

Hulme Hall Grammar School



Anti-Bullying Policy

Policy Control	
Report	Anti-bullying
Approval Body	Education Committee
Date Reviewed	November 2020
Review Schedule	Annual
Next Review Date	November 2021

This is a whole school policy and also refers to the Early Years' Foundation Stage (EYFS)

This policy has regard to the DfE non-statutory guidance documents "Preventing and Tackling Bullying" (2017) and "Cyberbullying: Advice for headteachers and school staff" (2014).

This document should be read in conjunction with the School's Safeguarding, and Behaviour and Discipline and E-Safety Policies.

The School is committed to providing a caring, friendly and safe environment for all pupils and staff so that teaching and learning can take place in a relaxed and secure atmosphere.

What is Bullying?

Bullying can be defined as the intimidation or harassment of a person or persons against their will by means of any form of verbal, mental or physical abuse, to include racial, religious, cultural, sexual/sexist, homophobic, specific learning difficulty, disability or cyber (mobile phones, texts, social networks and email).

Whilst bullying behaviour may involve a series of incidents over a period of time, single instances of such behaviour will not be ignored and any form of bullying behaviour will not be tolerated.

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. Emotional or psychological bullying can be more damaging than physical bullying.

Bullying includes:

- Name Calling
- Taunting
- Mocking
- Making offensive or humiliating comments
- Gossiping
- Spreading hurtful and untruthful rumours
- Taking or deliberately damaging a person's belongings
- Physical violence
- Cyberbullying e.g. inappropriate text messaging, e-mailing and use of social media
- Racist, religious, sexual, sexist, homophobic, special educational needs or disability related language and comments.

Peer on peer abuse - All staff are made aware that safeguarding issues can manifest themselves via peer on peer abuse.

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff have received updating training on how to recognise and report peer on peer abuse.

Some pupils may be more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, or those who have been adopted may be more likely to experience bullying because of difference.

If bullying gives rise to a safeguarding concern, the School's Safeguarding Policy and procedures will be followed. The policy is available on the School website.

Signs and Symptoms of Bullying

Pupils who are being bullied may show changes in behaviour:

- becoming shy and nervous
- pretending to be ill
- taking unusual absences or complaining of feeling ill in the morning
- seeking attention from adults
- changes in work patterns- beginning to do poorly at school
- a lack of concentration
- truancy
- attempting / committing suicide in the most extreme cases
- stopping eating / "binge" eating
- bullying other children / siblings
- being afraid to use the internet / mobile phone.

What to do?

Any pupil subjected to, or any pupil who suspects any aspect of bullying behaviour, must inform a member of staff immediately.

All claims of bullying behaviour must be reported to / by the member of staff promptly and efficiently.

Any adult (defined as parent, teacher or member of staff) who witnesses bullying behaviour has a duty to report it to the Headmaster or a member of the SLT.

All reported incidents of bullying should be:

- a. referred to the Headmaster, a member of SLT or the relevant Key Stage Manager and investigated. The Headmaster, SLT, or Key Stage Manager will interview the victim, witnesses and alleged bully and a written record will be made to enable any patterns to be identified
- b. recorded in the pupils' personal files.

* For the JLC pupils, the Head of the Junior Learning Centre will investigate the matter and forward a written report, with recommendations, to the Headmaster.

The parents of all pupils involved (i.e. alleged victims and perpetrators) are to be informed as soon as is practically possible.

Seriousness of Bullying

The potential for bullying to cause serious psychological damage or, in extreme cases, suicide, must not be underestimated. Whilst bullying is not specifically a criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

Sanctions

If a reported incident of bullying behaviour, upon investigation is proven:

- a. the parents are to be informed on the day of conclusion
- b. the incident details are to be recorded in the pupil's personal file
- c. depending on the severity of the incident, in the first instance the sanctions might include:
 - i. Pupils in the JLC will be excluded from outdoor play on that day by the Head of JLC and for a period at the discretion of that member of staff
 - ii. Pupils in Years 7-11 will be placed in a detention on that day and / or isolated either from lessons or /and at break times for a period deemed appropriate by the Headmaster/SLT/ Key Stage Manager.

In addition, in all cases, pupils will be warned that such behaviour is unacceptable.

Victims will be monitored to ensure that there are no adverse effects of the bullying and that the bullying has stopped. If the bullying behaviour continues, the identified and proven aggressor will be subjected to the punishments outlined below and in the Behaviour and Discipline Policy as decided by the Headmaster or SLT.

Disciplinary Action

In each case, the report of bullying will be treated as a potentially serious incident and will be investigated by the relevant Key Stage Manager or member of SLT, who will then report their findings to the Headmaster in line with the School's Behaviour and Discipline Policy, which is available on the school website.

