

HEBBURN

Comprehensive School



WORK HARD | BE KIND | ASPIRE

Anti-Bullying Policy

Review Period	Recommended Annually		
Date of next review	Spring Term 2025	Author	D Thompson
Type of Policy	Statutory	Approval Status	Governing body
Signed by:			
Head Teacher	Mr D Thompson	Date: 22 May 2024	
Chair of Governors	Mr G Thompson	Date: 22 May 2024	

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

Statement of Intent

At Hebburn Comprehensive we believe that all pupils are entitled to learn in a safe and supportive environment that is free from all forms bullying. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

Strategies, such as learning about tolerance and celebrating difference, aim to promote an inclusive, tolerant, and supportive ethos at the school.

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.

Statutory Implications

The school understands that, under the Equality Act 2010, it has a responsibility 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.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment, or intimidation, and hate crimes.

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. It can happen face to face, or online.

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.

We understand that vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

The following are protected characteristics and our role in school is to ensure that students are protected from discrimination in relation to these both in-person and online. The protected characteristics are:

- age
- disability
- gender reassignment (transphobia)
- pregnancy and maternity
- race
- religion or belief
- sex
- maternity or civil partnership

Generative Artificial Intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

At Hebburn Comprehensive School, we recognise that AI has many uses to help pupils learn, but may also have the potential to be used to target others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

We will treat any use of AI to target pupils in line with our Anti-bullying Policy and Behaviour and Rewards Policy.

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 or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

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 behaviours.

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

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

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

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

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the target, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived “quality” of their clothing or belongings.

Cyberbullying: Bullying based on the use of electronic communication, particularly mobile phones, social media and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature. (See separate policy.)

Child-on-Child Abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

Staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or targets.
- Never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual “jokes” or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to Children’s Services/Police, where appropriate.

The school’s Child-on-Child Abuse Policy outlines the school’s stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed.

Roles and Responsibilities

The Governing Board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

The Head Teacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures. · Keeping a Bullying Report Form of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff.

Heads of Learning are responsible for:

- Corresponding and meeting with parents where necessary.

- Providing a point of contact for pupils and parents when more serious bullying incidents occur.
- Investigating incidents and keeping accurate records.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's Head of Learning/Intervention Manager of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the targets of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

- Informing their child's Head of Learning or form tutor if they have any concerns that their child is the target of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a target of bullying.
- Not making counter-threats if they are targets of bullying.
- Walking away from dangerous situations and avoiding conflict with others involved.
- Completing and returning Incident Logs, as agreed with the pastoral team.
- Keeping evidence of cyberbullying and informing a member of staff should they fall target to cyberbullying.

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 Board 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 Board.
- 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 target of bullying.
- 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 show kindness towards other students and to behave in a respectful manner at all times.
- To respond to school concerns positively and without delay.
- To be involved in a proactive school council.

Action Undertaken by Hebburn Comprehensive to Protect Against 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.

Prevention

The school has a whole-school commitment to addressing bullying in any form.

All members of the school will be made aware of this policy and their responsibilities in relation to it.

Different types of bullying will be discussed as part of the RSE and health education curriculum, in line with the RSE policy.

Staff will encourage pupil co-operation and the development of interpersonal skills. Diversity, difference and respect for others will be promoted and celebrated throughout the school. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities, diversity and cultural groups.

Seating plans will be organised in a way that prevents instances of bullying.

A safe place, supervised by a teacher, will be available for pupils to go to during free time if they feel threatened or wish to be alone.

Pastoral staff will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are targets or have witnessed an incident.

Before a new pupil joins the school, particularly when this happens in-year, the pupil's form tutor and the DSL will implement a strategy to prevent bullying from happening: this will include integration through the Purple Zone. Where a new pupil is deemed vulnerable, this strategy may involve further observation or intervention on the part of the DSL.

The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour.

The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

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.

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated

- They have been the target of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's Head of Learning/Intervention Manager, who will investigate the matter and monitor the situation.

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.

Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately if they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and never ignored.

Staff will always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

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 Burdis (Designated Safeguarding Lead) and Mr Bingham (Safeguarding Manager) 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 target others for a variety of reasons:

- Life events;
- Power of an anti-social peer group;
- Personality characteristics;
- Some perpetrators may have low self-esteem that often manifests itself in violence or unpleasant treatment of others;
- Some perpetrators 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 perpetrator** (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.

Child-on-Child Abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE/RSE lessons.

All staff will be aware that pupils of any age and gender are capable of abusing their peers. Staff will take all instances of child-on-child abuse seriously and will never tolerate abuse as “banter” or “part of growing up” and will never justify any form of sexual harassment. Staff will also be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing- or initiation-type violence.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled.

The school’s Child-on-Child Abuse Policy outlines the school’s stance on addressing child-on-child abuse.

