Anti-Bullying Policy

Reviewed	November 2017	**Leader of Policy Review**	Mr G Hughes

To be revised in conjunction with School Council, Peer Counsellors and local and national initiatives. Information from annual parental questionnaires to be analysed and used. Information supplied by HoH about the year's problems and solutions to also be considered.

HAWARDEN HIGH SCHOOL
BULLYING POLICY
(see also booklet for Parents entitled "Dealing with Bullying")

Rationale for Policy

Research has shown that having a school policy on bullying helps to combat bullying if:

- Everyone who works or learns within the school environment knows what the policy entails

- The policy is applied consistently

- Everyone believes in the policy

Pressure for change

1. High media profile with respect to bullying
2. Concern from parents that bullying is dealt with and seen to be dealt with.
3. Need for common policy to support staff when dealing with incidents.
4. Changing climate of media/parents with respect to what should be considered to be bullying.
5. New approaches in treatment of incidents of bullying (see Respecting Others).

Entitlement

Pupils are entitled to a safe environment within school. They are entitled to feel comfortable working in a relaxed, tension free atmosphere contributes in no small measure to their performance, enhancing both their learning and their personal development. In recent times bullying as a topic has been of increased interest both within school and in the media.

Developing and consistently implementing a policy helps to define incidents considered to be bullying and ensures up to date practice consistency. In addition different approaches to bullying may be considered as new research becomes available.

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Aim of Policy

To maximise the quality of pupil learning by providing a safe and supportive environment for pupils.

Objectives

1. To provide a set of guidelines for staff with respect to action on bullying.

2. To ensure that governors, parents and pupils are aware of the procedures which are in place to deal with and prevent bullying. Policy documents must be clear, comprehensive and available on demand.

3. To include an outline of the policy on bullying in the school prospectus and the school web site.

4. To involve staff in development of the policy and to develop their ownership of final policy.

5. To monitor the implementation of the policy regularly based on any recent experiences or new research.

6. To be immediately responsive to the needs of both the school and pupils with respect to bulling incidents.

Management Structures
It is the responsibility of every teacher to implement school policy on bullying.
Mr G Hughes and the pastoral leadership staff will oversee, implement and review the policy.

What do we mean by bullying?

> *"Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, which intentionally hurts or harms."*

Tackling Bullying in Schools (Estyn)

> *"Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else"*
> Action against Bullying (Scottish Office Education Department)

> *"A bully is a person or group behaving in such a way which might meet needs for excitement, status, material gain or group process and does not recognise or meet the needs and rights of other people/person who are harmed by the behaviour"*
> Stamp Out Bullying (Maines and Robinson)

> *"A victim is a person or a group that is harmed by the behaviour of others and who does not have the resources, status, skill or ability to counteract or stop the harmful behaviour"*

Stamp Out Bullying (Maines and Robinson)

All bullying is aggression of a physical, verbal or psychological nature, although not all aggression is bullying. Bullying is the exertion of some form of illegitimate power, by the bully over the victim.

Bullying in the form of emotional or psychological aggression is much less visible to teachers but very damaging to the victim.

Vulnerable pupils are not always obvious to teachers although other pupils can be aware it is happening. This is one of the reasons why it is important to work with pupils, to convince them (victims and others) that reporting bullying is a positive act. This must happen if bullying is to be eradicated.

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Bullying can be
- Physical – hitting, kicking, punching, pushing, bumping, pinching.
- Verbal – name-calling, insults, swearing, gossiping, rumour, laughing at.
- Emotional – ignoring, dirty looks, leaving out.
- Cyber – text, email, social network sites.

Research confirms the destructive effects of bullying on young people's lives. Although some can shrug it off, bullying can produce feelings of powerlessness, isolation from others, undermine self-esteem and sometimes convince the victims that they are at fault. It can affect attitudes to, and performance in, school.
For some, it can lead to serious and prolonged distress and long-term damage to social and emotional development.