Stage 1

- If the report is confirmed the offender will be interviewed by the relevant member of staff and warned as to their future conduct. Both the pupil and their parents are informed that they have been placed on Stage 1 of the Anti-bullying procedure. A suitable sanction e.g. a school or Headmaster's detention may be given.

Stage 2

- Where re-offending is confirmed the offender will be interviewed by a member of the SLT or the Headmaster
- A letter will be sent to Parents/Carers, informing them of the situation (i.e. their child has been placed on Stage 2 of the Anti-bullying procedure). Parents may also be invited to attend a meeting with a member of SLT or the Headmaster
- Depending on the nature and severity of the bullying, a more serious disciplinary sanction may be imposed (e.g. removal from lessons / isolation at break and lunch times for a fixed period of time).

Stage 3

In the case where it is confirmed that the pupil has reoffended whilst subject to Stage 2:

- The pupil and parents will be interviewed by the Headmaster
- The pupil may be placed on a 'Contract of Behaviour' with clear expectations and a warning that any further offence may result in their being asked to leave the School
- A further more serious disciplinary sanction (e.g. a fixed term exclusion) may be imposed.

Stage 4

- Any further offences may lead to permanent exclusion from the school in line with the School's Behaviour and Discipline Policy (see also Exclusions and Appeals Procedure).

For more serious incidents, the Headmaster reserves the right to move immediately to a later stage in the process and to impose more serious disciplinary sanctions.

The possible sanctions outlined above will be applied in a fair, proportionate, consistent and reasonable manner and will take account of special educational needs and disabilities.

They have three main purposes:

- To impress upon the perpetrator that what he/she has done is unacceptable
- To deter him/her from repeating that behaviour
- To signal to other pupils that the behaviour is unacceptable and to deter them from doing it.

Pupils who are guilty of bullying will be given opportunities to:

- Face up to the harm they have done
- Learn to behave in ways which will not cause harm in future
- Develop their understanding of how others think and feel
- Learn how to take steps to repair the harm they have caused.

All incidents of bullying will be recorded on the Bullying Log section of the School's Management Information System (MIS) and the parents of the pupils involved will be informed as soon as possible. Any investigation notes will be kept in the relevant pupil file.

Counselling

Pupils who are consistently the victims of bullying behaviour will be given support and assistance to develop positive strategies and self-assertion; pupils found guilty of bullying will also be given support and assistance to change their behaviour.

Use of the Curriculum

The Curriculum, mainly through the PSHE programme, will be used to:

- raise awareness about bullying and the anti-bullying policy
- increase understanding for victims and help to create an anti-bullying ethos
- teach pupils how to constructively manage their relationships with each other.

School assemblies provide an effective forum for highlighting such issues. The curriculum generally may be used to reinforce the anti-bullying approach.

Training

Staff will be trained in:

- how to detect suspected bullying
- strategies in the classroom and playground to identify or prevent bullying
- strategies to deal with bullying
- working with all parties including parents.

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'. (Department for Education – Cyberbullying: Supporting School Staff (2009)). 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 may also affect members of school staff and other adults; there are examples of staff being ridiculed, threatened and otherwise abused online by pupils.

Some cyberbullying is clearly deliberate and aggressive, but other incidents of cyberbullying may be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is

also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that pupils are made aware of the effects of their actions.

In cyberbullying bystanders can easily become perpetrators, e.g. by passing on or showing to others images designed to humiliate, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying but their involvement compounds the misery for the person targeted. It is important that pupils are aware that their actions can have severe and distressing consequences, and that participating in such activity will not be tolerated. Pupils acting as accessories, who actively support cyberbullying, will be dealt with under the terms of the Anti-bullying Policy.

The School has a duty of care to support pupils whose wellbeing and education have been affected by any form of bullying. The School will investigate reported incidents and work closely with pupils and their families to educate all parties in strategies to prevent incidents of bullying, including the responsible use and monitoring of digital technology, with the assistance of outside agencies, such as CEOP (The Child Exploitation and Online Protection Centre) and the Police if appropriate.

Contact Details

Childline:

0800 1111

Kidscape:

www.kidscape.org.uk

Kidscape Parents' Helpline:

08451 205 204

Youth2Youth confidential helpline for young people:

0208 896 3675

CEOP (Child Exploitation and Online Protection Centre):

www.thinkuknow.org.uk

This website has some excellent resources, advice and activities for parents, teachers and children from 7 – 18.

Digizen (Digital Citizenship advice and resources for adults and children):

www.digizen.org

Review of this Policy

This policy will be reviewed annually by the Headmaster and SLT and / or in the light of any incident that may occur related to bullying. Part of the review will involve consideration of instances of bullying during the year, including any trends and actions that the school can take to prevent bullying in the future.



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