

Deyes High School



Anti-Bullying Policy

Origination	Authorised by	Issue	Page 1 of 10	Date
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POLICY STATEMENT

As a rights and respecting school, Deyes High School is committed to providing a caring, friendly and safe environment for all students so they can learn in a relaxed and secure atmosphere.

Deyes High School aims to develop mutually caring relationships between all members of the school community in order to create a secure and safe environment into which parents or carers can send their children.

The School seeks to create an environment of courtesy, teamwork, diligence and self-regulation, with helpful examples set by staff and older pupils. It promotes socially responsible behaviour, respect for others and mutual tolerance, whilst celebrating success.

Deyes High School community will not tolerate bullying of any kind.

Bullying of any kind hurts people and is totally unacceptable. No one deserves to be the victim of bullying and everyone has the right to respect and a positive environment in which to thrive.

If bullying does occur, all students should be able to ask for help and know that incidents will be dealt with promptly and effectively.

ANYONE who knows or suspects that bullying is happening is expected to report it to a member of staff.

OUR POLICY AND THE LAW

The school aims to comply with Section 154 of the Education Act 1996 by maintaining an ethos and environment which will encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual.

The Education and Inspections Act 2006 section 89, provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst students. The Public Sector Equality Duty (April 2011) outlines that discrimination must not be shown with regard to age disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

If there is “reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm” then this will be referred to the Safeguarding Team (Working Together to Safeguard Children 2015) (Children Act 1989).

The Department for Education ‘Preventing and Tackling Bullying July 2017’ states that

“Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police.”

WHY DO WE NEED AN ANTI-BULLYING POLICY?

Persistent bullying can severely inhibit a child’s ability to learn effectively or a member of staff’s ability to do their job. The negative effects of bullying can have a serious impact on a person for their entire life and can cause psychological harm. The School wishes to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour, including racist and homophobic bullying. Therefore this policy promotes practices within the School to reinforce our vision, and to remove or discourage practices that negate them.

AIMS OF THE ANTI-BULLYING POLICY

The School aims:

- to create an atmosphere in which all pupils feel secure and valued
- to increase awareness and to encourage pupils to report concerns regarding bullying
- to provide protection, support and reassurance for victims
- to develop the self-confidence and self-esteem of all pupils
- to develop an effective range of emotional ‘self-defence’ skills for all pupils
- to promote an anti-bullying ethos amongst the whole School community

RESPONSIBILITIES AND PROCEDURES

The Governing Body:

It is the responsibility of the Governing Body to establish a policy and procedure for Anti-bullying and to monitor the effects of the procedure.

The Headteacher:

It is the responsibility of the Headteacher to promote positive relationships in the School by encouraging and fostering acceptable standards of behaviour, good personal relationships and a respect for the individual.

Other Staff:

It is the responsibility of all staff to familiarise themselves, and comply, with this policy and procedure with professional standards. In particular they should encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual.

If an instance of bullying has been reported to a member of staff, this should be reported to the Head of Year. The Head of Year will then follow our Deyes High guidelines for tackling bullying.

Students:

It is the responsibility of students to be aware of the nature of all forms of bullying and the measures which will be taken against bullying. Also, to develop positive relationships in the school and demonstrate acceptable standards of behaviour, good personal relationships and a respect for the individual.

Parents and Carers:

It is the responsibility of parents/carers to support the School in encouraging and fostering in their children, acceptable standards of behaviour, good personal relationships and a respect for the individual.

OUR DEFINITION OF BULLYING

There is no legal definition of bullying and therefore our definition of the term 'bullying' has been developed by our Pupil Future Focus Group and following the guidance laid out in Preventing and Tackling Bullying (DfE, July 2017).

Bullying describes the behaviour when someone hurts another, either physically or emotionally, repeatedly and on purpose.

- The behaviour has to be repeated
- The motivation has to be to hurt someone
- There is often an imbalance of power

Bullying can take place in many forms – e.g. physical, verbal, emotional or electronic.