Why are people bullied?

Often because they are seen as different – race, colour, sexuality, size, interests, behaviour, intelligence, background, size etc.

No form of bullying will be tolerated at Hawarden High School and all incidents reported will be investigated and dealt with, however, it is worth highlighting that any form of discrimination, prejudice or inequality due to gender, sexuality, race or disability could also be a criminal offence.
Is it true that all bullies are cowards?

No, although most bullies are afraid of getting caught and generally target someone they feel are not able to retaliate – either by being physically more powerful, more aggressive or safer in numbers.
However, it is true to say that someone who is a bully often have their own insecurities and issues.
Be it –
- They need to hurt others in order to feel better about themselves.
- They are trying to hide something about themselves that they are insecure about.
- They get a sick pleasure from hurting others.
- They bully others to avoid being bullied themselves.
- They join in with the crowd in order to fit in.

What does bullying cause?

It causes pain, both physical and emotional. The physical hurt will usually go away. The emotional hurt may never go.
The most common effects of bullying are:

- Anxiety and depression that can lead to intermittent and long-term absence from school, physical illness or psychosomatic complaints.
- Poor self-esteem which inhibits pupils from forming positive relationships.
- Leads to feelings of worthlessness and betrayal, and causes some to lower their expectations and standards of work.
- Withdrawal, which may lead to low participation in school and other activities.
- Isolation or self-harm.

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Signs to look out

Pupils who –

- Do not want to go outside at breaks.
- Pupils who stay close to adults during breaks.
- Pupils who lose their dinner money regularly.
- Pupils who have more money than most.
- Pupils who have frequent absences.
- Pupils who appear unhappy, isolated or anxious.

Course of Action

There are various strategies which may be employed depending on the situation.

However, it is vital that a non-blame approach is used throughout and that all individuals feel they are being listened to and have equal opportunities to speak and contribute.

Remember, allegations of bullying will always be emotive for both parties and it is possible to use allegations of bullying as a form of bullying in itself.

(i) *Isolated incident / initial act of bullying*

Discussion with a pupil perceived as the bully may be enough to prevent further occurrence. Whether parents are informed will depend on the seriousness of the incident. It is imperative that all incidents are documented. Copies of these documents are with HoH and the SLT involved with Anti-bullying policy. Group tutor must be informed.

(ii) *Repeated actions*

Dealing with bullying is very time consuming and the following might be dealt with by the HOH and a senior manager. It is imperative that accurate documentation is kept.

- Parents should be informed and asked to come in to school
- Bully and victim are counselled – it is seen as important that both bully and victim are helped.
  - can the victim be supported to be more assertive or more skilled socially?
  - can the bully be supported to control their aggressive behaviour or be more sensitive?
  - will a face to face meeting with all concerned (with friends if deemed suitable by HOH) be a way forward?
- Sanctions should be imposed if appropriate.
- Outside agencies may become involved if appropriate.
- Close monitoring of the situation should continue after the investigation. Group tutors are in an ideal situation to do this.

(iii) *Persistent cases*
Parents involved / outside agencies / further sanctions that may include isolation and fixed term exclusion may be necessary.

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Bullying off the premises.

Schools are not directly responsible for bullying off the premises. However, the affects of the bullying is just as damaging and these will become apparent in school. When a pupil does report bullying off the premises, a range of steps could be taken depending upon the extent of the report:

- Contact the victim's parents (you may choose to advise them to report incidents to local police).
- Contact the parents of the alleged bully to inform them of the nature of the allegation and ask for their support.
  - Talk to the local police.
  - Talk to a relevant transport company.
  - Talk to another school if other pupils are involved.
  - Map safe routes to school and tell pupils about them.
  - Talk to pupils about how to avoid or handle bullying. Advise them not to use Face-book,   MSN etc. and not to give their mobile numbers out and not to answer unwanted texts.

