

ANTI-BULLYING POLICY



DECLARATION OF INTENT

HGSC is committed to:

- providing a caring and safe environment where all members of the community show tolerance and respect for each other and their rights of the individual are safeguarded
- providing quality education which meets the learning needs of all students in a secure and supported environment
- establishing a community in which all students can learn and grow with confidence, free from fear of harm, harassment and intimidation
- Ensuring that all members of our community fully understand that bullying is taken seriously and is not acceptable in any form and that on the occasions when they do, that students are equipped with the skills to deal confidently and positively

HGSC BULLYING POLICY APPLICATION

This policy applies to all students at HGSC. It applies on the way to or from school, in school, on school visits and activities. It also applies to students out of school if the bullying originated in school or if it originated out of school and is affecting life in school.

HGSC'S BELIEF REGARDING BULLYING

“Every child has the right to feel and be safe and secure within the school community. Any intentional action, be it physical, emotional, verbal or other which compromises this right shall be deemed to be bullying.”

Bullying is deliberate, repeated behaviour by an individual or a group intended to hurt, humiliate or intimidate. It can be:

- Emotional - Being unfriendly, excluding, tormenting, threatening gestures
 - Physical - Pushing, kicking, hitting, punching or any use of violence
 - Racist - Racial taunts, graffiti, gestures
 - Sexual - Unwanted physical contact or sexually abusive comments (including remarks)
- Homophobic - Because of, or focussing on the issue of sexuality
 - Verbal - Name-calling, sarcasm, spreading rumours, teasing
 - Cyber - All areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. Camera and video facilities

Bullying is not two people having a disagreement or falling out over something. It is not a one-off incident.

AIMS AND OBJECTIVES OF THIS POLICY

- All stakeholders of Heanor Gate Science College (governors, teaching and non-teaching staff, students and parents) should have a thorough understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported
- All students and parents should know what the policy on bullying is, and what they should do if bullying arises
- It should be known that a prompt and thorough investigation of reported incidents, including contact with parents of victims and alleged bullies, will be taken so that an appropriate course of action can be taken

EXPECTATIONS AND RESPONSIBILITIES

Expectations - Students, teachers, parents, carers and members of the wider community can expect:

- that students will be safe at school, free from fear and harm, harassment and intimidation;
- to know what is expected of them and others in relation to the school's anti-bullying policy and procedures
- be involved in the development and review of the school's anti-bullying policy
- that all students will be provided with support if bullying occurs

Responsibilities - Students, teachers, parents, carers and members of the wider community have a responsibility to:

- provide positive relationships that respect and accept individual differences and diversity within the community
- contribute to the development of the school's anti-bullying policy and procedures and support them through words and actions
- work together to resolve incidents of bullying behaviour if they occur

➤ **The School Leadership Team** has a responsibility to:

- provide a policy which is reviewed regularly, according to the governors' policy review schedule
- ensure the policy is implemented and that procedures are in place whilst striving to enhance the quality of safeguarding work in relation to bullying

➤ **Key Stage Achievement Leaders** have a responsibility to:

- ensure accurate implementation of all aspects of this policy within their year or key stage
- ensure all procedures are implemented accurately
- make sure all recording of incidents, action taken and outcomes is done according to procedure

➤ **All adults working at HGSC** have a responsibility to:

- deal with any incidents of bullying in accordance with this policy and procedures
- be a positive role model for students and model appropriate behaviour and language
- Respect and support all students in all aspects of their learning

➤ **Students at HGSC** have a responsibility to:

- behave in line with the school's behaviour policy, respecting individual difference, need and diversity
- respond to incidents of bullying according to the school's anti-bullying procedures;
- support victims of bullying

➤ **Students can expect to:**

- know that their concerns will be responded to by school staff
- be provided with appropriate support
- participate in learning experience that address key understandings and skills relating to positive relationships, safety, discrimination, bullying and harassment

➤ **Parents and Carers** have a responsibility to:

- support the school's anti-bullying policy and procedures and use these to assist their child in understanding bullying behaviour
- work with the school in order to support their child in developing positive responses to incidents of bullying consistent with the school's anti-bullying procedures

➤ **Parents and Carers can expect to:**

- be provided with the school's anti-bullying policy and procedures via the school website or by paper copy (on request)
- be consulted at least once a year through, for example, surveys at parental consultation evenings about their child's safety and wellbeing
- have their concerns listened to by appropriate staff

➤ **Governors** have a responsibility to:

- ensure that the anti-bullying policy is in place, implemented and reviewed on a regular basis

➤ **Governors can expect to:**

- be provided with a yearly report, (or as requested) report on reported incidents of bullying and the outcomes of these

WORKING WITH THE POLICE

As with any issue, Heanor Gate Science College is committed to working actively with the police as part of our anti-bullying strategy.

