

ANTI-BULLYING POLICY

This policy should be read in conjunction with the following documents, as appropriate;

- **Hesketh House Behaviour Policy**
- **Hesketh House Rewards and Sanctions**
- **Hesketh House PSHEE policy**
- **Girls' Division Whole School Behaviour Policy**
- **Girls' Division Whole School Anti-Bullying Policy**

Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim as a school to provide a safe and secure environment where all can learn without anxiety.

This policy aims to provide a consistent school response to any bullying incidents that occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

We believe that pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.

How do we define Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.

It might be motivated by actual differences between children, or perceived differences. Bullying issues in school are usually rare. In a case of bullying, stopping violence and ensuring immediate physical safety would be our school's first priority. We recognise that emotional bullying can be just as damaging as physical.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school.

The Byron Review stated; "Cyber- bullying is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones."

Cyber-bullying is a different form of bullying which can happen at any time, with a potentially bigger audience, and more accessories as people forward on content at a click.

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For more information on how to respond to cyber-bullying and how pupils can keep themselves safe please refer to DfE Guidance [2014 updated 2017] Preventing and Tackling Bullying.

What types of bullying are there?

- Emotional (persistently being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (persistent name calling, sarcasm, spreading rumours, teasing)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Extortion (demanding money/goods with threats)
- Cyber (all areas of internet, email and internet chat room misuse.)
- Mobile threats by text messaging and calls.
- Misuse of associated technology: camera and video facilities including those on mobile phones and iPads.
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact, sexually abusive comments)
- Homophobic (because of, or focussing on the issue of sexuality)

What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school or changes route
- Doesn't want to go on the school / public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts self – harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has money continually 'lost'
- Has unexplained cuts or bruises
- Comes home 'starving'
- Bullying others

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- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber- message is received
- Gives improbable excuses for their behaviour.

What causes Bullying?

People bully for different reasons. The reasons could be:

- to feel powerful
- jealousy
- to feel good about themselves
- to be in control
- because they want something (attention, possession or friends)
- to look good in front of other people
- to feel popular
- because of peer pressure
- to be big/clever
- for fun
- because they are being bullied themselves
- because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way)

How do we deal with Bullying?

The role of the Head teacher and Deputy Head

- Review the effectiveness of the Policy annually.
- Take a proactive approach to prevent bullying.
- Communicate clear expectations about pupil behaviour.
- Ensure that it is the responsibility of everyone to report any incident of bullying to a member of staff.
- Maintain a strong ethos which promotes equality and diversity.
- Develop a whole school approach with a clear policy, and clear measures in place, to deal with bullying and poor behaviour. See Appendix 3 'Pathways of Help'
- Ensure measures are made clear to parents, pupils and staff so that, when incidents do occur, they are dealt with quickly
- Ensure that our policy on bullying is clearly communicated and understood by:
Pupils at the beginning of every new academic year in assemblies and throughout the year as part of our PSHEE programme
Parents at the June and September Information evenings.
Raise awareness of the issue, to ensure staff are alert to and accepting of the possibility of bullying and review with staff annually at the September INSET
New staff as part of their Induction programme
- Ensure that staff are alerted to possible signs of bullying via weekly tracking meetings.
- Support pupils affected by bullying as outlined in Pathways of Help, using external agencies where appropriate.

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- Report to the Head of Senior School about the effectiveness of the Anti- Bullying policy (Weekly meeting with Headmistress/ Governors' Report)
- Set the school climate of mutual support and praise for success, so making bullying less likely.
- Work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. She may also work with other agencies and the wider community to tackle bullying that is happening outside school;
- Establish review procedures to identify patterns of unacceptable behaviour and to prioritise necessary changes.
- Implement disciplinary sanctions using guidance in the **Pathways of Help Diagram**. See Appendix 3
- The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- Notify Head of Senior School of extremely serious incidents and discuss sanctions including suspension or exclusion.

