



HILBRE HIGH SCHOOL HUMANITIES COLLEGE

ANTI-BULLYING POLICY

Approved by Curriculum Committee: 21st March 2017

Approved by Governing Body at meeting on 27th March 2017

Introduction

Hilbre High School Humanities College Anti-Bullying policy has been developed in line with legal requirements and statutory guidance.

A range of Government initiatives have been used to ensure the schools obligations are met.

These include:

- Children's Act (2004)
- Equality Act (2010)
- Ensuring Good Behaviour in Schools (2011)
- Behaviour and Discipline in Schools (2011)
- Preventing and Tackling Bullying (2011)
- National Strategies on Behaviour and Attendance (2011)
- Wirral Anti-Bullying Guidance

The original policy was developed by a working party of senior staff, staff, pupils, parents and other stakeholders. This policy review was undertaken by Mr D White, Assistant Headteacher with responsibilities for Safeguarding and Pupil Interventions. Mr V Devonport Assistant Headteacher with responsibilities for Pupil Behaviour has produced a brief summary document of this policy. (Appendix 1)

Both the full and summarised policies are available online via the school website and on request from the School Office.

Statement of Intent

At Hilbre High School we are committed to providing a caring, friendly and safe environment for all our pupils. This commitment was recognised in our recent OFSTED report that highlighted that "*pupils felt safe*" at Hilbre. This kind of environment will lead to pupils learning in a relaxed and secure setting.

Bullying is not accepted in any form at Hilbre. If a pupil experiences bullying of any kind at Hilbre procedures will allow the pupil to be supported and the incident to be dealt with in a prompt and effective way. The openness of communication at Hilbre will endeavour to make sure that nobody is silent about acts of bullying at Hilbre. Pupils who are victims of bullying or observe bullying taking place know to tell staff members immediately. Pupils who are bullying others will be dealt with by the school and these individuals will be educated in the correct way to act towards their fellow pupils. EVERYONE within the Hilbre community deserves to be treated with respect.

Definition of Bullying

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying includes: name calling, taunting; mocking, making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours. Although sometimes occurring between 2 individuals in isolation, it quite often takes place in the presence of others. Victims of bullying are generally younger, smaller, weaker or vulnerable in some way.

Types of Bullying

Bullying can manifest itself in a variety of ways, physical, verbal or emotional, and each type can be extremely distressing for the victim.

Bullying can be carried out by individuals or groups of children. Bullies often try to involve other people in their behaviour; other pupils who act as an audience to the bully's actions are a part of the bullying especially if they go to places secretly because they know something is going to happen. If bullies are allowed to continue, no pupil is safe from being threatened.

Physical Bullying - hitting, slapping, punching, kicking, pinching or poking someone. It may also involve the use of a weapon. Violent behaviour of this sort is against the law as well as being against school rules.

Verbal Bullying - name calling, taunting, teasing, often using offensive and abusive language.

Other forms of Bullying - rude gestures, isolation, intimidation, extortion (e.g. taking crisps or dinner money), damaging others' property, or forcing someone to steal money or property.

Cyber-Bullying - cyber bullying takes different forms: threats and intimidation; harassment or "cyber-stalking" (e.g. repeatedly sending unwanted texts or instant messages); vilification / defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images; and manipulation. However, cyber bullying does differ in several significant ways to other kinds of bullying: for example, the invasion of home/personal space; the difficulty in controlling electronically circulated messages; electronic 'bystanders' may become bullies by passing on images or messages; victims cannot walk away from the bullying; and even in the profile of the bully and target.

Text messaging and e-mailing can be used as a vehicle for bullying, and young people should be careful who they give their phone number or email address to. Messages sent this way on a persistent basis with a threat of violence are serious matters and constitute a form of bullying. Young people should also consider which chatrooms to join, whether to stay members if people are unkind to them, and who to accept as friends as strangers may pose a danger.

Racist Bullying - may include name calling, racist jokes or offensive mimicry, physical threats or attacks. It can also involve written insults against people, culture, or customs. This may appear in graffiti, badges, or leaflets brought into school. It may also be seen in certain types of behaviour such as refusing to co-operate in work or in play. The actions taken by the school will follow procedures stated in the school Racial Equality policy 2016.

Sexual Bullying - this impacts on both genders. It is characterised by behaviours such as abusive name calling, comments about appearance or inappropriate and uninvited touching. It includes the use of sexual innuendos and propositions. The use of pornographic material or graffiti with sexual content may also characterise sexual bullying. In extreme cases it may be in the form of sexual assault.

Homophobic Bullying - sexual bullying may also be related to sexual orientation. Pupils do not have to be lesbian, gay or bi-sexual to experience such bullying - just being different can be enough. Homophobic comments, mimicry, ignoring someone because they are thought to be gay or lesbian, graffiti and physical bullying are all forms of homophobic bullying.

Transphobic Bullying - sexual bullying may also be related to transgender. Any bullying involving transgender discrimination will be dealt with swiftly and with support consistency.

Religious Belief Bullying - any bullying based upon the issue of religion or religious belief of an individual or group will be dealt with by the school in a knowledgeable and effective way.

COMBATING BULLYING TYPES OF BEHAVIOUR AT HILBRE HIGH SCHOOL

Aim:

To work towards the prevention of bullying rather than just reacting to bullying.

Our objectives are to:

1. Promote and develop the self-esteem of each pupil, thereby helping young people to avoid becoming the victims of bullying. Positive self-esteem also helps to build an ethos in which pupils do not feel the need to bully others in order to achieve status.
2. Promote and develop the self - confidence of each pupil, thereby helping pupils to realise their strengths and talents according to their own aptitudes, and channelling these in a positive fashion; enabling pupils, by recognising their own self-worth, to stand up for their rights in a responsible and constructive manner, and to be generous about other people's limitations.
3. Promote safe behaviours in young people in their everyday lives and in electronic communication.
4. Promote and develop within our pupils a respect for 'differences' between each of us as individuals, and within society in general.
5. Encourage an atmosphere of kindness and consideration towards others.

Curricular and extra-curricular activities, both in and outside the classroom make a vital contribution to the realisation of these objectives.

EXPECTATIONS OF PUPIL BEHAVIOUR AT HILBRE HIGH SCHOOL

- Pupils are expected to avoid using physical violence towards any other person. Violence is not a satisfactory way of solving problems, and will normally result in serious punishment.
- Verbal bullying, bullying by ignoring or excluding someone, and cyber bullying are not acceptable forms of behaviour; deliberately hurtful *ignoring*, name-calling or teasing will be treated as seriously as physical forms of bullying, with appropriate sanctions/action being taken against the bully.
- Other forms of bullying (e.g. damaging personal property) are clearly against school rules and will be treated as a very serious matter.
- Any pupil witnessing bullying behaviour of any sort should report the matter, in confidence if required, to a member of staff or responsible adult. We are anxious to maintain a safe environment in which pupils feel able to disclose information about bullying, in the knowledge that it will be acted upon in the best interests of both the victim and bully (see 'Guidance for Pupils')

Clearly, bullying of any type is totally unacceptable behaviour. To this end, Hilbre High School will:

1. Use a range of strategies to outlaw bullying including assemblies, the curriculum, individual counselling, and help and advice to both groups and individuals. We shall employ the full range of sanctions available to us if positive intervention is not successful in modifying the behaviour of bullies.
2. Encourage pupils to understand just how hurtful bullying can be, and provide support to both bullies and victims in an effort to prevent the problem from recurring.
3. Provide guidelines for staff, pupils, parents and Governors about how bullying can be dealt with effectively.

GUIDANCE ABOUT BULLYING

FOR PUPILS:

When someone is being bullied or in distress, pupils should:

- Tell a member of staff immediately. If necessary, the pupil should take a friend along for support; we recognise that pupils may be too frightened to tell a teacher, but it is this fear which enables the bully to operate effectively. If pupils do not feel able to tell an adult in school, they may feel easier about reporting the incident to parents, relatives or older friends, who can, in turn help by contacting us and alerting an appropriate member of staff of the situation. Every report of bullying is thoroughly investigated by a member of staff, parents informed and appropriate action taken, ranging from help, advice and counselling, through to the most serious of school sanctions including exclusion. The school can assist both bullies and victims by offering help and support by referral to outside agencies.
- Not tolerate a bully in a group of friends. Bullies will soon stop their behaviour if they realise that everyone disapproves. Do not support bullies by smiling or laughing. Do not remain silent as this allows bullying to continue. If you receive unkind images or messages on your mobile or chatroom do not pass it on as this makes you a bully.
- Not 'hit back', or join in the same sort of behaviour as the bullies. This will only make matters worse, and may result in pupils being accused of bullying. Pupils should not repeat unpleasant things said, or carry messages or threats they hear from someone else.
- Not use or put up with the use of homophobic language, it is not harmless banter and can be hurtful to the person it is aimed at or another person in the room. Pupils should challenge homophobic language as it is unacceptable in our school.
- Do not reply to unkind text messages, e-mails, or chatrooms messages. Keep the evidence by not deleting text messages or printing out e-mails or chatroom pages. They can be used if you wish to report the bullying.
- If you do not wish to speak to an adult, but wish to report a bullying incident, you may post your concerns in the anti-bullying box outside the Learning Mentors' room.