Informing pupils

(Via assemblies / tutor group / class / or one to one discussion / PSHE)
Bullying is not to be accepted as part of school life.

Bullying should be reported – if pupils are to be encouraged to do this, staff must listen and take seriously all incidents reported by pupils or their friends.

Pupils must know that they can report incidents to any trusted adult, who must always act on the information given.

Opportunities for discussion of bullying and strategies to deal with it will be part of the PSHE programme. At Hawarden this is addressed in all years. See PSHE syllabus.

Getting the students to reject bullying forms of behaviour is a powerful way of dealing with bullying.

What should we do?

Our approach should be a whole school approach and every member of staff shares the responsibility of dealing with bullying.

Five key points:

1. Never ignore suspected bullying. Ensure all have equal opportunity to speak and are listened to.

2. Don't make premature assumptions.

3. Listen carefully to all accounts – several pupils saying the same does not necessarily mean they are telling the truth. Try to establish fact.

4. Adopt a problem-solving approach which moves pupils on from justifying themselves.

5. Follow-up repeatedly, checking bullying has not resumed.

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(i) **Vigilance** – all incidents which are seen and do not look friendly should be challenged / all "friendly" fights and scuffles should be investigated.

(ii) **Presence** – pupils feel safe when staff are around. All staff members have a professional responsibility to contribute to the duty rotas at break time and before and after school. It is also vital that all staff ensure they remain vigilant at all times within the classroom and wider school setting. Lunch duty is voluntary but it is hoped all staff will recognise the importance of having enough individuals to over as many duty points as possible.

(iii) **Communication** – all incidents should be passed on immediately to Head of House or Group Tutor.

(iv) **Follow up** – all reported incidents should be followed up and dealt with as soon as possible and feedback given to staff who reported the incident.

(v) **Ethos** – the school ethos re bullying should be conveyed regularly to pupils via our expectations of behaviour / school assemblies / tutorial work / dealing consistently and effectively with incidents of bullying. Insistence on a climate or mutual respect and tolerance of others.

The atmosphere in school should make pupils feel able to discuss bullying problems with their teachers.

(vi) **Pupils' views on and experience of bullying** – it is important that open lines of communication between students and staff are maintained. Regular feedback through class discussions, written exercises and questionnaires are important and the opinion of the students should be actively sought and acted upon.
All students should be encouraged to report any act of bullying (experienced or observed) to any trusted adult and that this should be a positive action and is not 'telling, snitching, grassing or anything to be perceived as negative).

Written work occasionally reveals a problem that may be disguised as creative writing.

(vii) Training must be included in the induction process for all new staff members of the school.

Care must be taken however, as perceptions of individuals as to what is bullying, can vary – a pupil is not necessarily a bully because another pupil says that they are. Heads of House need to know their pupils and be in touch with their tutors so that they have as much information as possible to help them in their dealings with pupils. The rolling programme of the current pastoral structure significantly enables/reinforces this.

Peer Counselling

Pupils do not always feel able to approach members of staff with bullying or other problems.
To help with this a "Peer Supporters" programme was set up in 1998. A group of selected volunteer pupils, with parental consent are trained annually to help pupils with bullying problems. Issues of confidentiality and child abuse are covered carefully in their training.

The list of Peer Mentors is published on the Peer Counselling notice board.

Monitoring and evaluation of this initiative will occur during annually.

Strategies to make pupils who are new to a class feel at home may prevent them from becoming victims (they are more vulnerable when new to a school). Choosing the right 'buddies' for the new pupil is vital.

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Production of posters or leaflets on bullying and what to do if pupils are bullied is a method of raising pupils' awareness and showing that school is serious about combating bullying.

Also PSHE work on feelings / emotions / relationships / self respect / assertiveness should help as strategies for pupils.

Year 8 pupils meet with Year 6 during their induction days and also during the early days in High School.

Monitoring

Heads of House will continue to keep a record of bullying incidents which involve their year group.

