



HALL GREEN SCHOOL

ANTI-BULLYING POLICY

Adopted:	6 November 2024
Next Review:	November 2026
Governing Committee:	Pastoral and Curriculum
Responsibility:	Headteacher Senior Leader responsible for Pastoral

1. Policy statement

This policy is based on the DfE guidance Preventing and Tackling Bullying – July 2017 https://assets.publishing.service.gov.uk/media/625ee64cd3bf7f6004339db8/Preventing_and_tackling_bullying_advice.pdfIt also considers the DfE statutory guidance Keeping Children Safe in Education in its latest version.

Bullying is unacceptable in Hall Green School and will not be tolerated. We do not tolerate offensive behaviour or language towards any members of our school community. We have a zero tolerance policy on anyone being disrespectful, and we do not accept banter as an excuse to any offensive behaviour.

We value compassion, and we do this via:

- Demonstrating kindness, empathy and respect for all;
- We help those in need of support, being charitable and generous to others;
- We have due regard for other people's feelings, wishes and rights

Hall Green School is committed to providing a friendly, caring, safe environment for all of its pupils. In doing so; we recognise that on occasions bullying does occur. To deal effectively with bullying issues it is important that bullying is recognised and dealt with promptly and effectively.

It is the responsibility of governors, teaching staff, non-teaching staff, parents, carers and pupils to be aware of and fully support Hall Green School's anti-bullying policy.

2. Aims of the Policy

Our Anti-bullying Policy has the following aims:

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community;
- To develop an anti-bullying culture where the bullying of adults or young people is not tolerated;
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying;
- To build young people's capacity to address bullying and build up their emotional resilience;
- To deal effectively with bullying;
- To support and protect victims of bullying and ensure they are listened to;
- To help and support perpetrators of bullying to change their attitudes, as well as their behaviour, and understand why it needs to change;
- To liaise with parents and other appropriate members of the school community;
- To ensure all members of the school community feel responsible for combating bullying.

3. What is bullying?

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

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves.

Bullying is, therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend against.

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding tormenting, isolating an individual or spreading rumours about them.
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence.
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	<p>Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality).</p> <p>Racist bullying occurs when bullying is motivated by racial, ethnic or cultural prejudice.</p> <p>Faith-based bullying occurs when bullying is motivated by religious prejudice.</p> <p>Sexist bullying occurs when bullying is motivated by a prejudice against someone because of their gender.</p> <p>Homophobic and biphobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.</p> <p>Transphobic bullying occurs when bullying is motivated by a prejudice against people who identify as trans.</p> <p>Disablist bullying occurs when bullying is motivated by a prejudice against people with any form of disability.</p>
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, mocking and making offensive comments.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

With the advance in new technologies, school is aware there is an increased risk of cyber bullying using e-mails, instant messenger, social networking sites, and public websites inappropriately. Therefore, our school has an ICT users' policy which all pupils and parents sign, along with a separate E-Safety policy.

The Education and Inspections Act 2006 gives Headteachers the power "to such an extent as is reasonable to regulate the behaviour of pupils when they are off the school site". For example, if members of the school community are involved in cyber-bullying a fellow pupil or member of staff, the school will exercise this power in order to safeguard the well-being of the pupil or member of staff.

No single sign will indicate for certain that someone is being bullied. Some warning signs that a pupil is being bullied:

- Changes in academic performance;
- Becoming withdrawn;
- Appears anxious;
- Regularly feeling sick or unwell;
- Wanting to visit the nurse regularly;
- Reluctance to come to school;
- Clothes/bags torn or damaged;
- Money/possessions going missing;
- Unexplained cuts and bruises;
- Unexplained behaviour changes, e.g. moody, bad-tempered, tearful;
- Loss of appetite;
- Not sleeping;
- Loss of weight;
- Seen alone a lot;
- Not very talkative;
- Asking for, or stealing, money (to give to whoever is bullying them);
- Bullying others.

Some reasons why people bully

- Desire to appear powerful;
- Unhappiness;
- Feelings of inadequacy;
- Difficulties at home;
- Learned behaviour (They too have been bullied).

4. Why is it Important to Respond to Bullying?

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.

5. Safeguarding

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.

6. Advice to pupils, parents and carers

What can you do if you are being bullied or if you see someone else being bullied?

At Hall Green we promote a culture in which bullying is unacceptable and where sharing is the norm. We promote all members of the community to report bullying: **see it, say it, sort it.**

Advice to pupils:

- Report bullying as soon as it happens. Get help, don't suffer in silence. If you feel you can, talk to a member of staff you trust or your parents, siblings or friends. Tell them that you are being bullied and you need their help to stop it.
- Remember that you can always talk to Miss Kelly, who is our Anti-bullying Coordinator. Miss Kelly is based in the Reflection Room.
- You can always talk to one of the Anti-bullying Ambassadors.
- If you do not feel like telling someone, you can report bullying anonymously via the SHARP system in our school website.
- You can always call **Childline** 0800 11 11 or visit www.childline.org.uk
- Remember that it is not your fault and that no one has the right to hurt you or others. It doesn't matter what colour hair you have, how you speak, how you walk or how you talk – it is not your fault if you get bullied. We are all different in some way and that is what makes us amazing.
- Only hang out with people who make you feel good about yourself. If someone puts you down they are not a real friend and not worth your time.
- Keep a record of what happened, when it happened, and who was involved. If the bullying is online, keep the evidence – save or copy any photos, videos, texts, emails or posts.
- It can be tempting if you are being bullied to retaliate – to try to send messages to someone, to try and embarrass and hurt the other person, or even to fight back. **This is not a good idea – you might end up getting into trouble or get yourself even more hurt.**
- Think of other ways you can respond to bullying. For example, practise saying "I don't like it when you say that/do that – please stop."
- Be kind to yourself and do things that make you feel good, relax and make new friends.

If you know someone is being bullied:

- Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the target feel even more unhappy and on their own.
- If you feel you cannot get involved, tell an adult immediately. Teachers have ways of dealing with people who bully without getting you into trouble.
- Do not be, or pretend to be, friends with someone who is a bully.

Advice for parents/carers

- If your child is being bullied, explain to your child that the bullying is not their fault and together you will sort this out.
- **Bullying is never acceptable** and it should always be taken seriously. It is never your child's fault if they have been bullied.
- Try and establish the facts. It can be helpful to keep a diary of events. If the bullying is online, save or copy images and text.
- Find out what your child wants to happen. Help to identify steps that you can take; and the skills they have to sort out the situation. Make sure that you always keep them informed about any actions you decide to take.
- You may be tempted to tell your child to retaliate but this can have unpredictable results. Role play non-violent ways they can respond to children that are bullying them; show them how to block or unfriend people if the bullying is online and help them identify other friends or adults that can support them.
- Encourage your child to get involved in activities that build their confidence and esteem and help them to form friendships outside of school.
- Monitor your child's use of social media.

Who can you contact if you want to talk to someone outside school about bullying?

Helplines

ChildLine: ChildLine is the UK's free, confidential helpline served by trained counsellors for children and young people where you can talk about anything, including bullying. They offer advice and support, by phone and online, 24 hours a day. Whenever and wherever you need them, they'll be there. Call 0800 1111 or <https://www.childline.org.uk/>. They have a designated page for bullying issues that includes a new video about building up your confidence after bullying.

Direct Gov: Information for young people on cyberbullying, bullying on social networks, Internet and email bullying, bullying on mobile phones, bullying at school, what to do about bullying, and information and advice for people who are bullying others and want to stop

EACH Education: EACH has a freephone Helpline for children experiencing homophobic, biphobic or transphobic bullying or harassment: 0808 1000 143. It's open Monday to Friday 10.00 am – 5.00 pm.

Victim Support: They offer support to young people affected by crime. Their Children and Young People's (CYP) Service also deals with cases of bullying; offering advice and working with

professionals to ensure young people get the support they need. You can call their Supportline for free on 08 08 16 89 111.

Other sources of help and advice:

- Anti-bullying Alliance - <https://anti-bullyingalliance.org.uk/>
- Family Lives - <https://www.familylives.org.uk/>
- The Diana Award <https://diana-award.org.uk/>
- Internet Matters <https://www.internetmatters.org/issues/cyberbullying/>
- KIDSCAPE <https://www.kidscape.org.uk/>
- UK Safer Internet Centre <https://saferinternet.org.uk/>
- UK Council for Child Internet Safety <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

7. Whole School Anti Bullying Strategies

Miss Kelly is our Anti-bullying Coordinator and as such, coordinates all actions regarding bullying incidents.

See Appendix I for our Anti-Bullying Procedures.

Miss Kelly will keep a record of any unkind behaviour and monitor this. When repeated, the behaviours will be classified as bullying and appropriate sanctions and interventions will be put in place.

Prevention:

- Regular promotion of anti-bullying in assemblies;
- Use of CCTV within the school grounds to help with the prevention of bullying;
- Staff presence in key areas before school, break, lunchtime and after school;
- Anti-bullying training for the Pastoral Leaders;
- PSHE lessons on peer on peer abuse;
- Sharp System to report any incidents of bullying.

Pupil leadership and voice:

- Developing pupil leadership via Anti-Bullying Ambassadors;
- Annual questionnaires to research pupil views on how safe they feel in school.

How does the school support pupils who have been bullied?

- Offer the pupil the immediate opportunity to discuss the experience with a member of staff;
- Reassure the pupil;
- Offer the pupil ongoing support;

- Help restore the pupil's self-esteem & confidence through one to one & or restorative group sessions;
- Support sessions with Anti-bullying Coordinator;
- Welfare Support which can include referrals to external agencies for mental health support, mentoring and counselling;
- Meetings with parents/carers;
- Offering safe spaces such as the Student Support Base (including before school, at break and lunchtimes);
- Using of the buddy system to support pupils who find it difficult to develop friendships.

How does the school support pupils who have bullied?

- Discuss with the pupil what happened;
- Establish the understanding of the wrongdoing through anti-bullying education session/s;
- Work with parents/carers to help change attitudes & behaviours;
- Offer mentoring to help develop the pupil's social skills.

What can we do as a staff to support the anti-bullying policy?

All staff should be alert to the possibility of bullying and confront it whenever they see it or suspect it.

- Promote a listening environment where it is easy to tell someone about bullying;
- Do not accept banter and always challenge offensive language and behaviours.
- Ensure that any incidents of bullying are recorded and dealt with promptly and effectively;
- Report any incidents of bullying (including racist, homophobic, biphobic and transphobic) immediately to the pupil's Head of Year or Miss Kelly as Anti-bullying Coordinator;

8. What disciplinary steps can/will be taken?

The disciplinary action taken will be decided after all evidence has been collected and reviewed by the school.

- Official warning to cease offending;
- Detention;
- Internal isolation;
- Suspensions;
- Off-site directions;
- Managed move;
- Permanent exclusion.

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.

9. How bullying data is monitored and reported

We treat all bullying incidents as a safeguarding concern. As such, they are all logged in our safeguarding software My Concern.

We also have a tracker where all unkind behaviour is logged so that the anti-bullying coordinator can monitor if there are any repeated incidents.

The number of incidents, including perpetrators and victims, will be reported to the governing body at the pastoral committees on a termly basis.



A report will also be produced during the autumn term from the responses to an anti-bullying questionnaire completed by pupils. The anti-bullying coordinator will also meet a panel of pupils of different year groups to gather their views on bullying. These reports are also shared with the Senior Leadership Team and the governing body in the pastoral committee.

Policy monitoring, evaluation and review

The school will review this policy every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Appendix I - Hall Green School: Anti-Bullying Investigation Procedure

Bullying/Racial/Homophobic Investigation Procedure

Initial Investigation Phase – carried out by the <u>Head of Year</u>	
Head of Year <ul style="list-style-type: none"> • Carries out investigation of the incident. • Collates all information/evidence, including statements written by individuals involved in the incident, dated and signed. 	
Outcome of Investigation – decided by <u>Head of Year</u>	
Head of Year <ul style="list-style-type: none"> • Finalise outcome of Investigation including sanctions, actions and/or interventions required. • If bullying is confirmed, complete a suspension form and email to Mr Rodriguez and Miss Slater. • Make any relevant phone calls home to parents (victim and perpetrator). • Log outcome in the following ways: 	
If unkind behaviour (of any kind, including physical and online), racial or homophobic incidents 	If relational conflict 
<ul style="list-style-type: none"> • Record on My Concern, including sanctions. • Scan all relevant paperwork into the concern e.g. statements. • Miss Kelly will be tasked into the My Concern to complete the appropriate intervention. 	<ul style="list-style-type: none"> • Record on My Concern. • Complete any restorative work required between students. • Log all actions on the anti-bullying tracker in the 'relational conflict' tab and on class charts.
Intervention Phase (Bullying, Racial and Homophobic only) - carried out by <u>Miss Kelly</u>	
Miss Kelly <ul style="list-style-type: none"> • Once tasked into My Concern, log the incident on the anti-bullying tracker and update with outcomes once interventions have taken place. • Arrange Intervention required for all parties involved. • Make follow up contact with parents, if required, following interventions. • Record anonymised incident onto Class Charts along with My Concern log number and any sanction/intervention under: <ul style="list-style-type: none"> - Bullying Log - Racist Incident - Homophobic Incident • Log all actions and outcomes on My Concern. • Highlight green once an incident is dealt with in full and all above actions have been completed. • Follow up and monitor where required. 	
Monitoring the anti-bullying tracker - Carried out by <u>Miss Kelly</u>	
Miss Kelly: <ul style="list-style-type: none"> • Monitor 'unkind' logs and alert Head of Year regarding 'repeated incidents'. 	