

Handsworth Grange Community Sports College

Anti-Bullying Policy



Current Policy as of: September 2020

LT Responsibility: S Ruczenczyn

Anti-Bullying Policy

INTRODUCTION

The Minerva Learning Trust (MLT) asks all partner schools to adopt and use this policy unless a partner school and the Minerva Learning Trust have discussed and agreed alternative procedures that they both agree would better suit the partner school's particular circumstances.

Any reference in this policy to the Governing Body or the school relates to the independent governing bodies and schools of all Minerva Learning Trust partners. Partner schools and their respective Governing Bodies have full delegated powers from the Trust and have responsibility for the operational implementation of the policies and their associated procedures. They are encouraged to seek advice and support from Minerva Learning Trust on matters of policy and procedure in circumstances where decisions may potentially impact on the Trust as a whole, e.g. dismissing staff or making staff redundant. In such circumstances, at least one member of the relevant panel should be a member of the Trust.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. For the behaviour to be classed as bullying it is clear that there is an imbalance of power.

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 or belief, culture, sex, sexual orientation / homophobia, age, disability / SEN, transgender, because a child is adopted or has caring responsibilities because of appearance, health, ability or social class**. It might be motivated by actual differences between children, or perceived differences. (DFE Preventing and Tackling Bullying)

Position Statement:

All members of the school community, both students and staff, have the right to feel safe and therefore any form of bullying or perceived bullying is treated seriously and followed up as a matter of urgency. School will always respond to concerns and take appropriate action. As a school community everybody involved in the life of the school must take **responsibility for promoting the schools common anti bullying approach** by being supportive of each other, providing **positive role models** and conveying clear understanding **that bullying behaviour is unacceptable in any form** and by being clear that we all follow school rules.

The bullying policy has been written with due regard to the statutory obligations that school has under **section 89 of the Education and Inspectors Act 2006** – ...'encouraging good behaviour and respect for others on part of students and, in particular, preventing all forms of bullying among students'...'empowers head teachers, to such extent as is reasonable, to regulate the behaviour of students when they are off school site...'empowers members of staff to impose disciplinary penalties for inappropriate behaviour.' . **The Equality Act 2010 and the Children Act 1989**...'reasonable cause to suspect a child is suffering or likely to suffer significant harm' **and the Education act**

of 2002 ... 'safeguard and promote the welfare of students'. (See DFE –'Preventing and Tackling Bullying Advice for school leaders, staff and Governing bodies' (Revised May 2012) DFE 'Behaviour and Discipline in schools Guidance,'NSPCC safeguarding children in Education' (Nov 2011) and Ofsted 'Evaluation Schedule')

Criminal Law – some types of harassment or threatening behaviour or communications could be a criminal offence: (Protection from Harassment Act 1997, Malicious Communication Act 1988, Communication Act 2003, Public Order Act 1986, Offences Against the Person and Theft Act) **It should be noted that if school believes a criminal act has taken place then we will contact the police.**

LINKS

Behaviour Policy

Safeguarding & Child Protection Policy.

Equality Policy.

Online Safety Policy.

Aims & Objectives:

- To ensure that all members of the school community feel safe and happy both inside and outside of school.
- To reinforce the clear message that anti-social behaviour and bullying is not acceptable or accepted by anyone, at any time, for any reason.
- To ensure that incidents of bullying and anti-social behaviour are recorded and dealt with quickly, effectively and consistently by all.
- To prevent incidents of bullying by educating students and allowing them to celebrate culture and diversity both in and out of school.

Definitions

Anti-Social Behaviour is behaviour that causes offence, intimidation and/or fear to those in the same area

Bullying:

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

The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally emotionally or through cyberspace.' (Anti-Bullying Alliance)

Bullying could relate to:

- Student on student
- Student on adult or

- Adult on student.

Below is a list of behaviours which **could** be considered to be bullying:

Direct Bullying:

Intimidation:

- Making a victim fear your presence.
- Owning a specific area
- Gang hierarchy.