INFORMATION FOR PARENTS

Information can be found via the school's website, in the prospectus and through newsletters about the school's aims and policies, and the part they can play in supporting the school's approach.

Through transition, all Year 7 students and other students new to the school receive a copy of the school's anti-bullying strategy. Our procedures for dealing with allegations of bullying place a high priority on contacting and involving parents at the earliest opportunity.

BULLYING INVESTIGATIONS

- Reports about the unacceptable behaviour towards an individual can be made by students, parents or staff
- Reports should be made to the teacher, tutor, key stage achievement leader or assistant achievement leader
- The Bullying report sheet (Appendix 1) is to be used to record all information relating to the investigation
- The AL and student's tutor should be notified that a report has been made
- The report should then be thoroughly investigated by the member of staff involved or (by negotiation) by a fellow member of staff (e.g. tutor, achievement leader). Written statements should be taken from the victim, alleged bully/ies and any relevant witnesses.
- Communication with parents should take place at key points of the investigation. The member of staff investigating the report should liaise with parents of both the victim and the bully
- If the case is proven, then the achievement leader will take action. Parents will also be contacted about the outcome. The action will be recorded and copies placed in the files of students involved. A copy will also be kept in the central log held by Assistant Head for pastoral matters
- Wherever possible, the action taken should be restorative (with agreement from students involved) with the aim to restore relationships and end the bullying. Where necessary, punishments will be set but restorative practices still put in place
- If the case is not proven, parents will be informed. Paperwork will be stored in student files
- Any punishment set will be in line with the school's behaviour policy, and will depend upon the severity of the incident and against the background of the student
- Strategies for monitoring the offender's behaviour will be implemented
- At all times, the victim should feel safe and supported
- A follow up session will take place to make sure that the matter has been resolved
- Any repeat offences for bullying may mean exclusion, parents invited into school and a possible interview with the Governors' disciplinary panel
- Outside agencies may be involved (Behaviour Support, Community Police)
- In instances where bullying has been proven and the procedures outlined above have been implemented, the offender's behaviour will be monitored and a review held in approximately four weeks' time following the incident

PREVENTION OF BULLYING

Heanor Gate Science College believes that, having and believing in a strong ethos of respect for differences and diversity, students should feel and know that bullying is wrong.

This ethos is supported through pro-active work and engagement with students through:

- Assemblies – themes to promote respect and against bullying
- Staff leading by example – training updated on how to diffuse situations, correct use of body language and the correct use of language with students. Also that staff do not overlook or ignore situations. Staff will also receive regular training to maintain awareness and to alert them to indicators which may suggest bullying
- PSHCE – a co-ordinated approach of anti-bullying and respect for all lessons put into place and delivered by PSHCE team. The aims of such to help improve self-esteem and confident relationships
- Staff on duty – during recreational times, plus pre and post school day – staff to help create a feeling of 'safe' by their presence around the site. This especially includes secluded areas, toilets, changing rooms and the dining area. Prefects are also of great value in creating this climate

- ‘Safe’ areas – for those students who feel vulnerable on such a large site. Quiet, safe areas are offered such as in student support or the library. It may be that the student negotiates with a member of staff to be ‘near’ them at break and lunchtimes
- Behaviour Policy – the anti-bullying policy to be seen as an integral part of the Behaviour Policy and that all students are aware of consequences and boundaries as well as rewards and praises for positive behaviour. This may be addressed through special assemblies and through a structured tutorial time programme
- Student voice – students will be encouraged to regularly update senior staff on what bullying occurs, when, where and by whom, on a one to one or through their Year and School Councils. Regular audits/questionnaires may also be used to ascertain this information
- Use of CCTV equipment – from information gathered from students on ‘unsafe’ areas, CCTV equipment will be put into place and monitored
- Bullying outside of school – this may affect student progress and so whilst it may be a problem that school cannot solve, it can alert concerned parents to other courses of action (e.g. Police)

OTHER RELATED POLICIES

- New Staff Induction
- Child Protection
- Racism
- Disability Equality Scheme
- SEN and children with Statements
- Use of the Internet
- PSHCE
- Tutorial programme
- Spiritual/moral/cultural, including collective worship
- Behaviour policy
- Equal Opportunities
- Safeguarding

PROCEDURES

The following procedures are listed according to the eight standards set out in Derbyshire County Council’s Anti-Bullying Commitment (draft).