Evaluation

A questionnaire will be completed by one form in each group annually. Analysis of the results will give some indication of the effectiveness of the policy. Using a different form in successive years to complete the questionnaire will also ensure a wide range of input from as many individuals as possible.

The results from the questionnaire are used during training of the peer supporters.

Checklist for development and review

Whole policy reviewed annually in Spring Term.
Parental questionnaires out and subsequently analysed in Spring Term.
Pupil questionnaires and PASS used and subsequently analysed in annually (one group per year and form reps).
Responses to parental questionnaire 2013 indicated that 93.4% of children felt safe in school.
PASS survey 2012 showed no concerns being raised by any school cohort about feeling safe in school.
PASS survey scheduled for revision in June 2014.

PEER COUNSELLING

Peer counselling is used to provide an additional opportunity in school to help pupils deal with problems that may arise. It is particularly seen as an extra tool to support the School Bullying Policy. Counsellors, by being pupils themselves, know as well or even better than staff, the various things that are going on around the school that should not be happening. They are able to empathise with their peers. Pupils may more readily talk to others who understand the situation.

Peer counsellors are trained mediators. The training programme includes increasing listening skills, discussions on bullying, the techniques requires to interview and question both victims and bullies, the importance and significance of confidentially and the establishment of ground rules regarding the passing on of serious issues to members of staff. Therefore by using the skills learnt during training vulnerable pupils may be supported and helped to overcome their problems. Smoothing out communications problems between two or more parties may solve issue raised. The Counsellors may be able to highlight in others a sense of awareness about fairness, respect for others views and caring for their peers.

They do not act alone. They are supported by a team of school staff who are on a daily duty rota and are readily at hand if needed. They also receive support sessions where that are able to seek advice and are given guidance about complicate situations that may have arisen. This also gives them occasions to give feedback to each other in how they are coping, how they deal with problems, and which methods were successful and which were not so successful. Their progress is continually supervised and monitored.

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There is a designated Peer Counselling Notice board so the scheme can be promoted fully.

Interest and enthusiasm are taken into Year Assemblies and reminders given about how its activities run. Year Seven are introduced to the Peer Counsellors and an explanation given for the reasons for its introduction. It is important that the scheme also has the backing of all members of staff; to fulfil this all Group Tutors will be asked to encourage members of their tutor groups to make use of the project.

There is an enthusiasm among pupils to be trained as Counsellors and further training will take place each year. There is a demand in school for this type of facility to be available to pupils; feedback from those who have used the scheme has been favourable.

What can I do if I feel I am being bullied?

There are several things you can do to help with your current situation. It is important that you feel comfortable in school. You have told someone you do not feel happy and this is the first step.

Here are some more steps for you to take. Not all of them will be successful but by trying them YOU are taking control of the situation and this is very important.

Step 1.
You have already taken this by telling a member of staff about how you feel. At this point you could also consider going to see a Peer Counsellor. Remember, these students – taken from all years, have been trained and in some cases have actually had the same thing happen to them.

Step 2.
 Write everything down – things that have happened, what makes you unhappy, what you would do if you had a magic wand. Give it to a member of staff you trust. Remember, that trust does not mean that the member of staff will keep what you say totally confidential.

By giving him or her your trust, you are saying that if they believe that they can help you by telling someone else, then they can do just that. What you can rely on is that the adult you choose will always tell you the options open to you and what they propose to do. You will be involved all the way because it is vital that you feel in control of the situation.

Step 3.
This is where you build layers of tough steel around yourself – in your mind!

Imagine you have ten layers covering you. If you are made to feel unhappy then you have lost one layer. If it happens a second time, there is another layer gone, although you still have 8 left. Each day YOU decide how many layers you are prepared to lose before you go to see the member of staff you have chosen to be your support. Each day, the layers are rebuilt up to ten.

Step 4.
Make a list of all the positive things that happen to you in a day. This includes at home because, although the school day can seem endless, you are actually out of school for more hours than you are in!