REMEMBER:

WATCHING AND DOING NOTHING DOES NOT HELP AND CAN SUGGEST PUPILS' SUPPORT FOR THE BULLY'S ACTIONS - THE NEXT TIME, IT COULD BE YOU!

FOR STAFF:

- Watch for signs of distress in pupils; deterioration in work, isolation, spurious illness, erratic attendance, the desire to remain with adults. These may be signs of bullying, but beware - they can also be symptomatic of other problems.
- It is important that staff are aware of potential non-verbal signs and indications of cyber bullying. These include depression, anxiety, or fear. Staff should be alert to children seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities or mobile phone use.
- Treat all reports of bullying seriously; take prompt action according to the needs of the situation, record all incidents, indicating action taken, and ensure that appropriate pastoral staff are informed. Feedback should be given to those involved on any actions taken.
- Remember that pupils with learning disabilities or communication difficulties may not understand that they are being bullied or may have difficulty in explaining that they are being bullied. Staff must look out for sign of bullying and report it.
- Understand that homophobic language is often used without thinking and is often ignored because it is difficult to know how to respond. It may be dismissed as 'harmless banter' and not thought to be particularly hurtful. Homophobic language should be challenged, and staff should make it clear that homophobic comments are unacceptable.
- Offer immediate support to the victim and collect facts which may be pertinent to the investigation. Ensure that all information is written up, and is stored on the appropriate pupil's file once the matter has been dealt with. Records of action taken should also be appended.
- Continue to monitor for further signs of bullying.
- Parents of both the bully and victim should be contacted.

FOR PARENTS:

- Watch for signs of distress in your child, e.g. an unwillingness to attend school, or a pattern of headaches or stomach aches. Other signs may include requests for extra pocket money or property going missing. Watch out for signs of cyber bullying. These include depression, anxiety, or fear. Children may seem upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities or mobile phone use.
- Take an active interest in your child's school life; discuss friendships, the day's events and any problems which may arise.
- Inform the school if you think your child may be being bullied; your child's Form Teacher or House Stage staff should be your first point of contact, although members of the Senior Leadership Team will also be pleased to assist you.

- If the bullying continues either in or out of school, keep a written record of incidents so that you know:
 - a) Who was involved.
 - b) What was said or done.
 - c) Where it took place.
 - d) When it took place.
 - e) Do not delete text messages and print out e-mails or chatroom pages if you think they are being used to bully your child.
- Together with the school, devise ways of dealing with the problem which will provide your child with support both in and outside school.
- If the problem occurs outside school, you may need to involve the police in order to make clear the legal implications of the bullying. Cyber bullying is has no specific laws as yet, but there are criminal laws that can apply in terms of harassment or threatening behaviour.
- Do not encourage your child to hit back, however tempting this option might seem. Ultimately, it will only make matters worse. On the positive side, do encourage your child to make friends, and to bring friends home. A child with friends is less likely to be bullied.
- Try to discourage your child from bringing family/friendship disputes which stem from incidents outside, into school.