1. Identifying vulnerability

- 1.1 Vulnerable students are identified during the transition period and at key points during their education at Heanor Gate Science College.
- 1.2 The names of vulnerable students are recorded on a secure centralised register, shared with staff and identified on the bullying report sheet.
- 1.3 Vulnerable students have tailored interventions to suit their specific needs. These are reviewed termly by the student’s Key Stage Achievement Leader (KSAL).

2. Safeguarding procedures and policies

- 2.1 The school has an up to date written policy on keeping children and young people safe from bullying which is shared with parents and carers annually. It is available on the school website and, upon request, from the school’s main office (01773 716396).
- 2.2 Policies and procedures are developed in consultation with children and young people, parents and carers, via Governors’ meeting and Year and Student councils.

3. Location

- 3.1 The school deploys staff effectively to ensure that all hotspots are supervised and monitored throughout the day, before school and after school.
- 3.2 Students are made aware of the use of the CCTV cameras around the site.
- 3.3 Procedures have been introduced to ensure that students needing to leave school during the school day bring authorisation from parent/carer and sign out of school at the correct time.
- 3.4 Supervised areas at break and lunchtime, known to students, include the library and student services. These areas offer reassurance and safety to those students who feel they need it.

4. Knowledge and understanding

- 4.1 All members of teaching and support staff employed directly by the school undertake annual training in child protection/safeguarding procedures.
- 4.2 All vulnerable students are identified during the transition period and a variety of measures are put in place to support them.
- 4.3 During Year 7, students with extreme vulnerability follow a reduced timetable and spend time in the nurture group.
- 4.4 Anti-bullying messages are delivered in assembly on a regular basis, and assemblies are themed to promote cultural diversity and respect of individual difference. The latter is a regular feature of English and Humanities lessons from Year 7 – 11.
- 4.5 Anti-bullying work is a feature of the PSHCE programme.

5. Provision of identified adults

- 5.1 The Principal is the named person responsible for every child's safety in the event of any bullying related concerns, but on a practical day to day level this responsibility is delegated to KSALs.
- 5.2 There is a designated 'Student Services' area in school which is a focal point for student enquiries, information and concerns. This is staffed by a receptionist and the school's Attendance Officer. Achievement and assistant achievement leaders are also on hand for students to liaise with. Assistant achievement leaders have a non-teaching timetable so are available throughout the day.
- 5.3 Policies are available to parents on the school website.

6. Communication

- 6.1 All students are informed of the role and purpose of Student Services and know where to go to report incidents of bullying.
- 6.2 All parents of students involved in any allegation of bullying are contacted at three key points: (1) in the initial stages of the investigative process; (2) once the investigation has been completed; (3) after the final review which will take place week four of the outcome of the investigation – if the allegation of bullying has been proven (see Bullying Report Sheet).
- 6.3 All paperwork relating to bullying incidents, including written statements, is centrally stored and logged by the Assistant Head (Pastoral). Copies of the Bullying Report Sheet will be stored in the individual files of all students involved in the incident.
- 6.4 Copies of the Bullying Report Sheet are made available to parents/carers of students involved upon request, although names of specific students will be removed from the documents. Requests must be made in writing to the Principal and documents will be provided within two weeks of the request being received by the school.
- 6.5 All identified instances of bullying will be recorded on a central school log.

7. Consultation

- 7.1 Students are surveyed twice a year and the findings and trends are analysed according to a wide range of student groupings. The findings are shared with all key staff, issues raised are taken seriously, reflected upon, and relevant action specific to particular groups and individuals is taken.
- 7.2 The outcomes of the student surveys are shared with all students via assemblies.
- 7.3 Reinforcement of the aims of the anti-bullying policy form a regular part of KSAL assemblies.

8. Restorative Practices

- 8.1 Restorative practice is a strategy used by key staff involved in dealing with incidents of bullying and support for vulnerable students.
- 8.2 In addition to this, a range of tailored interventions are provided, chosen to meet the specific needs of the individual student. These interventions are designed to develop students' self-awareness, self-esteem, their understanding of the behaviour of others, and their strategies for dealing with other students.