



POLICIES AND PROCEDURES

ANTI-BULLYING POLICY

VERSION 1

Statement of intent

Our aim at North Huddersfield Trust School is to have high standards of teaching and learning which challenge our students to achieve and reach their potential.

Our Anti-bullying Policy, in line with our PRIDE agenda, supports this ideal by:

- Promoting respect and tolerance for each other and the school
- Guiding students towards an understanding of what is right and wrong via student engagement and participation in the Student Restorative Team
- Supporting everyone in forming good relationships with adults and peers
- Celebrating and raising awareness about diverse cultural backgrounds and abilities through our promotion of British values

Students are fully involved in the writing, implementation, monitoring and review of the Anti-bullying Policy.

We encourage an environment where individuality is celebrated and individuals can develop without fear or prejudice. At North Huddersfield Trust School bullying behaviour is not acceptable and is always challenged. Tackling bullying is everyone's responsibility and we involve all areas of the school community to ensure clarity and understanding regarding the nature and effects of bullying and their responsibilities for helping everyone to feel safe. We know that bullying or the fear of bullying is a major concern of all young people and that the effects of bullying can be damaging on all who are involved – those bullied, those bullying, and to those who witness it.

Aims and Objectives

The school recognises its statutory responsibility for "safeguarding and promoting the welfare" of its students (Education Act 2002). To meet this responsibility the school seeks to provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning.

The aim of our Anti-bullying Policy is to:

- Establish that bullying is always unacceptable
- Clarify for students, staff and parents / carers what bullying is
- Explain to staff, students and the school community why bullying and harassment occur and their impact on individuals and the school as a whole
- Promote equality and diversity by ensuring the safety and well-being of all members of the school community
- Outline the responsibilities of all students, staff and parents / carers

- Outline the strategies the school engages to prevent bullying and the actions it takes when bullying occurs
- Determine the strategies the school uses to assess the effectiveness of its Anti-bullying Policy and the procedures for its review

The Anti-bullying Policy relates to other school policies, in particular to the:

- Behaviour Policy
- E-Safety Policy
- Safeguarding Policy

There is involvement of staff, students, parents/carers and the wider school community in the monitoring and review of the Anti-bullying Policy and in the development of anti-bullying strategies.

In developing this Anti-bullying Policy and its strategies the school has referenced the DCSF Guidance “Safe to Learn: Embedding anti-bullying work in schools”, has endorsed the Anti Bullying “Charter for Action” and sent to the Anti Bullying Alliance (ABA).

What is bullying?

Our school has adopted the following definition of bullying from the DCSF Guidance “Safe to Learn: Embedding anti-bullying work in schools” (2007)

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

What makes an act against another bullying is the deliberate intent to hurt that person, and usually the continuation of the behaviour over a period of time. There is an imbalance of power which means the person being bullied is unable to prevent what is happening.

As part of our policy we work to ensure that all areas of the school community understand this definition. The school uses this definition to decide whether behaviour is bullying and to assess the seriousness of that behaviour in deciding what action to taken. The different forms of bullying are outlined in Appendix 1 and the effects of bullying are outline in Appendix 2.

All forms of bullying are unacceptable and in all cases are challenged. Everyone within our school community is expected to adhere to the school’s Anti-bullying Policy.

Anti-Bullying Responsibilities

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not the student), and by being clear that we all follow school rules.

The prime responsibility for all members of the school community is to report incidents of bullying and concerns that they may have if someone is being bullied.

a) Governors

The Pupil Needs Committee of the school governing body is responsible for the Anti-bullying Policy and for ensuring that it is regularly monitored and reviewed. The Pupil Needs Committee:

- Support the Head teacher and the staff in the implementation of this policy
- Are fully informed on matters concerning anti-bullying
- Regularly monitor incident reports and actions taken so as to be aware of the effectiveness of this policy

b) Head teacher and the Senior Leadership Team

The Head teacher is responsible for implementing the Anti-bullying Policy and under the Education and Inspections Act 2006 for:

- *“determining measures on the behaviour and discipline that form the school’s behaviour policy ”*
- *“encouraging good behaviour and respect for others on part of students and, in particular, preventing all forms of bullying among students”*

It is a statutory responsibility for schools to record all bullying incidents.

The Head teacher ensures that:

- Bullying behaviour is addressed in the school’s behaviour and discipline policy
- Bullying is addressed as an issue in the curriculum
- Staff receive training that addresses bullying behaviour
- The governing body is regularly provided with information regarding issues concerning behaviour management including bullying
- A senior staff member is appointed to be responsible for the monitoring of the policy and anti-bullying strategies

c) Staff

Staff have a vital role to play as they are at the forefront of behaviour management, supporting our student’s sense of personal safety and well-being in school. They have the

closest knowledge of the students in their care and should build up a relationship involving mutual support, trust and respect.

All members of staff:

- Provide students with a good role model
- Provide students with a framework of behaviour including the P.R.I.D.E. Student Charters which support the whole school policy
- Promote and model the types of behaviour that we expect our students to demonstrate and help create a positive atmosphere when learning about attitudes towards LGBT students and students with additional needs
- Are always aware and take action where there are concerns about bullying
- Report and record all allegations of bullying using the school's SLEUTH Online reporting system, following the school's procedures
- Ensure students, and where appropriate parents / carers, are given regular feedback on the action been taken

d) Parent(s)/Carer(s)

Parent(s)/Carer(s) have a key role in supporting the school to meet its aims. We expect that parents/carers understand and are engaged in everything that is provided to make sure their child enjoys school and is safe at school.

