



St Hugh's School

Anti-Bullying Policy

Why we are against bullying at St Hugh's

Because we believe that:

- Everyone has the right to feel welcome, secure and happy
- We should treat everyone with consideration
- If bullying happens it will be dealt with quickly and effectively
- It is important to tell someone
- Bullying of any kind is unacceptable at our school
- No-one has the right to make you feel worried
- Everyone should feel good about themselves and want to go to school

We recognise the seriousness of all forms of bullying and the impact it can have on those involved. The ethos of our school fosters high expectations of outstanding behaviour. We recognise the value of talking about bullying and of equipping students with strategies for dealing with bullying should they encounter it.

All members of the Governing Body, staff, students and parents should have a joint understanding of what bullying is and what the school's procedures are for responding to bullying. Information will be shared on the school website, through regular events and/or workshops for parents/carers.

As a school we take bullying seriously. Students, staff and parents and anyone associated with the school should be assured that we do not tolerate bullying and that they will be supported when such behaviour is reported.

1.1 This policy has been devised in-line with the statutory regulations set out in Keeping Children Safe in Education, 2019. It links with other school policies practices and action plans including:-

- Safeguarding and Child Protection Policy
- Behaviour and Discipline Policy
- Complaints Policy
- E-safety and acceptable user guidance
- Curriculum Policies such as PSHE, Citizenship and Computing
- Relationship and Sex Education Policy
- Mobile phone and Social Media Policy
- Searching and Confiscation Policy
- Staff Conduct
- Whistleblowing
- Equality and Diversity Policy
- Promoting Fundamental British Values

Bullying of staff by pupils, parents or colleagues, is unacceptable. Where this occurs the Governors and Headteacher will follow the appropriate policy. Anyone feeling aggrieved will be encouraged to follow the procedures outlined in the Complaints and Whistleblowing Policies.

Why do we need a policy?

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

At St Hugh's we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils 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.

"Being bullied is not an inevitable part of growing up" - Stop Bullying Now - website

The purpose of this policy is to identify bullying behaviour and victimisation, to enable staff to establish and implement systems of prevention and support, linked to the Behaviour Policy, enabling them to create a safe and inclusive learning environment. At St Hugh's we recognise the value of each student and the importance of addressing the anti-social behaviour in the student. (Behaviour strategies and techniques used are discussed in the schools behaviour policy)

The Equality Act 2010

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

Criminal law

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. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

What is bullying?

(Please also refer to the accepted definition of bullying as illustrated in the school safeguarding policy)

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, 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.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

- **Bullying** is behaviour which deliberately makes another person feel uncomfortable, distressed or threatened.
- **Bullying** is behaviour towards another that is repeated over time.
- **Bullying** makes those being bullied feel powerless to defend themselves.

What types of bullying are there?

- **Emotional** (being unfriendly, excluding, tormenting, threatening behaviour)
- **Verbal** (name calling, sarcasm, spreading rumours, teasing)
- **Non-verbal** - gestures, producing offensive graffiti
- **Psychological** - deliberately excluding people from groups, threats.
- **Physical** (pushing, kicking, hitting, punching or any use of violence)
- **Extortion** (demanding money/goods with threats)
- **Cyber** (all areas of the internet, email and internet chatroom misuse, threats via mobile phones, texting and calls, misuse of associated technology i.e. camera and video facilities including those on mobile phones)

Forms of bullying

Bullying can happen to anyone. This policy covers all forms of bullying including:-

Forms of bullying

- **Bullying relating to Race and Culture** - derogatory assumptions or generalisations about colour of skin, accent or the way they talk, ethnic grouping, references to terrorism, dress etc.

