



# Haslingden High School and Sixth Form

## Anti-Bullying Policy

### Rationale

At Haslingden High School we believe that everybody has the right to learn and work in an environment where they are treated with respect, in which they feel safe and where they are free from harassment and discrimination of any type. Bullying therefore, in all its forms, is absolutely unacceptable in our school.

Our 8 school expectations are resolutely focused on mutual respect and through these we aim to provide a safe, caring and supportive environment in which our students learn effectively, improve their life chances, maximise their potential and fulfill our aim of 'Achievement for All.'

We expect our students to have a clear, age appropriate understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe. Our Anti-Bullying Policy and procedures are a key element of our wider safeguarding responsibilities and practices.

### Purpose

- To fulfil the governors' and the school's duty of care to students and staff
- To promote the well-being of students and staff at Haslingden High School
- To promote the highest standards of teaching, learning and attainment: 'Achievement for All'
- To maintain the ethos of Haslingden High School
- To establish procedures for monitoring and review

### Policy Development

This policy was formulated in consultation with our school community, with input from students, members of staff, governors, parents/carers and our other partners.

School Council and Year Councils represent our students in policy development and will contribute to developing a student summary to be displayed in classrooms and/or go in planners.

Parents/carers will be encouraged to contribute for example by taking part in consultations or through the PTFA.

### Roles and Responsibilities

**School Governors** – To take a lead role in monitoring and evaluating this policy.

**The Headteacher** – Has overall responsibility for this policy and its implementation, for liaising with the governing body, parents/carers, the LA and outside agencies, and for appointing an

anti-bullying coordinator who will have general responsibility for managing the implementation of this policy.

The anti-bullying coordinator in our school is: Deputy Headteacher: Care, Guidance and Support (Mr R Clarke) or Head of Upper School (Mr G Wilson)

Their responsibilities are:

- Policy development and review involving students, staff, governors, parents/carers
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring students and all stakeholders know how to express worries and anxieties about bullying.
- Involving students in anti-bullying campaigns/assemblies in school
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents, through the pastoral team
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

## Definition of Bullying

There is no legal definition of bullying. However, it's usually defined as:

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

*(DfE "Preventing and Tackling Bullying" - November 2014)*

Bullying is an abuse of power. It is a repeated, deliberate act that causes embarrassment, pain or discomfort to another. It takes many forms and may include physical attacks, verbal insults, extortion, theft, threatening and obscene gestures, spreading malicious rumours and deliberately excluding people from a group or activity. It can be as a result of direct action towards an individual or indirect action via someone else or via the Internet.

### **Bullying behavior is normally characterised by:**

**Deliberate actions:** where someone willfully seeks to harm, hurt or humiliate another

**A perceived imbalance of power:** where those being harmed feel powerless and unable to defend themselves

**Action that leads to pain and distress:** pain that can be physical and/or emotional

**Action that takes place over a period of time:** a single, isolated incident of aggression would not normally be described as bullying, although there are certainly instances where this might be the case.

## What does bullying look like?

Bullying can include:

- making offensive comments e.g. by name calling, taunting or mocking
- physical assault
- verbal threats
- taking or damaging belongings
- producing offensive graffiti
- gossiping and spreading hurtful or untruthful rumours
- excluding people from groups.
- pressurising others into inappropriate behaviour

Many of these forms of bullying can be performed in the online environment and this is known as 'cyberbullying' e.g. inappropriate text messaging and e-mailing; sending offensive or inappropriate images by phone or via the internet, misuse of any social media (see Appendix)

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

## Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

## Why are children and young people bullied?

Certain groups of students are known to be particularly vulnerable to bullying by others: For example:

- bullying related to ethnic, racial, religious or cultural background
- bullying related to special educational needs, or learning or physical disabilities
- bullying related to skills and abilities
- bullying related to appearance or health
- bullying related to home circumstances e.g. young carers, children looked after, pupil premium groups
- bullying related to jealousy or social grouping
- bullying of a sexist or sexualised or transphobic nature or bullying relating to sexual orientation

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

## Reporting and Responding to Bullying: Stakeholder Responsibilities

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour.

Students – are expected to report incidents of bullying or bullying type behaviour regardless of whether they are a victim of, a witness to, told about or even suspect an incident of bullying, **even if the victim is reluctant to report it**. They should report to any of: form tutor, Head of Year/Pastoral Manager, prefects, subject teacher, Head of School, or parent/carer.

Students may also use the SHARP system via the school website to report bullying anonymously and can also use this online tool for accessing a wide range of information relating to risk taking behaviour. (see appendix)

Parents/carers – should contact Head of Year if their child feels they are being bullied, or if parent/ carer has reason to believe they may be suffering from bullying type behaviours. Likewise, parents/ carers should contact Head of Year if they are concerned that their child may be the instigator of bullying behaviour. Bullying which happens away from school – e.g. via social media should initially be handled by parent/ carer, or where appropriate, by the police. It may still be appropriate to notify school so the situation can be monitored and any appropriate action taken.

All staff should respond in a supportive and professional manner to allegations, concerns or suspicions of bullying. Staff need to make a written record of their concerns and pass this to Head of Year – even though they may have dealt with minor issues themselves.

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is:  
Mr J Davey (Chair of Governors)

## Procedures

All reported incidents will be taken seriously and investigated involving all parties. Steps taken by the school include the following, as appropriate:

- Interviewing all parties, taking individual accounts and where appropriate making a record on the school's bullying behaviour log
- Informing parents/carers
- A range of responses appropriate to the situation: e.g. solution focused, restorative approach, circle of friends, individual work with victim and perpetrator, peer support, referral to outside agencies if appropriate
- Appropriate sanctions imposed (Refer to Behaviour for Learning policy with regard to the range of sanctions and how these may be applied, including what actions may be taken if bullying persists)
- Follow up especially keeping in touch with the person who reported the situation, parents/carers
- Support for the victim and the perpetrator.

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 or the

Communications Act 2003) and in such extreme cases senior members of the pastoral team may choose to seek assistance and advice from the police and other external agencies.

## **Strategies for Preventing Bullying**

As part of our ongoing commitment to the safety and welfare of our students, Haslingden High School employs the following strategies to promote positive behavior, reinforce our intolerance of bullying and to resolve the issues between those who bully and those who have been bullied.

- Restorative approaches, including School Council Restorative Justice sessions
- Awareness raising and support via assemblies
- PSHE/citizenship education including discussion and celebration of individual differences
- Specific curriculum/assembly input on areas of concern such as online safety and behaviour that is regularly updated
- The use of Year Councils and Student Voice
- Involvement of parent groups e.g. PTFA
- Peer mentoring, support and mediation schemes and prefect training
- Actively creating “safe spaces” for vulnerable students and young people
- Parent information events/information
- Staff training and development for all staff
- Counselling
- Anger management support
- Self-esteem work
- Work with our wider community and partner agencies to tackle bullying particularly, but not exclusively, if it is happening outside school

## **Recording Bullying and Evaluating the Policy**

Any incidents of bullying type behaviour will be recorded on our central log (CPOMS) by the relevant Head of Year or where appropriate the member of staff who deals with the incident. This log is overseen by the anti-bullying coordinator and includes a review of individual situations to ensure that they are indeed resolved and have not recurred in time.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and further development of this policy.

This information will be presented to the governors in an anonymous format as part of the annual report.

This policy will be reviewed annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

This policy was approved by the Governing Body on: February 2016

## Links with other policies

- Behaviour Policy
- Child protection including Safeguarding and Radicalisation/Extremism
- Acceptable Use Policy - Cyberbullying and Internet Safety
- Single equalities Policy - Race, Sexist, Sexual, Homophobia, SEN and Disability
- PSHE and Citizenship Policy
- Complaints procedure

## Appendix:

Cyberbullying (online bullying) is not a type of bullying in itself, but a method of bullying. So cyberbullying can happen because, for example, of race or size just as verbal bullying can. One of the most upsetting things about cyberbullying is the way that it can invade all aspects of a young person's life, meaning that there is nowhere they can feel safe and free from bullying and harassment.

There are two main ways through which cyberbullying can be directed:

- Direct attacks: messages are sent directly to the target by the perpetrator of bullying behaviour
- Cyberbullying by proxy: using others to spread or gather information on a particular victim.

Cyberbullying is known to take any of the following forms but as the online environment develops the opportunities for bullying behaviour will also change:

Inappropriate use of:

- Text messaging, picture messaging or videos posted on the internet or spread via mobile phone
- Instant-messenger services such as Blackberry Messenger, Facebook, snapchat, instagram etc.
- Social networking (e.g. Facebook, Twitter, Ask FM, Kiwi etc.) or via Skype
- Emails, including sending pornographic or unwanted images and junk mail
- Interactive gaming eg. Xbox live
- Websites or their design
- Blog pages
- Internet polling
- Passwords e.g. theft of passwords / assuming someone's identity
- Sending malicious codes such as viruses, spyware or hacking into programmes

The **S.H.A.R.P (School Help Advice Reporting Page)** system is accessed from a link on our school's website and provides:-

- An anonymous reporting tool as well as an information gathering and measurement tool for incidents in school and our local community.
- An educational reference point for risk taking behaviours which may affect schools e.g. bullying, health and community issues.
- A powerful communication tool – where we can send the messages we want to give to students in our local community.

## Supporting Organisations and Guidance relevant to this policy

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://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>
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Restorative Justice Council: <http://www.restorativejustice.org.uk/>
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

## Online bullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know - CEOPS: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

## LGBT

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: <https://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](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it(True vision): [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)