Parent(s) / Carer(s) are:

- Informed about and are fully involved in any aspect of their child's behaviour.
- Advised to contact the school immediately if they know or suspect that their child is being bullied (even if their child has asked for "secrecy") and work in partnership with the school to bring an end to the bullying
- Advised to contact the school if they know or suspect that their child is bullying another student
- Advised to share with the school any suspicions they have that bullying is taking place even when it does not directly involve their child
- Advised to contact the school about any concerns relating to bullying

When a parent/carer has concerns relating to bullying they should report them to their child's tutor in the first instance.

e) Students

Without the support of our students we wouldn't be able to prevent bullying. That is why our students are consulted and participate in the development, monitoring and review of the Anti-bullying Policy and its strategies. We want 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 takes place.

We expect students to:

- Support the Head teacher and staff in the implementation of the policy
- Not bully anyone else, or encourage and support bullying by others
- Tell an adult if they are being bullied, usually either a member of staff or a parent/carer
- To prevent and stop bullying, usually by telling an adult they know that they suspect that someone else is being bullied

Students must recognise that being a “bystander” is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

Practice and Procedure

I. Preventing bullying

For the school to prevent bullying there must be a learning environment based on respect for all, and one where all accept a duty of care to others. Staff must play the leading role by providing the example for others.

All areas of the school community need to recognise that bullying is always unacceptable, that it is always challenged, and that for those engaging in bullying behaviour there are consequences. Students must understand the consequences of bullying behaviour. These are covered in the school’s Behaviour Policy.

To help prevent bullying the school:

- Displays the P.R.I.D.E Student Charter in and out of the classroom
- Displays the Anti-Bullying Charter which is signed by staff and students
- Provides quality classroom management and supervision
- Use the curriculum to help students understand the nature, effects and types of bullying
- Identifies appropriate staff for students and parents to share their concerns with in and out school
- Selects a group of appropriate students who are trained to become Student E-Safety Leaders
- Has a bullying intervention support group in the form of the Student Restorative Team
- Uses assemblies, class tutorials, PSHCE lessons, tutor times and posters to provide any updates on anti-bullying messages

- Develops the role of students in preventing bullying e.g. House Council and peer support
- Has an E-Safety Working Party
- Uses the Social and Emotional Aspects of Learning (SEAL) programme in the nurture group (Kaleidoscope) and our KS3 PSHCE/KS4 Citizenship programme of study
- Displays anti-bullying advice and information in the student planner

II. Responding to bullying

The school always responds to and intervenes when there are concerns about bullying and uses the definition of bullying to assess the seriousness of the incident and the appropriate response and sanction, if necessary.

We expect all students responsible for bullying behaviour to participate in a “restorative conference” with those who they have bullied.

III. Dealing with a bullying incident

Whenever a bullying incident is discovered the school goes through a number of prearranged steps. The exact nature of each step depends in part on the nature of the incident and those involved.

The school provides support to all involved by:

- Talking through the incident with the bully and the person being bullied
- Helping the bully and victim to express their feelings
- Talking about which area(s) of the P.R.I.D.E. Student Charter have been broken
- Offering opportunities for a restorative conference to identify strategies to make amends
- Continuing to monitor the situation
- Restorative practice strategies

Young people who bully others need our support too. We need to help them to understand the effects of their bullying and to help them to change their behaviour. They need to be able to build and sustain positive relationships and to use properly their skills.

The school recognises that some students require additional support either through referral to outside agencies or in-house interventions provided by the relevant Year Team.

The school may determine that sanctions are required and these may include:

- Time away from an activity within the classroom.
- Time out from the classroom
- Missing break or another activity

- Formal letter home from the relevant Progress Leader, or Pastoral Manager, who may be expressing concerns
- Counselling support
- Tutor discussion
- Meeting with staff, parent and child
- Meeting with a school nurse
- Referral to Listening Service (Beyond) if required
- Student Development Plan
- Detention after school
- Fixed-term exclusion
- Permanent exclusion

Under the Education and Inspections Act 2006 the school has the legal authority to intervene and to impose sanctions where bullying has taken place out of school.

The school recognises the importance of including Parent(s)/ Carer(s) of all involved. The school ensures that they are informed of what has happened, are consulted about appropriate actions taken at school, are kept informed about how it has been dealt with and the consequences of the response. Records of these discussions with parent(s)/ carer(s) are recorded and filed.

Where parents / carers think that the school has acted inappropriately and wish to make a complaint they should in the first instance address their concerns to the Head teacher. If they are still unhappy then they should make a formal complaint to the Chair of the School Governing Body following the School Complaints Procedures.

Where a bullying case is particularly serious and / or of a specific nature the school will need to follow child protection procedures and / or report the case to the police.

IV. Recording

All incidents in or out-of-class are recorded through the school's SLEUTH online reporting system. Members of staff can access this data as and when required. Staff are able to report on the following types of bullying;

- Racial incident
- Assault against student
- Racist bullying
- LGBT bullying
- Students who are targeted because they have additional needs

- Cyber Bullying
- Verbal Bullying
- Physical / Verbal bullying

Parents/Carers of all parties involved are informed of what has happened, and how it has been dealt with. Records of all discussions are filed.

Monitoring and Review

I. Data Collection

The school collects and analyses data relating to bullying. A member of the Senior Leadership Team and the E-safety Coordinator are responsible for the monitoring of data.

This data includes:

- Bullying incident statements
- Sleuth online listing reports
- Student surveys
- Parental complaints

The analysis of this data is documented and is available for inclusion in the Head teacher's report to governors.

This analysis enables the school to monitor the effectiveness of the Anti-bullying Policy and its strategies and provides a regular opportunity to link monitoring to action planning for the following school year and for the subsequent review of the Anti-bullying Policy.

The School Council are involved in the monitoring and review of the Anti-bullying Policy.

II. Review

All areas of the school community are consulted and participate in the review of the Anti-bullying Policy.

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