Step 5.
Smile more! It is amazing how much better people feel when they smile. There is a chemical involved somewhere along the line but smiling is a good facial exercise and it makes other people want to talk to you. Try it!!

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Step 6.
Have you noticed anyone who looks sad? Sometimes it is so easy to become dragged down by our own feelings that we do not notice how other people are feeling. If you do see anyone, let your support teacher know.

Step 7.
Have you a plan for your future? School days DO go very quickly and even if you are in year 7 and unhappy, school will not last forever! If you know what you want out of life, then you are looking ahead. If you are focused on the future, the present is sometimes easier to handle. Nothing lasts forever, especially bullying. Discuss this step with your support teacher.

Step 8.
This is the most difficult up to now. You need to look at WHY you are feeling unhappy. What is it that makes these people or this person be horrible to you? Should you be sorry for them? Perhaps they have something in their lives that is making them sad so they have to make themselves feel better by making someone else unhappy. Discuss this with your teacher, but spend time considering it first. You need to know as much as possible about these people so you can understand them. This then makes them less frightening.

Your teacher will give you all the time you need.

When you have done these, the picture should be much clearer and you can, with support, move on. This moving on might involve other people or some of your friends.

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GUIDELINES FOR DEALING WITH INCIDENTS OF BULLYING

When an incident of bullying is reported confirm/record the details as accurately as possible. Whilst ensuring the victim is supported always adopt a no blame approach and allow the alleged bully/bullies to record their version of events. Try to establish the real situation. Report to Group Tutor and HOH.

'ONE OFF' INCIDENT

Parents of both sides should be contacted to report that an allegation has been made and their support sought to help resolve the situation. Reassure that the school takes the report seriously and will act to help resolve the issue

The bully should be encouraged to see things from the others perspective and, where appropriate, apologise.

REPEATED INCIDENT

Parents of victim should be invited in to school and reassured that the school is taking the incident seriously.

A meeting should occur between the parents of the bully and HOH/SLT.

Details of the allegation will be shared and the importance of avoiding this behaviour will be stressed.

Depending on the seriousness, extent and repetition of the behaviour, the bully/bullies may face suitable sanctions ranging from detention, community service, isolation or exclusion.

A written apology and promises that the behaviour will not be repeated should be produced and given to the victim. A copy should be kept on file.

Following resolution, the situation should continue to be closely monitored.

Victims should be regularly reassured and encouraged to report any further concerns.

Details of 'safe havens' and availability of trusted staff should be agreed so victims know who and where to turn to.

Equal support should be available for the bully and they should be actively encouraged to maintain positive behaviours.

Support for both sides should be considered and suitable counselling, assertiveness training etc. should be used.

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CYBERBULLYING

Understanding cyberbullying

- Cyberbullying can be defined as - *the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.*
                    SAFE TO LEARN (Department for Children, Schools and Families).

It can be an extension of face to- face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.

- Research into the extent of cyberbullying indicates that it is a feature of many young people's lives. It also affects members of school staff and other adults.

- Cyberbullying, like all bullying, should be taken very seriously. It is never acceptable.

- The Education and Inspections Act 2006 (EIA 2006) includes legal powers that relate more directly to cyberbullying; it outlines the power of head teachers to regulate the conduct of pupils when they are off-site and provides a defence in relation to the confiscation of mobile phones and other items.

- Although cyberbullying is not a specific criminal offence, there are criminal laws that can apply in terms of harassment and threatening and menacing communications. Schools should contact the police if they feel that the law has been broken.

- Cyberbullying takes different forms: threats and intimidation; harassment or "cyber-stalking" (e.g. repeatedly sending unwanted texts or instant messages); vilification / defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images (including what are sometimes misleadingly referred to as 'happy slapping' images); and manipulation.