Bullying may be motivated by prejudice against particular individuals or groups, for example because of some perceived physical, economic, sexual, intellectual, domestic, cultural, religious or racial difference or because a child is adopted or is a carer. It can be particularly distressing to draw attention to a person's physical appearance and/or disability (including those with special educational needs). Bullying may occur directly or through cyber-technology (e.g. social websites, mobile phones, text messages, photographs, email, portable

electronic devices, apps etc.). Bullies and their victims may be of any age, size or physical strength.

EXAMPLES OF BULLYING BEHAVIOUR

Repeated, sustained and purposefully hurtful:

- Physical assault
- Derogatory name calling of an insulting and / or personal nature
- Verbal abuse and threats
- Demanding money, material goods or favours by means of threat or force
- Ridiculing an individual because of physical, economic, sexual, intellectual, cultural or racial difference or religious belief
- Graffiti designed to intimidate or embarrass
- Incitement of others to commit acts of bullying
- Racist, sexist and homophobic behaviour

We do not define hurting someone accidentally, a one-off fight between equals or a 'falling -out' between friends as bullying.

Single, one off incidents or a falling out between friends may not be defined as bullying. However we recognise that sometimes someone can feel bullied even if the incident does not fit with our definition and this still requires intervention and support.

SOCIAL NETWORKING SITES, INTERNET RISKS AND CYBERBULLYING

The advent of Social Networking websites and apps such as Snapchat, Instagram, Whatsapp, Facebook and Twitter, has made the internet more interactive and creative, yet there is a host of associative risks which present problems for pupils, parents and teachers alike. Most pupils at the School have smartphones with internet access as well as digital camera/filming capability. Teenagers possessing such equipment now have on-the-go access to very empowering but also endangering worlds.

Cyber-bullying is the use of electronic communication to bully a person, typically by repeatedly and maliciously sending messages of an intimidating or threatening nature.

All bullying can be disturbing, but cyberbullying is particularly damaging. Not only is there often the threat of anonymity, but the bullying does not stop at the school gate as it might have done in the past. Cyberbullying on the internet endures and is repetitive by virtue of the fact that any further viewing and commentary (in a global audience) will proliferate the abuse.

Also, owing to its remoteness, the perpetrator will not necessarily see the subsequent, ongoing effect on the victim and may deem the comment as 'just a bit of fun'.

EXAMPLES OF CYBER-BULLYING BEHAVIOUR

- Abusive or threatening emails, texts, instant messages or calls on mobile phones
- Hijacking or cloning email or social networking accounts, or using email or social networking to impersonate a person
- The use of mobile phone camera images to cause distress, fear or humiliation
- Posting threatening, abusive, offensive or humiliating material or comments on websites

Any case of cyberbullying should be reported to the School, which will use its discretion to determine whether or not to report the case to the police. The same procedures and follow up to incidents will be followed as for bullying.

ENGAGING IN BULLYING BEHAVIOUR

Pupils:

Pupils have to learn that bullying is unacceptable. Those who engage in bullying and fail to show through their actions that they have learnt that bullying is unacceptable risk forfeiting their right to be at the School and can face permanent exclusion.

Pupils 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
- Pupils who are guilty of bullying will be given sanctions according to the severity of the offence.

Parents:

All parents of pupils at the School will be expected to recognise and eschew any behaviour towards staff, or any other members of the School community, that is bullying.

In addition, the School expects that parents will reinforce and espouse the School's aims and ethos and insist upon the value of good behaviour, and a rejection of bullying, to their children. Parents are encouraged to report instances of bullying to the School that they may witness as bystanders.

Staff will inform the Head if they are subject to behaviour from parents that they regard as unacceptable and that may constitute a form of bullying.

Staff:

It is expected that all staff employed by the School will recognise and eschew any behaviour which is bullying.

PREVENTATIVE MEASURES

Firstly, the School acknowledges that bullying happens in all schools. It is distressing to the victims and represents a problem that has to be addressed seriously.

1. It is made clear to all pupils that bullying is not acceptable. Pupils are encouraged to report any incidents to their Form Tutor or any member of staff and these are investigated promptly. These reports need to be written down. The School aims to create a climate of trust in which reporting to an adult is the normal response to bullying rather than passive acceptance or violent reaction.

2 Part of the PSHE programme involves anti-bullying education in which the following points will be stressed:

- a. What bullying is and how to recognise it
- b. Why it is done and what makes a bully
- c. Who does it - the stereotypes of bullies/understanding the bully
- d. What to do if you are a victim - inform staff and coping strategies

3. The question of bullying and cyber-bullying is also dealt with in assemblies (for example in National Anti-bullying week), Form Tutor periods, Drama and Religious Education.

4. Form Tutors and duty staff involved in supervision of pupils are all briefed to watch out for signs of bullying.

Preventative measures for the prevention of cyberbullying, in addition to the measures described above, the School:

- Expects all pupils to adhere to its policies on E-Safety and Acceptable Use of Computers. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use;
- Offers guidance on safe use of social networking sites and cyberbullying in PSHE lessons, which covers blocking, removing contacts from "friend" lists and sharing personal data;
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe;

- Restricts the pupils' use of mobile phones, as described in the Behaviour Policy
- Does not allow the use of cameras or mobile phones in toilets, washing and changing areas.

Modern technology allows children to have access to and use of many social media platforms. This can lead to them being used inappropriately, which can easily enable children to perpetrate or be in receipt of bullying behaviour. In light of this, the School recognises the necessity for parents and carers to monitor their child's activity on-line.

One important factor when monitoring a child's online activity, is the recognition of the age restrictions which apply to the sites and apps.

Children must be **13 years of age** to access and use the following apps:
Snapchat, Instagram, Twitter, Facebook, Reddit, Tumblr and Pinterest

Children must be **16 years of age** to access and use **Whatsapp**

Whilst there is no age restriction for watching videos on **YouTube**, users need to be **13 or older** to have their own YouTube account (enabling them to subscribe to other channels, like videos, post comments, share their own content and flag inappropriate content).

REPORTING BULLYING BEHAVIOUR

It is the collective responsibility of everyone in Deyes High to be diligent and report any instance of suspected bullying. Specific staff are deployed to investigate such reports and all reports of suspected bullying behaviour should be directed to these staff.

If a student is being bullied, they should:

- Take action. Report it to a member of staff or another trusted adult either in person, or using the 'concern boxes' which are placed by the office of each year group Pastoral Lead.

If a student suspects someone is being bullied:

- Take action. Report it to a member of staff or another trusted adult either in person, or using the 'concern boxes' which are placed by the office of each year group Head of Year.

If a parent or other adult suspects someone is being bullied:

- Take action. Inform the School immediately.
- If a parent feels that an incident has not been dealt with satisfactorily, the Head of Year for the year group of the student should be informed.

PROCEDURES: FOLLOW UP TO INCIDENTS

When bullying arises, bullies are confronted with their behaviour in a way that enables them

to see the inappropriateness of their actions and the hurtful consequences that ensue. The bullied are supported and, subsequently, monitored. Appropriate sanctions are imposed on those who have found 'on the balance of probabilities' (civil standard of proof) to have bullied.

1. A bullying or cyber-bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child (whether it is the victim, the bully or both) is suffering or is likely to suffer significant harm.
2. Allegations of bullying or violence will be investigated, as far as is reasonably practical and any actions that may be taken or recommended to the Head will be determined, in line with the procedures outlined in the School's Behaviour Policy.
3. Sanctions may be applied to pupils in line with the School's Behaviour Policy. Sanctions imposed will match the severity of the offence.
4. Parents will be alerted where, in the professional judgement of those responsible for the implementation of pastoral policy, the incident is sufficiently serious to warrant such action.
5. A record of bullying incidents will be kept.
6. In certain cases, recourse may be had to the services of an appropriate professional to help the victim or the bully.

INTERVENTION

School will apply disciplinary measures to students who bully.

They will be applied fairly, consistently and reasonably, taking into account of any special educational needs or disabilities the students may have and taking into account the needs of the vulnerable students.

Restorative conversations will be offered and conducted if appropriate.

Sanctions to be applied can range from detentions to fixed or permanent exclusion for the most severe and persistent cases. These strongest sanctions will be decided by the executive Head teacher and Headteacher of the school.

REVIEW OF POLICY

This policy is reviewed annually by the Assistant Headteacher in charge of Behaviour and Welfare, the Headteacher, the Executive Headteacher and Governors. The latest version is made available on the School website.