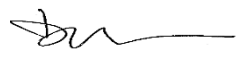





# ANTI-BULLYING POLICY

Review Period	Recommended Annually		
Date of next review	Spring 2022	Author	M Payne
Type of Policy	Statutory	Approval Status	Governing body
Signed by:			
Head Teacher	Mr D Thompson	Date 4 March 2021	
Chair of Governors	Mr R Pinder	Date 4 March 2021	

## HEBBURN VALUES AND STANCE ON BULLYING

Our vision at Hebburn Comprehensive School is to have a harmonious community where the emphasis for all is on learning and achievement, where pupils feel safe and where a culture of success and ambition is celebrated and embedded throughout the school and wider community. We aim to raise the aspirations of all our young people, inculcating a respect for one another and for the value of learning and citizenship. Through challenge, partnership and support, we aim to raise standards of achievement; create a genuine sense of community spirit; and enhance our pupils' life chances for the future.

All children deserve the opportunity to achieve their full potential. At Hebburn Comprehensive School, we have a commitment to securing the five outcomes set out below:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution

A wide body of research indicates that bullying is a problem for many young people, and we acknowledge that some of this can take place in schools. At Hebburn Comprehensive, we take the issue of bullying extremely seriously and have rigorous systems to address it. We believe that through education and the inculcation of a set of core values, we can work together to reduce incidences of bullying and become a school in which bullying is not tolerated, in any form and at any level.

### DEFINITION OF BULLYING

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) 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.

## TYPES OF BULLYING

**Many kinds of behaviour can be considered bullying and can be related to almost anything.**

Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

**Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

**Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation. Homophobic bullying is a criminal offence under the Crime and Disorder Act 1998 and s146 of the Criminal Justice Act 2003.

**Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles. A hate crime offence under the Crime and Disorder Act 1998 and s146 of the Criminal Justice Act 2003.

**Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviour

**Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes

**Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues

**Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying

## HEBBURN COMPREHENSIVE SCHOOL AIMS:

- To inculcate a set of clear, inclusive values of mutual respect that are understood and shared by all members of the school community;
- To promote a secure and harmonious environment in our community, free from threat, harassment and any type of bullying;
- To have a Behaviour Policy that is explicit about the way in which pupils should treat each other and ensure that the key messages are consistently reiterated and reinforced;
- To take positive action to prevent bullying from occurring through personal and social development;
  
- To ensure that the curriculum, including PSHE and Citizenship:
  - systematically teaches pupils about all aspects of individual difference and diversity, including those related to appearance, religion, race, gender, sexuality, disability and ability;
  - includes a clear progression that takes account of the age and maturity of pupils;
  - is tailored to the particular needs of the current and anticipated intake of the school;
  - is adapted as necessary to address particular issues related to diversity or to bullying in the school and the wider community;
  
- To show commitment to overcoming bullying by having a zero-tolerance approach;
- To inform pupils and parents of the school's expectations and to forge a productive partnership between home and school: this helps to maintain a bully free environment;
- To support pupils in developing a sense of empathy and becoming caring citizens in and out of school;
- To ensure that staff are aware of their role in fostering the knowledge and attitudes which will be required to achieve these aims and in role-modelling, through their own professionalism, the values expected.

## **EXPECTATIONS**

Our aim at Hebburn Comprehensive is to have preventative measures, constantly re-evaluated, through the following expectations:

### **EXPECTATIONS OF THE SCHOOL:**

- To ensure that bullying records are maintained and closely monitored;
- To work closely with parents/carers, the wider community and pupils to ensure that the values and ethos of the school are understood;
- To teach pupils strategies to manage their own relationships with others and how to resolve issues.
- To have a strong emphasis on a consistent and positive approach to behaviour;
- To ensure that we evaluate, at an appropriate time after any bullying event, how effective the action has been;
- To analyse bullying data to assess whether there are any patterns, trends or issues emerging;
- To use this analysis to plan future actions and inform policies.

### **EXPECTATIONS OF STAFF AND GOVERNORS:**

- To develop systems that seek the views of pupils, parents and carers and staff on a regular basis in order to evaluate the effectiveness of strategies;
- To create a positive school culture for all learners;
- To analyse systematically incidences of bullying and the actions taken;
- To embrace a whole-school approach that celebrates individuals and provides support for all pupils;
- The school will have an effective anti-bullying policy in place that is an integral part of school life;
- A supportive Governing Body will encourage the involvement of parents in the school.
- Staff and Governors will establish a clear system of rules, rights, responsibilities and consequences.
- Staff and Governors will provide an environment that is stimulating and enjoyable.
- To recognise that the responsibility for dealing with bullying incidents rests with the school and the Governing Body.
- Staff and Governors accept that the school has no responsibility to deal with bullying incidences occurring outside of school; however, the school will endeavour to support the child and parents.
- Staff will respond to parental queries and concerns positively and as soon as possible.

## **EXPECTATIONS OF PARENTS**

- To be supportive of the school's expectations of behaviour.
- To respond to school concerns positively and as soon as possible.
- To make appointments and attend meetings when and where possible.
- To keep the school informed of any suspicions they may have that their child may be a victim of bullying.
- To accept that the school has no responsibility to deal with bullying incidences that occur outside school or online outside of school; however, staff will endeavour to support the pupil and parents.
- To be involved in their child's school life and attend parents' evenings etc.

## **EXPECTATIONS OF PUPILS**

- To support the school rules, rights, responsibilities and consequences.
- To take responsibility for their behaviour.
- To respond to school concerns positively and without delay.
- To be involved in a proactive school council.

## **ACTION UNDERTAKEN BY HEBBURN COMPREHENSIVE TO COMBAT BULLYING**

- Meetings to assess and review procedures/ incidents.
- Issues addressed through PSHE, lessons across the curriculum and assemblies
- Staff duties.
- Training pupils as peer mentors.
- Effective deployment of the Pastoral Team and other support staff.

## **STAFF GUIDANCE ON DEALING WITH BULLYING ISSUES**

At Hebburn Comprehensive, we take bullying extremely seriously and provide guidance for all staff. Identifying pupils who are being targeted is often difficult.

We use the following indicators as guidelines:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work

- Returning home with torn clothes or damaged possessions
- Missing possessions including money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home
- Changes to sleeping patterns.

How to manage incidences of bullying:

- vigilance on interactions within the classroom/around the school;
- staff presence at break and lunchtimes;
- intervene in low-level situations; speaking to pupils
- make a record of concerns and pass directly to pastoral staff for further intervention;
- staff may use CCTV footage when investigating an incident. This must only be viewed by the member(s) of staff investigating and must not be shared with other staff not directly involved in the investigation. Due to confidentiality restrictions, CCTV footage cannot be shared with parents.

We encourage all staff to observe general behaviour in and around school and to apply the Behaviour and Rewards Policy consistently.

### **PROTOCOLS FOR PUPILS WHO HAVE BEEN BULLIED**

At Hebburn Comprehensive, we treat targets (pupils who have been bullied) and incidents seriously, whether reported by staff, parents or peers. We recognise the fact that anyone can be a target and it is not his or her fault. As part of our robust safeguarding procedures, the school works very closely with outside agencies, to ensure that any vulnerable children are safe. Mrs Payne (Safeguarding Lead) and Mrs Burdis (Safeguarding Deputy) work closely with the Heads of Learning and Intervention Managers to ensure that there is a coordinated whole-school approach in dealing with bullying.

- Reassure the pupil that they have done the right thing by telling someone, praising their courage for telling.
- Establish details without making the pupil feel responsible for being bullied
- Identify areas of the environment where bullying occurs: corridors, classrooms and any social or transit areas the school yard. Once identified, these areas will be managed effectively.

- Let the pupil know what is being done and set a time and date for a meeting.
- Parents should be informed of procedures in place and actions taken.
- Appropriate strategies will be used and reviewed regularly.
- A comprehensive log of incidents and actions must be maintained and reviewed.
- Summary information will be provided for the termly meetings of the Governing Body.

## **PROTOCOLS FOR CHILDREN WHO EXHIBIT BULLYING BEHAVIOURS**

We are aware a pupil may bully for a variety of reasons:

- life events;
- power of an anti-social peer group;
- personality characteristics;
- Some bullies may have low self-esteem that often manifests itself in violence or unpleasant treatment of others;
- Some bullies are extremely manipulative of people and/or situations: this type of behaviour needs to be handled sensitively, but firmly. Wherever possible, staff should address the behaviour, rather than the person.

