

# Hillcrest Glebedale School Anti-Bullying Policy



*This policy is linked to and derived from the overarching curriculum policy. This policy has been reviewed by the SLT to ensure it does not undermine British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.*

Local Procedures Owner: Karen Caswell

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## **Hillcrest Glebedale School Anti-Bullying Policy**

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

### **Aims**

The main aim of our Anti-Bullying Policy is to make it clear to students, parents/carers and staff that bullying is unacceptable. The school believes that our students have the right to learn in a supportive, caring and safe environment where independence is celebrated and individuals can flourish without fear of being bullied. Every student also has the right to be protected when he/ she is feeling vulnerable to bullying. It is the duty of all adults on site to help to reduce, and to work towards, eliminating all forms of bullying amongst the students of the school.

Finally, it is intended that this policy will complement other school policies, including the Positive Behaviour Policy and Equal Opportunities, as well as being in line with the school's ethos and Code of Conduct.

### **Objectives**

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

### **What Is Bullying?**

There is no agreed definition of bullying but it can take many forms. It makes other people feel intimidated, threatened or powerless and unable to defend themselves. Bullying results in pain and distress to the victim.

### **Bullying can be:**

- Emotional - being unfriendly, excluding students from discussions/ activities, tormenting (e.g. threatening gestures)
- Physical - taking or hiding belongings (including money), 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 focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing

- Cyber - email & internet chat room misuse, mobile threats by text messaging, and misuse of associated technology i.e. camera & video facilities

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving. All schools have a responsibility to respond promptly and effectively to issues of bullying.

### **Signs and Symptoms**

A student may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a student:

- is frightened of walking to or from the school
- doesn't want to go on the school's transport / public bus or other mode of transport
- begs to be driven to the school separately/ with certain adults
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to perform poorly in class work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has money or possessions continually "lost"
- has unexplained cuts or bruises
- comes home hungry (unable to eat due to anxiety)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone (possible cyber bullying)
- is nervous and jumpy when a cyber message is received (possible cyber bullying)

Whilst some of our more vulnerable students at the school exhibit some of these signs when they come to us for support, we should be vigilant about new signs/ behaviours developing, which could indicate bullying. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **Why does someone get bullied?**

- Race/gender/class/age
- Gender identity
- Child in crisis
- Disability
- Different from the presumed “norm”

Individuals who get bullied are likely to be non-assertive (timid), unlikely to fight back, loners with few friends, anxious or fearful children, younger children and those outside of a group.

### **Bullies in themselves could be:**

- Victims of bullies
- People who enjoy the power it gives
- copying behaviour which they have seen

### **Bullying can be:**

- Child v Child
- Staff v Child
- Child v Staff
- Staff v Staff

Bullying can be one-off or sustained and damaging either way. It can be obvious or subtle. Direct physical bullying and threats are more often used by boys whereas girls tend to use a more sustained, verbal and intimidating process. Bystanders often show tacit acceptance to such an extent that victims see them as part of the process.

### **Encouragement to Tell**

At the school, we recognise that it is important to create an atmosphere in the school where students who are being bullied, or others who know about it, feel that they will be listened to and believed, and that action will be taken. The school works hard through PSHE, Tutor time, assembly, whole school events and 1 to 1 sessions to emphasise that the culture of not “telling tales” or “grassing” fosters bullies. Not telling protects the bullies, conveys the message that they can continue, perhaps bullying others too.

### **Procedures for Telling**

1. Report bullying incidents to staff
2. Incidents will be recorded by staff, using the school's Information Report form
3. Information should be referred to the Head Teacher/Pastoral Manager and copied to student files and the school's bullying log updated.
4. Parents/ carers should be informed and will be asked to come in to a meeting to discuss the problem if it cannot be resolved easily by staff

5. If necessary and appropriate, police will be consulted
6. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
7. In cases of persistent bullying, the victim may be offered a 'Bully Book'/ diary to record incidents. This must be shown to staff as soon as possible after an incident for discussion with the student, with any action being recorded.
8. Every effort will be made to help the bully (bullies) change their behaviour

### **Action to be Taken When Bullying is identified**

- We will support the victim in the following ways:
- By offering to talk about the experience with a teacher, Tutor, or with a peer
- By informing and involving parents/ carers and ensuring that they know how it is being dealt with
- By offering continuing support and counselling if required, which makes use of teachers, or other agencies as appropriate
- By taking appropriate action to deal with the bullies to prevent further incidents.