Cyberbullying

Cyberbullying may be defined as ‘the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the targets of cyberbullying’. It can take a number of different forms: threats and intimidation, harassment or ‘cyber-stalking’ (e.g. repeatedly sending unwanted texts or instant messages), sexting (e.g. sending and receiving sexually explicit messages, primarily between mobile phones) vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and ‘trolling’ (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the perpetrator with another route to harass their target.

However, it differs from other forms of bullying in several significant ways:

- By facilitating a far more extreme invasion of personal space. Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.
- The potential for anonymity on the part of the perpetrator. This can be extremely distressing for the target.
- The potential for the perpetrator to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying.
- Through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the target, even though the perpetrator may feel his / her actual actions had been no worse than conventional forms of bullying.
- The difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- The profile of the perpetrator and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations. Teachers can be targets, and age and size are not important.
- Many cyberbullying incidents can themselves act as evidence, so it is important the target saves the information.

Procedures

Incidents will be reported to the target’s Head of Learning or Intervention Manager, who will investigate the incident, keep accurate records, make contact with parents/carers and set appropriate sanctions for the perpetrator.

When investigating a bullying incident, the following procedures will be adopted:

·The target, alleged perpetrator and witnesses are all interviewed separately.

Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication.

If a pupil is injured, members of staff take the pupil immediately to the first aid room.

- A room is used that allows for privacy during interviews.
- A witness is used for serious incidents.
- If appropriate, the alleged perpetrator, the target and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture.
- The member of staff investigating the incident will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the target.
- Premature assumptions are not made.
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete.
- All pupils involved are informed that they must not discuss the interview with other pupils.
- Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Sanctions

If the Head Teacher is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The Head Teacher will inform the perpetrator of the type of sanction to be used in this instance, e.g. detentions, service-based activities, educational work, BSR placements, suspensions and further sanctions if the bullying behaviour continues, up to and including permanent exclusion in extreme cases.

If possible, the Head Teacher will attempt reconciliation and, where appropriate, obtain an apology from the perpetrator. This will either be in writing to the target, and/or witnesses if appropriate, or face-to-face, but only with the target's full consent. Discretion will be used here; targets will never feel pressured into a face-to-face meeting with the perpetrator.

Parents are informed of bullying incidents and what action is being taken.

Pastoral staff should work through the staged anti-bullying procedures, logging paperwork at each stage.

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions and should be conducted simultaneously to encourage more positive behaviour in future.

The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour, and will only suspend/exclude as a last resort; where there have been serious or consistent incidents of bullying, the school will act in line with the Exclusion Policy.

Support

In the event of bullying, targets will be offered the following support:

- Emotional support and reassurance from the pastoral team and/or My School Health.
- Reassurance that it was right to report the incident and that appropriate action will be taken.
- Liaison with their parents to ensure a continuous dialogue of support.
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff.
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online.
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)
- The Head Teacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the target(s) and perpetrator(s), e.g. preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary.
- Staff will work with the target to build resilience.

Follow-Up Support

The progress of both the perpetrator and the target will be monitored by their form tutors. One-on-one sessions to discuss how the target and perpetrator are progressing may be appropriate. If appropriate, follow-up correspondence will be arranged with parents one month after the incident.

Pupils who have been bullied will be offered continuous support. The DSL will hold a formal meeting, to check whether the bullying has stopped. The target will be encouraged to tell a trusted adult in school if bullying is repeated.

Pupils who have displayed bullying behaviours will be supported in the following ways:

- Receiving a consequence for their actions.
- Being able to discuss what happened.
- Being helped to reflect on why they became involved.
- Being helped to understand what they did wrong and why they need to change their behaviour.
- Appropriate assistance from parents.

Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the target of bullying to MSH, Lifecycles or CAMHS, as appropriate.

In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the Head Teacher and DSL will look to transfer the pupil to another mainstream school with the consent and involvement of the pupil's parents.

Where a pupil who has been the target of bullying has developed such complex needs that alternative provision is required, the pupil, their parents, the Head Teacher and DSL will meet to discuss the use of alternative provision.

Bullying Outside of School

Staff will remain aware that bullying can happen both in and outside of school and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy and the Child-on-Child Abuse Policy.

The Head Teacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Head Teacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in the town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon.

The Head Teacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police will be informed.

Record Keeping

The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying: this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The Head Teacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Being able to discuss what happened.
- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.

Monitoring and Review

This policy is reviewed every two years by the Head Teacher and the DSL. Any changes to this policy will be communicated to all relevant stakeholders.

The scheduled review date for this policy is date Spring Term 2024.

Monitoring and Evaluation

- Monitoring of the policy will be undertaken annually by the Head Teacher, Mrs Burdis 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 target'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

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 S Burdis, 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;
- 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 all forms of social media.

Mrs Burdis 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 Burdis on 0191 4833199.