- **Bullying relating to Religion** - derogatory assumptions or generalisations about religion, religious taunts and intolerance.
- **Bullying relating to Disability** - derogatory assumptions or generalisations about a young person's disability.
- **Bullying relating to Sexual Issues**- unwanted physical contact or sexually abusive comments including sexual harassment and sexual violence.
- **Bullying relating to Sexual orientation**- Homophobic / LGBTQ+ - ridicule, gestures, malicious warning others about a person, put downs, insults, etc.
- **Bullying relating to Perceived Differences** - the way someone looks, talks etc.
- **Bullying relating to Special Educational Needs** - learning difficulties or being gifted/talented
- **Bullied because they are a Child in care or Adopted**
Bullied because they are a Young Carer
Bullied because of Other reasons i.e. jealousy, friendships

Bullying can be direct or indirect:-

Physical - kicking, hitting, taking belongings, sexual violence

Verbal - name calling, taunting, mocking, moderate/severe banter, making offensive comments, sexual harassment

Non-verbal - gestures, producing offensive graffiti

Psychological - deliberately excluding people from groups, threats.

This includes the same inappropriate harmful behaviours expressed via digital devices (sometimes known as cyber bullying.) Examples could be the sending of inappropriate messages by phone, text, Instant Messenger, through websites, social media sites and apps, and sending offensive or degrading imagery by mobile phones or via the internet. (For further information on youth produced imagery see the e-safety and acceptable users policy?)

Bullying behaviour is deliberately hurtful and ongoing. (It is not the same as random unprovoked aggressive acts.) It is unequal and difficult to counteract by the person being bullied as it involves a power imbalance. The imbalance of power can manifest itself in several ways:-

- **physical** - size of people involved, number of people involved
- **psychological** - knowing what upsets someone and deliberately doing it
- **socially** - **deliberately isolating someone**

It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low level disruption, offensive language (Homophobic, Racial), banter and horseplay will be challenged. Where this occurs clear expectations of behaviour will be set to prevent negative behaviours escalating.

An act, or acts, of bullying can take place at any time in or outside school premises or hours. This policy will apply at any point whilst a child is a registered pupil at our school. All staff are trained to be vigilant about all forms of bullying and/or peer abuse.

We are a TELLING school. We encourage and support all members of our school community to report bullying. Students may not be aware that they are being bullied due to their age, level of special educational need or vulnerability. It is the responsibility of the school community to be vigilant and ensure that all our students feel and are safe.

Peer-on-peer abuse allegations

All staff should be aware safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but not limited to: bullying (including cyber-bullying), gender-based violence/sexual assaults and sexting.

Staff should be clear as to the school or college's policy and procedures with regards to peer-on-peer abuse. (Keeping Children Safe in Education, in September 2016.)

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up".

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting),

(see also Child Protection policy, Behaviour policy, E-Safety Policy)

In order to minimise the risk of peer-on-peer we should :

- Challenge any form of derogatory or sexualised language or behaviour
- Be vigilant to issues that particularly affect different genders - for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils know they can talk to staff confidentially
- Ensure staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.¹ If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Bullying – the signs and symptoms

A child may indicate by signs or behaviour that she or he is being bullied. All adults should be aware of these possible signs and should investigate if a child;

- Is frightened of walking to or from school
- 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
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide
- Runs 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 or property damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home "starving"
- Becomes aggressive, abusive, disruptive or unreasonable (which is normally out of character)
- Bullying others
- 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
- Acts unusually quiet and does not want to go school

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. Pupils who are bullying need to learn more positive ways to behave.

Our school has a responsibility to respond promptly and effectively to issues of bullying.

What can we do at St Hugh's to prevent bullying?

A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

At St Hugh's we acknowledge that we need to adopt a whole school approach to the issue of bullying for it to have any impact on our students. As a school we encourage our staff to:

- **Adopt** a common concern approach within their subject areas
- Reinforce with students that aggressive, violent or cruel behaviour is unacceptable
- **Encourage** students to accept ownership of their behaviour towards another, and not dismiss the seriousness of their actions by "We were only.....", or "It was just a joke"
- **Challenge** students regarding inappropriate behaviour towards another student.
- **Reinforce** within their teaching groups that it is not acceptable to be a witness / bystander to bullying and take no action themselves.
- **Encourage** students to be more active in taking a positive stance against bullying in the school.(not allowing someone to be deliberately left out of a group; not smiling or laughing when someone is being bullied; telling a member of staff what is happening; encouraging the bullied pupil to join in with their activities or groups; telling the bullying pupil to stop what they are doing; showing the bullying pupil that they disapprove of his or her actions)
- **Teach** our students how to be more pro-active when faced with a situation they deem to be threatening. (Encourage pupils to respond assertively by saying to another, 'I don't like you doing that. Stop it', develop effective body language and self- confidence, offer advice or allow students to comment on their feelings in difficult situations, work on language acquirement, eye contact, gesture and facial expressions which will greatly enable students experiencing difficulty with communication skills)