- In cyberbullying, bystanders can easily become perpetrators – by passing on or showing to others images designed to humiliate, for example, or by taking part in online polls or discussion groups. It is important that pupils are aware that their actions have severe and distressing consequences and that participating in such activity will not be tolerated.

Responding to cyberbullying

- It needs to be recognised that a school has very limited control over issues occurring in cyberspace and away from school. If an issue exists solely away from school **parents should contact the service provider, confiscating phones, and contacting the police.** However, the school should become involved when cases of cyber bullying become apparent in school, either directly or by the affect it may have on a young person.

- Cyber bullying is a form of bullying, and as such, when it is impacting directly upon members of the school during the school day, should be dealt with through our existing procedures and policy.

- However, we must recognise the ways in which cyberbullying differs from other forms of bullying and reflect that in how we respond to it. In addition to considerations about the invasiveness of cyberbullying, the size of the audience, and other such factors, cyberbullying yields evidence in a way that other forms of bullying do not.

- The person being bullied will usually have examples of texts or emails received, and should be encouraged to keep these to aid in any investigation. There are also additional reporting routes available, through mobile phone companies, internet service providers and social networking sites.

- Some forms of cyberbullying involve the distribution of content or links to content, which can exacerbate, extend and prolong the bullying. There are advantages in trying to contain the spread of these, and options here include **encouraging parents to contact the service provider, confiscating phones, and contacting the police.**

- Advise those experiencing cyberbullying on steps they can take to avoid recurrence – for example, **advise those targeted not to retaliate or reply; provide advice on 'blocking' or removing people from 'buddy lists'; and ask them to think carefully about what private information they may have in the public domain.**

- Take steps to identify the person responsible for the bullying. Steps can include looking at the school system and computer logs and identifying and interviewing possible witnesses.

- Once the person responsible for the cyberbullying has been identified, it is important that, as in other cases of bullying, sanctions are applied. Steps should be taken to change the attitude and behaviour of the bully, as well as ensuring access to any help that they may need.

- We should follow existing sanctions in place for bullying behaviour, and these should apply equally to cyberbullying.

- In addition, it is important to refer to any the school's policy on ICT use and apply sanctions where applicable and practical. Technology-specific sanctions for pupils engaged in cyberbullying behaviour could include limiting internet and ICT access for a period of time.

GUIDANCE FOR STAFF
If you suspect or are told about a cyber-bullying incident, follow the protocol outlined below:

Mobile Phones
- Offer the student the opportunity to show you the mobile phone
- Note clearly everything on the screen relating to an inappropriate text message or image, to include the date, time and names
- Make a transcript of a spoken message, again record date, times and names
- Tell the pupil to save the message/image
- Go with the pupil and see a member of the Senior Leadership Team

Computers
- Ask the pupil to get up on-screen the material in question
- Ask the pupil to save the material
- Print off the offending material straight away
- Make sure you have got all pages in the right order and that there are no omissions

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- Accompany the pupil, taking the offending material, to see the Head
- Normal procedures to interview pupils and to take statements will then be followed

GUIDANCE FOR STUDENTS

If a student believes that they or someone else is the victim of cyber-bullying, they must be encouraged to speak to an adult as soon as possible. This person could be a parent/guardian, your tutor, HOH or a member of the Senior Leadership Team. Students should:

- Not answer abusive messages but log and report them
- Not delete anything until it has been shown to your Form Tutor, HOH, parents/guardian or a member of the Senior Leadership Team (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying)
- Not give out personal IT details
- Never reply to abusive e-mails
- Never reply to someone you do not know
- Stay in public areas in chat rooms

ESAFETY AND ICT CODE OF CONDUCT

This policy is written in conjunction with the ICT code of conduct and is discussed with pupils in PSHE and ICT classes. There is also at least one annual whole school assembly with eSafety and Cyber-bullying as a focus. Further and useful information provided by the Department of Education can be found at –

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/375420/Advice_for_Parents_on_Cyberbullying_131114.pdf

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