SCHOOL PROCEDURES ON BULLYING

PREVENTING BULLYING

In order to minimise bullying we have the following preventative measures in place:

1. Create a culture in school whereby bullying will not be tolerated by staff or pupils.
2. Create a culture in school where the use of homophobic language is not acceptable.
3. Pupils need to be used as a positive resource in countering the problem of bullying. Bullying is explored through the curriculum in subjects such as English, Drama, Tutorial Support, Citizenship and ICT. Frank, honest discussions will help to expose problems in a sincere, genuine manner. If possible, pupils should be recruited to help shy children, or newcomers, to become accepted members of our school community.
4. Promote social and emotional skills through the 'Social and Emotional Aspects of Learning'.
5. Use events to promote further understanding of bullying, such as theatre groups.
6. Have assemblies on themes relating to anti-bullying, including cyber bullying.
7. There is a comprehensive rota of staff duties to monitor pupil behaviour around school at break and lunchtime; clear evidence of staff presence around school is in itself a deterrent to bullies and staff are encouraged to arrive at duty points promptly.
8. Have CCTV at key points in the building and grounds to get rid of blind spots where bullying could take place.

9. Monitor the use of electronic communications.
10. The use of notice boards and displays around school to increase awareness of how unacceptable bullying is and to increase students' knowledge about how to handle it.
11. Quiet areas and clubs are provided in school at lunchtime.
12. A peer mentoring is offered to support victims of bullying and encourage them to tell someone.
13. Bullying behaviour may be linked to deeper issues. We will identify and support such individuals to prevent bullying.

RESPONDING TO BULLYING INCIDENTS

In order to minimise bullying, we need to respond promptly and effectively to any incident which occurs, either in school or on the way to or from school.

1. Listen to students who report bullying and pass on any information about bullying to appropriate pastoral staff as quickly as possible.
2. The following procedures should ideally be used, wherever possible, by pastoral staff:
 - a) Interview the victim/pupil giving information, recording the main points.
 - b) Interview the bully, recording the main points.
 - c) The interviewer (staff member) should collate the main points from both discussions. Notes from a), b) and c) should be filed in the confidential files of both parties.
 - d) In the case of racial harassment or abuse full details should be submitted to the Headteacher on an Inter-Agency Monitoring Form. In keeping with the Authority's guidelines for dealing with Racial Harassment or Racist Incidents, the Headteacher will follow procedures set out in the schools Racial Equality Policy 2016.
 - e) Try to reconcile both the victim and bully. At the very least ensure that the victim knows what action you have taken, and monitor his/her welfare throughout the day and over the next few days/weeks, as appropriate. The aggressor should receive notice of the action/sanction the school intends to impose as a result of his/her behaviour. We will employ sanctions and positive interventions appropriately to modify the behaviour of bullies including mediation, involving parents, restorative justice, using of other agencies, detention, and exclusion.

If a pupil uses homophobic language staff should explain that it is not acceptable. If the pupil continues to use such language a member of the Pastoral Team or a Senior Leader should explain to the young person how inappropriate it is. The schools usual sanctions may be used if needed.
 - f) Counselling for the bully or the victim will be provided if appropriate. Work on Anger Management, Emotional Literacy and Assertiveness may be an appropriate follow-up in some cases.

- g) Contact the parents of both parties to ensure they are aware of the situation; arrange meetings as appropriate. Keep parents informed appropriately.
- h) The situation should be monitored by an agreed member of the Pastoral Team (Form) to facilitate prompt action in case of any repetition or repercussion as a result of the incident.
- i) In the case of a bullying incident details should be recorded on the school's online recording system so that frequency and trends can be monitored.
- j) Cyber bullying is a form of bullying, and will be dealt with as any form of bullying. We will also recognise the invasiveness of cyber bullying, and the potential size of the audience. The person being bullied may have examples of texts or e-mails received, encouraged to keep these. There are also additional reporting routes available, through mobile phone companies, internet service providers and social networking sites. Detailed information on retaining evidence, containing incidents, and contacting the relevant organisations is provided in Appendix 2.

It is important to try to contain the spread of cyber bullying, and options here include contacting the service provider, confiscating phones, and contacting the police (in relation to illegal content).

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

Take steps to identify the person responsible for the bullying. Steps can include looking at the school system and computer logs; identifying and interviewing possible witnesses; and, with police involvement, obtaining user information from the service provider.

Once the person responsible for the cyber bullying has been identified, it is important that, as in other cases of bullying, sanctions are applied. Technology-specific sanctions for pupils engaged in cyber bullying behaviour, which could include limiting internet access for a period of time or confiscating their mobile phone.