- **Discourage** our students from being passive about bullying and adopt more challenging strategies to overcome difficult scenarios. (encourage the victim to joke about the name calling, say firmly, 'Leave me alone', imagine an invisible shield protecting them and sending their cruel words back to them, encourage them to play safely and avoid 'hot spots' around the school environment if possible, to select friendships carefully - vulnerable students encouraged to engage themselves in social play situations, adult help must be sought if the students find they are unable to cope)
- **Praise** students when they show kindness to each other, help each other or resolve their conflicts by listening to the other persons point of view and talk through the situation.
- **Develop** a skills set for all children (through the school ethos and PSHE curriculum) to use in situations where they need to adopt an assertive stance.

Moreover as a school we will ensure that 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. 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
- involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- regularly evaluate and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities. Schools can also teach children that using any prejudice based language is unacceptable
- use specific organisations or resources for help with particular problems. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying
- provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Schools can invest in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils
- work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school

- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying
- create an inclusive environment. Schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

Staying safe

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education.

Although St Hugh's recognises the need for our students to be able to adopt strategies of self-help, in incidents of a violent or sexual nature an adult will be called upon immediately. These incidents may include;

- Unwanted touching or following around
- Physical violence or the threat of it
- Making abusive and sexually suggestive comments/gesture
- Racist bullying and discrimination
- Sexist insults and jokes
- Homophobic bullying
- Damaging/removing other peoples' belongings.

Strategies employed for pupils involved in persistent bullying - the consequences

As a School we will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures will be 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. Moreover, we believe it is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

If a pupil is constantly involved in bullying incidents despite all efforts to support and modify behaviour, then more serious action must be taken. Parents/carers will be informed by letter. Contact with the LEA's Anti-bullying Team will be made as necessary, to provide support and advice to both staff and students in such cases. All Staff are vigilant in detecting incidents of bullying.

- The Class teacher in the first instance informs the Senior Management (behaviour manager) re repeated incidents of bullying. These are recorded on a white 'Incident' sheet and passed to senior staff who monitors the behaviour. These records are filed in the students personal files.
- Positive reward systems are introduced to modify the bullying behaviour and interim measures taken to avoid confrontation/opportunities e.g. separate breaks, alternative activities.'
- At this point the learning mentors at KS3 or KS4 may be called in to work with and support the student on a one to one basis.
- Non violent/non sexual incidents will be reported to the parents by Senior Management who will inform them that a monitoring system is being established and why. With particular pupils, social skills work and support/rewards at home are encouraged to reinforce strategies at school.
- Violent /sexual incidents will be dealt with in a more formal way by letter. (Return slip to be filed)
- In the event of a re-occurrence of an incident after this letter, then the head, with the Phase coordinator invites the parents in to formalise a Contract of Acceptable Behaviour with the consequences clearly established. At this point, the pupil is involved in the discussions, all parties signing the contract. The formalisation of the contract will be dealt with on an individual basis.
- Breaking the contract may lead to a fixed- term exclusion either from school or from their peers and all social activities e.g. Football club, computer club. Some students may be directed for a fixed term to a lunchtime option club - staffed by aides.
- **In certain cases where there is a Child Protection issue, the established procedure will be followed - i.e. a CP cause of concern form given directly to the Designated Safeguarding Lead**

Anti-Bullying Education in the Curriculum

At St Hugh's we use a variety of methods to support students in preventing and understanding the consequences of bullying:-

- PSHE, Citizenship lessons
- Relationships and Sex Education lessons
- Spiritual, Moral, Social and Cultural (SMSC) curriculum
- School vision and assembly themes
- Key Stage assemblies
- Anti-bullying week
- Safer Internet Day
- E-safety lessons
- Friendship fallouts and restorative practice adult led meetings with the individuals involved
- Cross-cutting themes in other curriculum areas (English, IT, History)
- Buddy / Student peer mentors, school council members
- Student blogs, team base discussions
- Parent workshops (keeping children / parents safe online etc.)
- Outside speakers and theatre companies

Key staff (PSHE co-ordinator, SLT behaviour management) are responsible for initiating and developing (with other colleagues) an anti-bullying programme as part of the curriculum. All

staff are responsible for delivering the anti-bullying materials to members of the school community as part of a planned programme of study.