## **WHEN INVOLVED WITH A PUPIL WHO EXHIBITS BULLYING BEHAVIOUR STAFF AT HEBBURN COMPREHENSIVE ARE ENCOURAGED TO:**

- Diffuse the situation and remain calm and non-judgmental.
- **Separate the bullying actions from the person** who is bullying (allows a way out and becomes a win-win situation).
- Explain clearly to the pupil what is going to happen to ensure they understand rules, responsibilities and consequences that the school expects and applies.
- Inform parents of events and consequences that may follow.
- Decide which strategy is effective and appropriate.
- Involve outside agencies if deemed appropriate e.g. Services for Young People, Educational Psychologist, Police and Social Workers.
- Where serious violence or emotional bullying is involved, the Head Teacher may exclude the perpetrator immediately, pending further investigations.



## **MONITORING AND EVALUATION**

- Monitoring of the policy will be undertaken annually by the Head Teacher, Mrs Payne and the Chair of Governors, together with the nominated Safeguarding Governor.
- The Chair of Governors will be kept informed of repeated incidences of bullying.
- Records will be kept for the duration of the victim's and perpetrator's time in school, or for three years – whichever is longer up to three years, or longer, if required.
- There will be an annual review and update of the Policy by the Governing Body.
- The policy will be shared and reviewed with the staff and pupils.
- We will involve the school council /governors in reviewing the policy.

## **THE POSITION OF THE LOCAL AUTHORITY**

It is a statutory responsibility for all schools to have an Anti-Bullying Policy. This policy will explain how they will respond to all incidences. If you are worried or concerned about bullying issues, or your child has reported bullying to you, it is important that you make contact with the Head Teacher of the school, who will ensure a member of staff follows up your enquiry, as outlined in their schools' policy. Schools will endeavour to meet with you to discuss your concerns so that they can work with you and your child to resolve the issues. If the matter remains unresolved, the next step would be to refer the matter through the schools' complaints procedure, which would involve the school's Governing Body.

## **GUIDANCE FOR PARENTS AND CARERS**

At Hebburn Comprehensive, we believe parents and carers have a vital role in ensuring their child adheres to the school rules and in supporting the school when dealing with contentious issues. These guidelines and information are available to parents.

## **SIGNS TO LOOK FOR IN YOUR CHILD**

Common symptoms may include:

- headaches or stomach aches
- anxiety, irritability or stress
- refusal to attend school
- few or no noticeable friends around
- loss of money or belongings
- unexplained bruises etc
- an unwillingness to talk about school

## **ADVICE FOR PARENTS:**

- Speak to the Head of Learning about the problem; the senior member of staff with overall responsibility for responding to issues of bullying is Mrs M Payne, who has oversight of all safeguarding issues;
- Obtain from school a copy of the national parent anti-bullying leaflet;
- Consult supportive web sites:  
[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk);  
[www.actagainstbullying.org](http://www.actagainstbullying.org)
- Support your child: assure them it is not their fault; they can't choose the way people behave towards them but can choose how they respond.
- Find time to talk to your child: empathise with their situation.
- Remind them how resilient and strong they are in keeping going to school despite facing daily problems;
- If not resolved, see the Head Teacher or the Deputy Head Teacher;
- Request the initiation of an action plan and time line to monitor the bullying;
- If you feel the matter is still not resolved, then you can contact the Chair of Governors;
- It is the parents', pupils', school and governors' responsibility to try and resolve bullying incidents that may occur.

## **IF YOU FEEL YOUR CHILD IS BULLYING OTHER CHILDREN**

Look out for signs of bullying by your child or from others:

- Your child may have more money than usual.
- Your child may have property that does not belong to him/her.
- Your child may display aggressive behaviour and belittle others.
- These are only guidelines; your child may display some or all of these and not be bullying.

## **WHAT CAN YOU DO?**

If you are concerned, do make an appointment to meet your child's Head of Learning.

- Talk with him/her to discourage this behaviour.
- Discuss how it makes other children feel.
- Give praise when your child displays cooperative behaviour and kindness to others.
- If possible, monitor the use of Facebook, Twitter, and other forms of social media.

Mrs Payne is the senior member of staff with responsibility for issues relating to bullying

If you have any serious concerns, please do not hesitate to contact Mrs Payne on 0191 4833199.