### **Outcomes:**

1. The bully (bullies) may be asked to genuinely apologise. If possible, the students will be reconciled
2. Other consequences may take place, e.g. removal of the bully from the group/ school; withdrawal of privileges; detention; work in isolation
3. In serious cases, fixed-term exclusion or even permanent exclusion will be considered
4. After the incident/ incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. This may include issuing the victim with a 'Bully Book' (diary) to record future incidents.
5. ALL incidents of bullying will be recorded in the school's central Bullying Record, which is kept by the Pastoral Manager. This is used for monitoring purposes.
6. Pastoral Manager may complete resolution meetings between Child & Staff towards developing a positive relationship (Child v. Staff bullying incidents)

### **Formal Procedure for reporting incidents of bullying For all Staff: Teaching and Non-Teaching**

1. All complaints to go to The Head Teacher initially via Information Report Form.
2. Record all incidents centrally and discussions with all children involved.
3. Involve parents/ carers and explain action taken, why and what they can do to reinforce and support.
4. Continue support by monitoring situation. Victim and perpetrators will be offered advice and counselling.

If further action is required:

1. Refer to a counsellor/seek external support
2. Follow Positive Behaviour Policy

## **Informal Procedure**

1. Stress that just watching and doing nothing is supporting the bully. If you feel unable to help tell someone who can.
2. Be aware and tackle any racist or sexist language i.e. Race Policy.
3. Give support to both victim and bully. Victim needs self-esteem and self-value. Bully needs to work with others (co-operation rather than competition). Do not bully the bully - find out why they are bullying.
4. Reward non-aggressive behaviour in the school.
5. Follow up, to support victim and prevent re-occurrence.
6. Make clear to students the unacceptability of bullying in “now hit him back” attitude.
7. Make clear to parent unacceptability of bullying i.e. “now hit him back” attitude.
8. Help children to show empathy.
9. In service training/ discussion/ staff conferences.

## **Combating Bullying**

There are many informal and formal structures in places:

1. The Anti Bullying Policy will be reviewed annually.
2. We use KIDSCAPE and DCSF recommended methods for helping children to prevent bullying. Guidance such as, “Bullying, Don’t Suffer in Silence” was referred to during the writing of this policy. As and when appropriate, some methods to challenge bullying include:
  - reviewing the College Rules and/ Code of Conduct
  - signing a Behaviour Contract upon admission to the School
  - using the curriculum to raise awareness about bullying, the Anti-Bullying Policy; how students can constructively manage their relationships with others (e.g. assertiveness training)
  - having discussions about bullying and why it matters during School Council Meetings, Tutor time/ assembly times etc
  - holding special assemblies about bullying, (e.g. inviting outside agencies to speak to students)
  - Increasing awareness amongst staff via INSET training sessions
3. Questionnaires will be used as a basis to further monitor and develop strategies for combating bullying.
4. Procedures are in place to punish the aggressor and support the victim.
5. Support mechanisms include teachers, Tutors, Peer Support and external agency support
6. The school follows an agreed Code of Conduct.
7. There is a reward and sanction system in place.
8. Records of students’ behaviour are kept in order to monitor behaviour, set targets, provide support and form the basis of discussion with parents/ carers.
9. There is an efficient duty system with regular patrols especially toilets and secluded areas. There is a staff presence at the start and end of the day at the school entrances and gates.
10. Incidents are dealt with promptly with effective sanctions.
11. Less tangible but still present, the school works to create a sociable atmosphere amongst students encouraging teamwork and good relationships.

12. Incidents of staff/ staff bullying are dealt with by formal procedure via the Head Teacher and Senior Management.

## **Prevention and Curriculum Approaches**

We use KIDSCAPE and DCSF recommended methods for helping students to prevent bullying. As and when appropriate, these may include:

- reviewing the College Rules and/ Code of Conduct
- signing a Behaviour Contract
- having discussions about bullying and why it matters during Centre Council Meetings, registration time, PSHCEE and assemblies
- holding special assemblies about bullying, (e.g. inviting outside agencies to speak to students)
- We take a proactive approach with cyber bullying (see e-safety policy) ensuring pupils do not have unsupervised access to the internet – and no access at all to social networking sites - while in school. Meanwhile, through ICT lessons, they are taught how to use the internet safely and alerted to some of the issues around cyber bullying.

Issues that need addressing include: -

- Identifying what bullying is and the existence of the anti-bullying policy.
- The different types of bullying
- Identifying the rights of a victim and what to do if bullying takes place
- Teaching about forming and maintaining relationships.
- Why people become bullies.
- How bullying affects others.
- How to prevent bullying

## **HELP ORGANISATIONS:**

Advisory Centre for Education (ACE) 020 7354 8321; Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)

DCSF (Don't Suffer in Silence) <http://www.dfes.gov.uk/bullying/>

Kidscape

This policy is reviewed annually by the governing body.

Signed (Head teacher):

Signed (Chair of Governors):