Pupil Voice

Students are involved in the prevention of bullying as and when appropriate. This includes:-

- Collaborative approach to discussing the school and class rules
- Team bases pledges or promise against bullying
- Engaging in role-plays (in PSHE) about what to do through scenarios of bullying
- Having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- Collaborative approach to ensuring that all students know how to express worries and anxieties about bullying
- Developing a student version of the anti-bullying policy
- Publicising the details of helplines, websites and report buttons
- Supporting each other via the buddy/student mentor scheme
- Ensuring that key information is highlighted on the school website

Students are also consulted through in-school questionnaires

What are the responsibilities of the people in our school, with regards to bullying issues?

The role of the Senior Leadership Team

- The Senior Leadership Team will be involved at the point where bullying becomes persistent or excessive (see reference to persistent bullying).
- SLT to inform the Chair of Governors in the event of exclusion.
- SLT within the School Development Plan and general monitoring and reviewing systems are responsible for all training and development including specialist anti - bullying therapy groups and counselling
- Termly report of bullying incidents to LA

The role of the Class teacher and Support Staff

- At the beginning of each day, the class teacher and support staff set a positive ethos. They remind pupils of all the benefits to the individual and class group of good behaviour and attitude towards each other, i.e. merits, Merit card treats, non-uniform day, Good day / week awards, positive reports and phone calls to parents.
- The allocated aide is to discreetly remind pupils on an individual contract about the agreement. Class are encouraged to use anti- bullying strategies to support each other.
- At the end of the day, we praise and reward good behaviour/attitude and potentially discuss how to support specific pupils, enabling them to aspire to improved performance the following day.
- **NB** most recorded incidents tend to be of a bullying nature.
- If an incident of a violent nature should occur, staff may have to physically intervene using the LEA legislative Team Teach strategies - recorded on the pro forma as laid down in the guidelines.
- Complete the Checklist for Managing a Bullying Incident (See Appendix 1) and discuss meeting notes and agreed outcomes with Senior Leadership Team.
- Aides to monitor any bullying incident and inform the class teacher who will inform parents by telephone and seek support.
- Repeated incidents within a week merit contact with the Phase Coordinator/Senior Teacher and the guidelines for persistent bullying will then be followed

- Where an incident involves sexual violence or sexual harassment refer to Child Protection procedures in-line with Keeping Children Safe in Education, 2019.
- During the investigations care must be promoted for the student who perceives themselves as being bullied as well as the alleged student showing bullying behaviour.
- Time out / reflection time may be used if deemed appropriate during the investigation.
- Parents should be informed and will be asked to come in to a meeting to discuss the problem as part of the investigation (where appropriate)

The role of the Lunchtime Teaching Assistant.

- Lunchtime staff should fill in lunchtime incident report forms, which should be shown to the Senior Supervisor who places it in the Class teacher's tray on the same day
- As all Learning Support Assistants have been trained in positive redirection strategies and restraint procedures, the expectations are that they will deal with violent incidents of bullying in the interim of the Senior Supervisor being called for assistance. Should the Senior Supervisor require further support, Senior staff on duty are to be called.
- In order to monitor the incidents of bullying at lunchtime both on the yard and at the table, a logging sheet will be kept by the Senior Supervisor, which will be reported to the Senior teacher during weekly meetings. The information will be shared with the relevant Class teacher who will put into practice the normal procedure for persistent bullying.