MONITORING AND EVALUATING OF THIS POLICY

- The frequency of bullying incidents will be monitored using the school's online recording system.
- Sample case studies showing information about bullying/cyber bullying incidents, what actions were taken and the impact on the bully and the victim.
- Records of parental complaints with regards to bullying.
- Records from the ESW service identifying where bullying is a factor in non-attendance at school.
- Exclusions relating to bullying.
- Transfer or admissions data specifically requesting transfer due to bullying.
- Data from OFSTED reports.

Data on bullying will be reported in the Headteacher's Report to Governors termly.

Data will be evaluated annually to determine:

1. If we have maintained or reduced levels of bullying.
2. If the nature of bullying incidents has changed.
3. What we have learned about how to further develop anti-bullying work in our school.
4. What is our next development priority in anti-bullying work and how will we undertake its development.
5. This will be linked to the SEF and the School Development Plan.

COMPLAINTS PROCEDURE

We strive to support your child especially in difficult situations. When you think we do this particularly well, please let us know.

But sometimes things may not go well, you may feel your child is being bullied and you may not be happy that the right things are being done to address this. We hope that by listening to you and having constructive discussion with you we can work together to solve any problems and improve our school systems further.

But if the problem persists, you may wish to make a complaint. We will investigate it in line with the school's complaints procedure. We will be happy to speak to you on the phone or meet with you and will investigate the matter fully.

Who should you contact? Your child's Form Teacher or House Team may be able to deal with the matter. More serious problems might require intervention from a Senior Leader; this would usually be Mr V Devonport, Assistant Headteacher (Pupil Behaviour). Most problems can be solved that way. If this does not bring the matter to a satisfactory conclusion, you may wish to complain to Mr M Bellamy, Headteacher.

After trying all other avenues you may decide to write a formal letter of complaint to the Governing Body, who will investigate the matter. If you are still dissatisfied you may appeal to the Local Authority.

If you want further information of support, please contact school or Family Live/Bullying Uk provides information and advice (0808 800 2222).

Very few problems have to go through such steps because we work hard to understand and resolve problems as quickly as possible. In this way pupils of the school get the best possible chance to succeed in their learning.

APPENDIX 1



ANTI BULLYING POLICY SUMMARY

RATIONALE

Bullying is the often-repeated, deliberate and hurtful treatment of another person over a period of time. Bullying takes place when a person deliberately intimidates, threatens or upsets another individual. All staff in our school team recognise that all of our students have the right to receive an education within an environment that is safe and positive. The school recognises that bullying in any of its forms can cause students to become unhappy in school and can lead to negative effects on overall student wellbeing and school attendance.

Using school assemblies, Active Form Time content, and in general student-teacher interactions, the school insists that students are aware that it is;

- Always unacceptable to bully others.
- Always unacceptable to fail to report bullying, including to self or to others.

TYPES OF BULLYING

Bullying can take many forms, but may include physical, verbal, or electronic attack based on religion, gender, sexuality, disability, appearance or racial origin. Additional bullying types include deliberate rejection or non-inclusion of others, name-calling, the unwanted removal of personal property, or any form of unsolicited coercion.

PROCEDURES

All of our students are instructed to alert staff of any incidents of behaviour that has been perceived of as bullying, and our House Offices are staffed throughout the day and should be considered a primary location for reports of bullying which are always processed in the strictest confidence. Form Tutors are also signposted as appropriate centres to which suspected bullying should be reported. It is essential that any parent/carer, who hears from their child at home of an unreported allegation of bullying, should encourage the student to report the incident to the House Office or Form Tutor on the next school day. In the event of a child expressing unease at reporting an allegation, it is essential that parents/carers alert the school as a matter of urgency.

In the event of the school concluding that an individual has been bullying in their approach to others, an appropriate sanction will be decided upon. This may include a request for an in-school parent/carer interview or may lead to a further requirement for student counselling and/or exclusion where this is deemed appropriate. In seeking to remedy cases of bullying, the school may elect to apply principles of restorative justice in which the victim of an incident of bullying is given clear assurances that there will be no further repeat of such unsettling behaviours, whilst offering further reassurance that the situation will continue to be monitored.

APPENDIX 2

Useful Organisations

Family Live/Anti-Bullying Uk - www.familylive.org.uk

Anti-Bullying Alliance (ABA) - www.anti-bullying.org

Mencap - www.mencap.org

Beat bullying - www.beatbullying.org.uk

Educational Action Challenging Homophobia (EACH) - www.eachaction.org.uk