Isolation:

- The purposeful exclusion of an individual from his / her peers.

Verbal Abuse:

- Name calling
- Threats
- Bossing others around
- Personal comments (e.g. about a person or family)
- Making racial or homophobic comments to cause deliberate harm or upset (not all racial or homophobic incidents are bullying related)

Property:

- Hiding
- Theft
- Damage
- Extortion
- Constant jostling / pushing around

Violent Physical Abuse:

- Direct, deliberate violence to another.

Indirect Bullying:

Cyber Bullying (see appendix 1) the widespread use and access to technology has provided a medium for virtual bullying. Cyber bullying can happen 24/7, with a potentially bigger audience and more accessories as people forward on the content at a click.

It is important that this behaviour is discouraged and dealt with effectively whenever it is observed and that students understand that these behaviours are considered to be forms of bullying. It is also important to help students and parents to differentiate between 'bullying' and 'falling out', 'accidental teasing', 'disputes' with friends or people just being 'unkind.' In these instances restorative justice should be used to help students understand the effect of their actions on others.

Ownership and Responsibilities

Every member of the HGCSG community, no matter what their role, has a duty to challenge and report any acts of anti-social behaviour and bullying in any form.

All HGCSG members need to be individually responsible for their own actions and behaviour. These actions and behaviour should not accept or support anti-social behaviour or bullying.

The bullying policy will be kept active and reviewed annually.

Roles & Responsibilities

Students

As members of HGCSG, all students should be free to learn, achieve and succeed without fear, intimidation and persecution. Without the support of our students we will not be able to prevent bullying. Our students will be consulted and will participate in the development of monitoring and review of anti-bullying strategies. We want all our students to feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.

We want our students to feel that they are supported in reporting incidents of bullying and reassured that action regarding bullying will take place.

We expect that students:

- Will support the Head Teacher and staff in the implementation of the policy.
- Will not bully anyone else, or encourage and support bullying by others.
- Will tell an adult if they are being bullied, either a member of staff or parent.
- Will act to prevent bullying, usually through telling an adult if they know or suspect that someone is being bullied.
- Students should be clear that being a 'bystander' is not acceptable and understand that their silence supports bullying and makes them in part responsible for what happens to the victim of the bully.

Whole school Roles & Responsibilities for dealing with bullying:

Prevention Strategies:

Staff responsibilities:

- Be vigilant in the classroom and as you move around school. If you witness or suspect any of the behaviours mentioned above, gather any intelligence relating to it and report any incidents immediately.
- Stop any incidents.
- Make sure that the victim feels safe and feels that the incident will be dealt with.
- Record the incident on Sims and take any relevant action to deal with the incident at this stage. Inform the HoY as soon as possible as they have the overview of student behaviour.
- Report any incidents to the Form Tutor / Head of Year.
- Form tutors should reinforce messages about the unacceptability of the bullying behaviour.

- If it is a serious incident it should go directly to the Head of Year, Assistant Head teacher for Inclusion, or any other member of the leadership team. The incident should be written up and recorded on Sims.(S5 – S6 in line with sanctions policy)
- If there is a safeguarding concern the incident should be reported immediately to one of the safeguarding team using the official green pro forma.
- Staff on duty will ensure they have a visible presence around school to ensure students feel safe and secure.
- **All reported incidents of bullying** will be followed up with **a disciplinary action**; this could be minor (one to one discussions – restorative justice, mentoring, reprimand) or severe depending on the incident. (S5 – internal isolation to S6 - external exclusion)
- 'Vulnerable students' will have access to safe spaces at break, lunchtime and after school through breakfast club, the Nurture Centre, homework and lunchtime clubs.

The Form Tutor's Responsibilities:

- Form Tutors are the front line of pastoral care and are responsible for creating good relationships with individual students so that students feel they can discuss personal issues including bullying if necessary.
- Tutors need to be vigilant in assessing the wellbeing of students, especially if, for any reason, they are vulnerable.
- If the Tutor becomes aware of students who are either the victims of bullying or perpetrators of bullying, they should speak to the relevant Head of Year.

