directly to a senior member of staff.
- m) Signing of the Home-School agreement on entry to the school which clearly outlines our expectations.

Bullying incidence is lower in schools which promote high levels of self-esteem and worth amongst its students. Staff should consider:

- Referrals to appropriate members of staff
- Use of rewards
- Greeting of students and conclusion of sessions
- Use of positive reinforcement
- The way in which purpose and expectations of learning and behaviour are conveyed
- The quality of evaluation of what each child achieves, including marking and feedback
- Classroom layout and seating plans
- Information sent to them by pastoral staff which may impact upon classroom dynamics

In addition we aim to use the following strategies when appropriate:

- involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue

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in a way that protects the child, and they reinforce the value of good behaviour at home. Anti-bullying literature is available in our Induction pack and on the school website.

- involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. We teach children that using any prejudice based language is unacceptable
- use specific organisations or resources for help with particular problems. We draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying
- provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. We also work with other agencies and the wider community to tackle bullying that is happening outside school
- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying
- create an inclusive environment. We aim to create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination

## Specialist organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

BeatBullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, BeatBullying have developed a peer support programme for young people affected by bullying.

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Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively. Restorative Justice Council: Includes best practice guidance for practitioners

## Cyber-bullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen: provides online safety information for educators, parents, carers and young people. 11

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