The role of Parents

- If parents suspect their child is being bullied they should contact the school. Parents should be prepared to talk about the signs and symptoms that they have observed and any suspicions they have about those carrying out the bullying.
- Parents must leave the initial investigation to the school. Any attempt to resolve the issue themselves is likely to make the matter worse.
- Parents should encourage their child to talk to an appropriate member of staff in the first instance, or a student mentor trained in anti-bullying such as a buddy or Emotional wellbeing mentor.
- (See Home/School Policy - Addendum 1)
- The expectations are that parents will work in close partnership with school re bullying incidents.
- Parents are also asked from time to time to complete a questionnaire regarding their opinions about the extent of bullying in the school. The
- Results of these questionnaires are collated and reported back to parents.

The role of Students

- If a student thinks they are being bullied they must tell an adult that they trust (parent, member of staff) or use the anti-bullying system (buddy / student mentor.) They must be able to explain what form the bullying is taking and how it affects them.
- Students who witness bullying or an incident which they feel may be bullying must tell an adult, parent, Mentor or other member of staff.
- Further information can be found in our Student Friendly Anti-bullying Policy (If you have one .. examples are available from the Local Authority.- Jo we maybe need to ask them to send us one that we can send out to students*****

The role of the Governors/LA

- The Head teacher makes reports to Governors at termly meetings.
- The Chair of Governors is involved in the decision to exclude pupils due to incidents of bullying.
- The Head teacher may seek advice from the LEA School Support Service on particular issues.
- Letters to the LEA informing them of exclusions are monitored.

Behaviour on school transport.

- (See LEA Code of Conduct for Behaviour on School Transport)
- Escorts to their line manager, who in turn have their set procedures, should report any incidents of bullying on school transport to the school office

Support for staff who are bullied

It is important that the school take measures to prevent and tackle bullying among pupils. But it is equally important that schools make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. The school will follow the DFE advice note which provides advice for headteachers and all school staff on how to protect themselves from cyberbullying and how to tackle it if it happens.

Everyone involved in the life of St Hugh's School should take responsibility for tackling bullying behaviour. This includes providing good role models, being consistent in the application of the Anti-bullying Policy and by fostering a clear understanding that we disapprove of unacceptable behaviour but not the child.

Intervention - Support for pupils who are bullied

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

Some pupils are 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, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help schools to develop strategies to prevent bullying from happening. It will also help schools be alert to those children who may be severely affected when it does occur.

The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the pupil.

In all cases schools have a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS). Refer the student onto a program to help build-up their self-esteem, confidence and resilience with a Mentor, or therapeutic intervention in / out of school. Refer to a buddy/student mentor or a counsellor if appropriate, whilst offering continuous advice and support for their parents and keeping them informed about the outcome of the investigation into their concerns. A Referral to Children's Services, may be made where appropriate (e.g. where there are safeguarding concerns.)

Schools should do all they can to ensure bullied children continue to attend school. In addition to the examples of support listed above, this could include using separate on-site provision that provides respite for bullied pupils, whilst maintaining their educational progression. It is important that this support goes hand-in-hand with measures to tackle the bullying so that bullied children feel safe at school, and on their way to and from school.

Support for Students who have engaged in bullying behaviour

- Given an opportunity to discuss what happened with an adult and explain why they became involved.
- Offered time to help them reflect on their behaviour and understand the harm that they have caused.
- Referred for intervention to develop their social and emotional skills and positive behavioural strategies with a Mentor or other therapeutic opportunities available in / out of school
- Given time to learn the steps they need to take to repair the harm they have caused and ensure they can make a choice to avoid bullying behaviour in the future.
- Informed that their parents/carers will be involved to help change the attitude and behaviour of the student.
- Referred to other agencies (if necessary) including the Police and Children's Services to support a change in behaviour
- Referred to a counsellor (if necessary)

- Invited to attend a mediation (restorative practice) meeting with the student who experienced the bullying to resolve issues and prevent a reoccurrence.

Changing the attitude and behaviour of students who engage in bullying behaviour will be part of the positive procedures used by the school. However, the school recognises that consequences will also have to be used with students who exhibit this form of behaviour. (See Behaviour and Discipline Policy.)

Alternative provision

In extreme cases, where the effects of bullying are so severe that it is not possible to reintegrate a child back into their school, then other arrangements must be made for the pupil to continue their education. In the first instance this may involve the transfer of the child to another mainstream school. Where a child has developed complex needs as a result of bullying, which cannot be met in mainstream education, then alternative provision may need to be arranged

Bullying which occurs outside school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

How do we at St Hugh's support our policy?