The Head of Year (HoY) & Assistant Headteacher (AST) Inclusion responsibilities:

Heads of Year and AHT will use their judgement in deciding whether an incident is a minor one or a more serious one. The views of the victim will be important in assessing the situation but the victim should not be asked to confront the alleged perpetrator or argue their case in front of them.

If the incident is judged to be a **minor bullying incident** the HoY / AHT will take the following steps:

- Reprimand the perpetrator, pointing out that his / her behaviour is a form of bullying.
- Issue a warning and ensure this is logged on Sims in case this behaviour is repeated in the future. (behaviour point)
- Further action may involve parents depending on the severity or if behaviour is repeated.
- The HoY may choose additional sanctions they feel appropriate at this stage. (Internal reflection for the remainder of the day, restorative justice, comments book)
- The relevant HoYs should check with the victim that there has been no repetition.
- If appropriate and acceptable to the victim, restorative justice may be appropriate.

More serious incidents will be characterised by their physical or persistent nature. The emotional effect on the victim will be an important consideration in judging the seriousness of bullying. Serious incidents will generally involve some malicious intent and their physical aspects may affect person or property.

In cases of **serious bullying incidents** the HoY / AHT will take the following steps:

- Both the perpetrator and the victim will be asked to write his / her version of the incident.
- The victim **will not** be asked to confront the perpetrator or argue their case in front of the perpetrator unless the victim wishes to do so.
- Any witnesses will also be asked for their version of events.
- In the case of a serious physical assault on another student, the AHT, Head Teacher or the Deputy Head Teacher(s) must be notified without delay.
- Contact the parents of the perpetrator and, if necessary, invite them in to discuss the matter fully.
- Contact the parents of the victim, inform them of the situation and invite them into school if appropriate.
- In **all** cases appropriate action will be taken, as a minimum, a period in internal reflection or fixed term exclusion will be given. In very extreme cases Permanent exclusion may also be considered.
- HoYs must ensure that all incidents are recorded on Sims.
- HoYs will ensure that all staff are aware of any serious bullying incidents through daily briefings, Sims messages or memos so that all staff can monitor and be vigilant in case of any other related incidents.
- The HoY will follow up with the victim at regular intervals to ensure that there has been no repeat and to ensure the victim has no further concerns.
- The HoY may refer the bully to the Learning Mentor for appropriate intervention if they feel this is necessary or may engage them in other forms of mentoring or refer to outside agencies.
- All records will be kept up to date and filed appropriately.

The AHT for Inclusion Responsibilities:

- The AHT is the line manager for the inclusion team within school. The AHT meets with HoYs to monitor any behaviour problems including bullying.
- The Social Inclusion Team (SIT) also meet on a weekly basis to discuss students who have serious issues / problems affecting their learning.
- HoY send updates of students in their year group so these can be discussed and monitored through SIT.
- The CPoMS online system can also be used to record and report serious issues that safeguarding team need to be aware of.
- The safeguarding team meet on a 2 weekly basis and any concerns or issues can be discussed here.
- The AHT will produce a termly report which highlights all recorded bullying and racist incidents. These are shared with Governors 3 times a year.

The Head teacher's responsibilities:

- The Head teacher has overall responsibility for the welfare of students and will ensure that bullying behaviour is addressed in the school's behaviour policy.
- The Head teacher will provide information regarding bullying and behaviour management to the governing body through the Head's Report to Governors and through governor meetings.
- The Head Teacher is the only person who can take the decision to **recommend** the permanent exclusion of a student. If a PX is recommended then a governor panel will meet and decide to uphold or overturn a permanent exclusion of a child

once they have heard all the evidence from school and the parents and the local authority.