The role of all teachers and support staff

- To understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- To have high expectations of good behaviour.

The role of Parents

- As a school we involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. These are introduced annually to parents at the September Information Evening. They are also outlined in the Parent Information Handbook. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.
- We inform parents of any girls involved in bullying and invite them in to discuss this with the Head of Hesketh House. They are aware that they may contact the Head if they are concerned their child is being bullied or does not feel safe to learn.
- They can be confident that the school will take any complaint about bullying seriously and investigate and resolve as necessary.
- They can be confident that the school have systems such as the Anti-Bullying Charter and Pathways of Help in place to protect their child.
- They are invited to annual Cyber-Bullying information evenings
- They are aware of the school's complaints procedure, which they can use if they feel their complaint has not been dealt with satisfactorily.

The role of the pupil

- We involve the pupils in assemblies, PSHEE lessons and House Meetings to ensure they are clear that school does not tolerate bullying.
- The pupils are involved in devising the Hesketh House Anti-Bullying Charter as part of House Meetings.

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- Playground ambassadors help support pupils on the playground.

Anti-Bullying Strategies

We openly discuss differences between people that could motivate bullying;

- Form Times, Circle Times, PSHEE themes, Whole School Assemblies, Class Assemblies, House Meetings, PSHEE Assemblies and Visiting Theatre workshops are used to discuss issues of friendships, relationships and bullying.
- We use the Habits of Mind particularly 'Listening with understanding and empathy' as a strategy to prevent bullying.

Anti-Bullying Tracking

- As a means of preventing bullying we develop an approach in which school staff gather information about issues between pupils which might provoke conflict. Staff communicate any problems via weekly tracking meetings. Serious concerns are tracked by individual teachers on the Serious Concerns tracking form. Information from the weekly tracking meeting is relayed to Teaching Assistants at a weekly meeting with the Deputy Head.
- Any specific incidents of bad behaviour on the coaches are reported to the Head and recorded in the Coach Incidents Book in the Head's Office.
- Staff record when they have given Amber or Red cards in their class behaviour book
- Red cards are recorded in the whole school Behaviour Book kept in the staffroom and followed up by the Deputy Head.
- Any specific incidents of bullying are recorded in the Behaviour File under Allegations of bullying in the Deputy Head's office.
Information from all tracking systems is cross-referenced each half term by the Deputy Head.

Additional preventative measures against Bullying

Cyber Bullying

- The Foundation's Acceptable Use Policies include provisions designed to reduce the misuse of the iPads and to prevent cyber bullying. Staff keep up to date with the technologies which the girls are using.
- We hold Cyber -bullying workshops for both parents and pupils.
- The School's Device Manager System prevents girls from accessing social media sites on their iPad.
- The Headteacher through the newsletter, alerts parents to sites which are causing problems for the girls.
- Mobile phones are signed in on arrival to school and collected at the end of the school day.
- No girl may take a still or moving image on the School site or on the School coaches without the specific, prior permission of a member of staff.

Pathways of Help

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- In House meetings and as part of our PSHEE Topics we have devised our own chart 'Pathways of Help' so that every pupil, every teacher and every parent knows how to respond to bullying.
See Appendix 3 Pathways of Help
- The Pathways of Help is displayed alongside the Hesketh House Anti- Bullying Charter in classrooms, cloakrooms and shared spaces around school.
- The Pathways of Help is in the Homework Diary.

Anti - Bullying Charter

- In House meetings and as part of our PSHEE Topics we have devised our own Anti-Bullying Charter so that every pupil, every teacher and every parent knows how to respond to bullying.
- The Charter is displayed in classrooms, corridors, cloakrooms and in the Homework Diary.
See Appendix 4 Anti - Bullying Charter
- As a school we apply disciplinary measures to pupils who bully. If a pupil is being bullied we want them to report this to an adult, normally their form teacher, who would carry out initial investigations. They would email or meet with the Deputy Head who would record the incident in the bullying section of the Behaviour File kept in the Deputy Head's office on the 2nd floor.
- Then, in order to show clearly that their behaviour is wrong, disciplinary measures are applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.
- We also consider it to be very important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the bully. Where this is the case we understand that the child engaging in bullying may need support themselves.

Listening Box

- We encourage the pupils to discuss concerns with an adult in school. We also have a Listening Box located on the Ground floor for pupils to record any worries or concerns they may have if they prefer not to discuss them. The Deputy Head ensures that these concerns are followed up using the Pathways of Help if necessary.

General guidelines to keep in mind

A member of staff who becomes involved in dealing with a bullying incident should:

- Remain calm and reassure the victim.
- Take the incident seriously.
- Decide whether action needs to be private or public and deal with things in private if possible.
- Offer help and advice to the victim.
- Encourage witnesses to come forward and obtain accounts of the incident from them.
- Make it plain to the bully that their behaviour is unacceptable.
- Explain clearly any punishment given.

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- Inform the Deputy Head who is responsible for keeping a record of incidents of bullying as keeping detailed records enables patterns to be identified and can inform proper discussion with parents, if appropriate.
- We would make clear to the parents of the victim and of the bully the actions being taken, why we are taking them and what the parents can do to help us reinforce our actions.
- Every effort will be taken to follow up each case [usually via Weekly tracking meetings, classroom monitoring via behaviour tracking sheets and playground monitoring via playground monitoring book] to ensure the victim is given support and to prevent any recurrence.
- Personal mobile phones and iPads may be searched for evidence without the consent of the owner provided there is good reason to do so, "good reason" defined to mean that the school reasonably suspects that the device has been used to cause harm, disrupt teaching or break the Code of Conduct.

Policy review

This policy is update annually using the Anti-Bullying Policy Review grid as a guide.

Policy reviewed by Mrs C Laverick Mrs H Holt

Date: July 2018

Date of next review July 2019

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Appendix 1 Support Agencies

Anti-bullying Alliance

The alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues

www.anti-bullyingalliance.org.uk

Kidscape

www.kidscape.org.uk

Childline

Advice and stories from children who have survived bullying
08000 1111

Bullying on line

www.bullying.co.uk

Parentline Plus

Advice and links for parents
www.parentlineplus.org.uk
08088002222

Parents Against Bullying

01928 576152

Stonewall

The gay equality organisation founded in 1989.
www.stonewall.org.uk.

Cyberbullying.org

One of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site
www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

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Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

Appendix 2



BULLYING PATHWAYS OF HELP

Step 1

Find someone you trust and talk it through

- Ambassador
- Class Teacher
- Teaching Assistant
- Or write down your worries and concerns on a slip and place in the Listening Box

Step 2

Meet with the class teacher

- Discussion on the facts
- Suggested ways forward
- Short review time
- Tracking via weekly tracking meeting
- Recorded in form of alleged bullying incidents
- Tracking via weekly meeting

Step 3

Discussion with all parties by Deputy Head/Head

- Will use suggested and agreed actions/strategies
- Parents informed
- Short term review

Step 4

Hesketh House Head directs to a variety of help strategies

- Restorative justice
- Mediation/counselling
- Anger management training & self help
- Circle of friends
- Ambassador support

Step 5

Hesketh House Head informs Head of Senior girls

Appendix 3

Hesketh House Anti-Bullying Charter



Our school is a safe and happy school.

We are a kind and friendly school.

At Hesketh House everyone should feel respected.

We are a telling school. If someone is being mean we tell our teacher or an adult.

We believe in ourselves and do not worry what others think of us.

We put ourselves in other people's shoes.

At Hesketh House we think before we act and speak.

At Hesketh House we celebrate difference. We don't exclude people.

We all share the responsibility to ensure that bullying is not tolerated.

We do not tolerate unkind actions or words. We do not tolerate emotional abuse.

We do not tolerate cyber bullying.