- For vulnerable individuals or small groups, the school will seek support from the Educational Psychologist,
- Use of intervention life coach/play therapist/drumming therapy/gardening therapy/horse therapy
- local community police officer (PCSO)
- or the Educational Inclusion Officer.

Monitoring & Evaluating the Anti-bullying Policy

To ensure that the policy is effective as a school we will:

- review the policy every year using a range of data including:
- Questionnaires, incident logs, pupil interviews, parental feedback, staff feedback and Governor reports.
- adapt the nature of the questionnaires used according to the age, ability and needs of the school population, questionnaires may also be adapted according to their length, readability, structure, layout and delivery.
- encourage children, parents / carers and all staff teaching and non-teaching to communicate concerns and issues regarding the Anti-bullying policy and its implementation, at any time.
- adapt the policy as necessary in accordance with new legislation and guidance.

Responsibilities (In summary)

It is the responsibility of:

The **Head teacher** to communicate the policy to the school community and to feedback the effectiveness of the policy in the Annual Report to Governors.

School Governors to take a lead role in monitoring and reviewing this policy including liaising regularly with the Anti-bullying co-ordinator.

Governors, the Head teacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.

Staff to support and uphold the policy.

Parents/carers to support their children and work in partnership with the school.

Pupils to abide by the policy.

At St Hugh's we believe;
"There is no hiding place for bullies"

The named governor with lead responsibility for this policy is - *****

The anti-bullying co-ordinator with lead responsibility for this policy is Katrina Pawlyszyn

Appendix 1: Checklist for Managing a Bullying Incident

The following is a suggested checklist to support adults when managing a bullying incident. The second page lists points to consider when completing an interview with both parties.

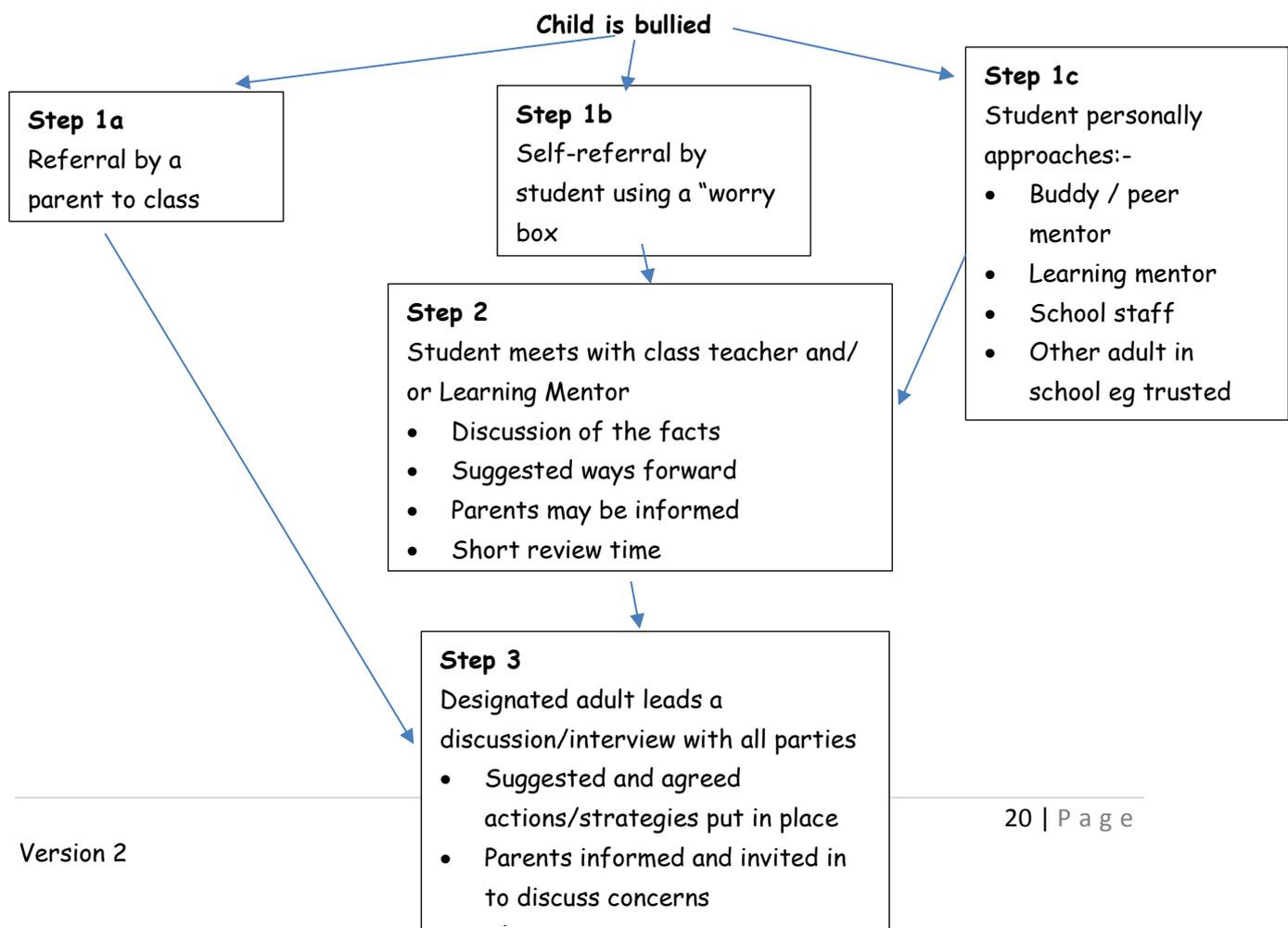
Students named in incident:

Date:

Checklist	√ and date when complete
Young person tells you that s/he is being bullied or the incident is observed.	
Report to the Anti-bullying school lead.	
Record incident following Anti-bullying policy.	
Ensure that an appropriate adult meets with the target of the bullying. Follow interview guidance and record.	
Listen to other young people who may have observed the incident. Follow interview guidance and record.	
Ensure that an appropriate adult meets with the young person alleged to be responsible. Follow interview guidance and record.	
If there is evidence or admission of bullying, issue appropriate consequences following Anti-bullying policy and behaviour policy. If	

using restorative approaches provide opportunities for young person to reflect and consider how they may make amends.	
Consider whether the impact of bullying is severe enough to warrant this being a safeguarding issue. If appropriate refer to designated safeguarding lead.	
If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned.	
Inform the target of outcomes and actions taken. Keep them informed throughout. Provide on-going support.	
Inform the young person responsible of outcomes and actions taken. Keep them informed throughout. Provide on-going support.	
Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
Where a criminal offence has been committed, consider reporting the incident to the police or inform parents of the target that they may want to do so.	
Consider what additional input is required in terms of: proactive work to address prejudice or promote diversity, work with class/year group/school, assemblies, individual work with students, group work with students involved, referral to outside agencies.	
Monitor the situation and review with all parties to ensure the bullying has stopped.	
Review how successful your approach has been. What additional preventative measures need to be in place?	

Appendix 2: Recommended Procedures in School for Reporting Bullying
Pathways of Help.





Step 4

Senior member of staff (with anti-bullying responsibility) directs a variety of help strategies to be delivered by 'trained' personnel eg.

- Restorative Practice
- Mediation/counselling
- Anger management training & self help
- Peer Mentor/Buddy support
- Circle of friends



Step 5

Headteacher and Chair of Governors and inform/seek advice from LA Anti-Bullying Officer.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying: Advice for Headteachers, staff and governing bodies" and "Supporting children and young people who are bullied: Advice for schools" November 2014
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health" <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Anti-bullying Ambassador Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com

- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Anti-bullying Alliance All Together School: <https://www.anti-bullyingalliance.org.uk/get-involved/become-all-together-school>
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Educate Against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

Sexual Violence and Harassment

- Lucy Faithfull Foundation: <https://www.lucyfaithfull.org.uk/>
- Rape Crisis: <https://rapecrisis.org.uk/>
- The Blue Door: <https://www.thebluedoor.org/>
- Brook: <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>
- Stop it Now! <https://www.stopitnow.org.uk/>