Parents/careers responsibilities:

As active stakeholders of HGCSC, all parents/careers should feel confident in their child's safety and wellbeing while under the care of HGCSC staff. At times a child may experience social difficulties. To help the child through this difficulty Parents/carers have the responsibility to:

- Support their child in reporting the issue
- Report the problem if the child is not confident in reporting it themselves, even if their child has asked for 'secrecy'. Be prepared to work in partnership with the school to bring an end to the bullying.
- Support the child, if they are the one causing the social problems. Reinforce the stance that it is the behaviour NOT the child themselves that is the issue.
- Share with the school any suspicions that they have that bullying is taking place even when it does not directly involve their child.

As a stakeholder, a parent/career has the right to:

- Be listened to
- Be given feedback / updates on any action taken e.g. action / investigation to be taken/ carried out on an allegation.
- Being told if their child is causing social problems

As a stakeholder, a parent/carer can only have information relayed to them about the child in their care, and not about what action has been taken to other students that are not their "parental responsibility".

When a parent / carer has concerns relating to bullying they should report them to their child's Form Tutor, Head of Year or any member of the Leadership Team.

Governors Responsibilities:

As a member of HGCSC, Governors have the overall responsibility to ensure that HGCSC staff are aware of the problem of bullying and are satisfied that all HGCSC staff are receiving the training that an individual needs. Governors have the overall responsibility to ensure that the Anti-Bullying Policy is implemented and that it is regularly monitored and reviewed.

Governors have the right to receive data on the amount of alleged bullying taking place in the school and actions taken. This information will be reported to Governors as part of the termly report to Governors.

Reporting allegations

HGCSC works hard to make sure that all members of the community have access to secure methods of reporting alleged actions of any anti-social behaviour and bullying that may be happening. It is important that as much information is shared as possible including date and time, names of alleged aggressors, victims, any witnesses and the location of where the

alleged incident happened. This will allow allegations to be dealt with quicker and more effectively. Current methods of reporting allegations are as follows:

- Telling the teacher straight away
- Telling a trusted member of staff (teacher, Learning Mentor, HoY, Leadership Team)
- Telling a trusted friend or Peer Mentor or other responsible student in school.

Students are reminded through assemblies and in tutor time of different ways they can report bullying.

Keeping yourself safe

Prevention is better than cure, and as members of HGCSC it is important to think about how actions may be interpreted by others. At times anti-social behaviour and some incidents of bullying can be avoided with some forethought and an insistence of respect being shown to others. Actions that all individual members of HGCSC can do to help reduce the incidents of anti-social behaviour and bullying happening include, but are not exclusive;

- Not taking part in or encouraging "play" fighting
- Not hanging around in large gangs or groups
- Not graffitiing messages that may cause offence
- Keeping your phone and money in a safe place
- Not listening to or spreading comments or rumours
- Not making comments to or about another person which may cause offence using social networking sites, texting etc.
- If experiencing anti-social behaviour or bullying online, take control by deleting / blocking people as friends or not responding.

Students benefit from a range of experiences that reinforces the key messages about bullying. These include sessions covered in tutor time, assemblies, guest speakers as well as whole school events that help students to appreciate and celebrate different cultures and diversity, for example, Eid party.

Conclusion

As a school HGCSC is committed in striving to meet the outcomes of the "Every Child Matters" agenda. Anti-social behaviour and bullying has an adverse effect on every member of the school community. In some cases the victim can end up low self-esteem and confidence, and may miss school as a way of coping. The HGCSC community finds this unacceptable.

The "Every Child Matters" agenda states that every student should

- Be safe
- Enjoy and achieve
- Make a positive contribution
- Be healthy
- Achieve economic well-being

Through each member of the school community accepting the notion that “there is no such thing as an innocent bystander,” and that together we CAN make a difference, we will reinforce the principle that anti-social behaviour and bullying are not acceptable at HGCS.

POLICY REVIEW

Compiled by (<i>print name</i>): S Ruczenczyn	Approved by Governing Body (<i>print name</i>):
Signature: <i>S Ruczenczyn</i>	Signature:
Date: September 2020	Date: