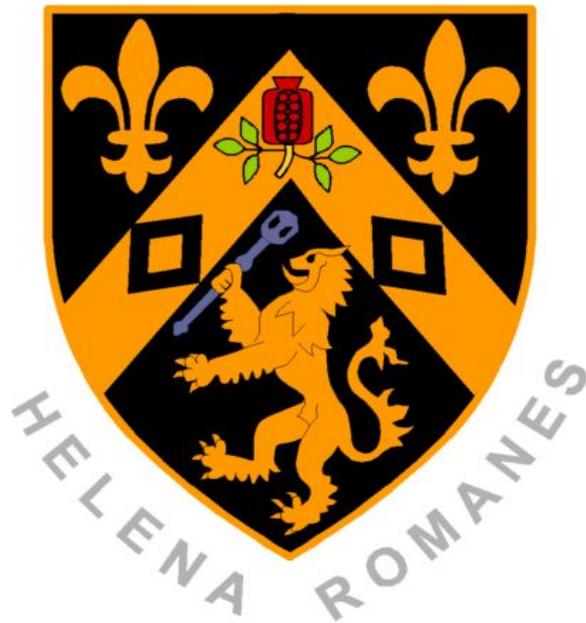


THE HELENA ROMANES SCHOOL AND
SIXTH FORM CENTRE



ANTI – BULLYING POLICY

Reviewed and agreed by Governors 03-09-19

To be reviewed September 2021

The Helena Romanes School and Sixth Form Centre Anti-bullying Policy

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This policy has been developed in accordance with the National and Local guidelines. It is based on the exemplar policy from the Department of Education “sample anti-bullying policy for schools” and influenced by the following publications; from Essex County Council “Anti-bullying Guidance and Legislation” and the Department for Education “School support for children and young people who are bullied” and “Preventing and tackling bullying”.

1. Statement of intent

We are committed to providing a caring, friendly and safe environment for all our students so they can learn in a secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to confide in an adult and know that incidents will be dealt with promptly, consistently and effectively. Anyone who suspects that bullying is happening is expected to inform a member of staff.

2. Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an 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 pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated.

3. What is bullying

Bullying is any behaviour which is perceived by the targeted individual or any other person, as intending to hurt, intimidate, frighten, harm or exclude. It is usually persistent and an abuse of power, leaving the targeted individual feeling defenceless.

SAFEGUARDING

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when “there is reasonable cause to suspect that a child is

suffering or is likely to suffer significant harm". In such cases staff are instructed to follow the procedure with regard to Child Protection.

Bullying is not:

- Teasing between friends without the intention to cause hurt
- Falling out with friends after a quarrel or disagreement
- Activities that all parties have consented to and enjoy

Bullying can be:

- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** - pushing, kicking, hitting, punching or any use of violence
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing because of size etc.
- **Sexual** - unwanted physical contact or sexually abusive comments
- **SEND** - where a pupil's Special Educational Need or Disability is the target of the bullying
- **Cyber** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. Includes all areas of social media, this includes the intentional sending of hurtful messages and inappropriate images (sexual bullying)
- **Racist** – verbal, emotional or physical abuse against a person because of their skin colour, cultural or religious background or ethnic origin can be classed as racist bullying
- **Homophobic/transphobic** – verbal, emotional or physical abuse against a person who is perceived by the aggressor to be gay, lesbian, or bisexual, including persons who are actually heterosexual.

Some bullying may amount to child on child abuse and should therefore be referred to the Designated Teachers for Child Protection.

4. Why is it important to Respond to Bullying

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect and feel safe at school. Bullying demonstrates a lack of respect for other people – it is a form of anti-social behaviour that make life difficult or miserable for others.

Bullying can take place at any age and in any place. Section 89 of the Education and Inspections Act gives the Head Teacher the right to regulate pupils conduct when they are not on school premises. This can relate to bullying incidents occurring on school/ public transport, outside local shops or in a town centre.

5. Signs and symptoms of bullying

A student may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a student:

- Is frightened of walking to or from school
- Doesn't want to go on the school / public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school

- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or go missing
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually lost
- Has unexplained cuts or bruises
- Comes home hungry (money / lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous & jumpy when a text message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

6. Responsibilities of all stakeholders

The Responsibilities of Staff

Our staff will:

- Foster in our pupils self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils
- Discuss bullying with all students, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling the teacher about bullying when it happens
- Be alert to signs of distress and other possible indications of bullying
- Listen to children who have been bullied, take what they say seriously and act to support and protect them
- Report suspected cases of bullying to Student Managers or the student's DoL
- Follow up any complaint by a parent about bullying and report back promptly and fully on the action which has been taken
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures (refer to appendix)

The Responsibilities of Pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.

- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets

The Responsibilities of Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying
- Advising their children to report any bullying to their form tutor or Student Managers and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, reassuring them that appropriate action will be taken
- Keep a written record of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not Involved
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth. Point out the implications of bullying, both for the children who are bullied and for the bullies themselves

7. Preventative measures

We will use some or all of the following to help raise awareness of and prevent bullying, as and when appropriate, these may include:

- Staff and students are encouraged to uphold the school ethos of honesty, respect and care for each other
- PSHE activities
- Use of assemblies
- Anti-bullying week
- Using Drama, Geography, Music to reinforce awareness
- Early interventions with students showing signs of bullying activity
- Supporting students that maybe vulnerable to bullying
- Peer mentor support
- E safety: staff, student and parental updates
- Safe places to go at break and lunch times
- Positive Assertive Confidence Skills (Kidscape)

8. Procedures

Students are encouraged to tell someone they trust in school or write down the details and pass to an adult they trust. ***This would usually be their form tutor, DoL or a Student Manager. All cases of this nature must be passed to the Student Managers to ensure it is thoroughly investigated.***

Staff will investigate the allegations with those affected. If it is confirmed that bullying has taken place, appropriate action will be taken to try and prevent it happening again, appropriate consequences will be applied (see appendix 2)

Students who have been bullied are supported by:

- Reminding students of the process for reporting bullying incident.
- Offering continuous support with a designated member of staff
- Referral to a Peer Mentor if appropriate
- Referral to a Youth Worker or counsellor if appropriate
- Offering continuous support and advice to parents
- Ensuring that bullying/anti-bullying forms a continuous element of the curriculum through years 7 - 13
- Ensuring that the school liaises with Primary Schools and that transition activities includes anti-bullying
- Staff are regularly updated and reminded of their key responsibility to Safeguard students

Students who have bullied may be helped by:

- Participation in Restorative Meetings
- Informing parents to help change the attitude of the student
- Referral to a Youth worker / counsellor if appropriate
- An appropriate sanction

Reporting and Recording

To deal with bullying full details must be recorded on SIMS:

- Date the incident was reported
- Nature and details of the incident
- Member of staff that dealt with the incident
- Logged that parents/ carers were informed
- Details of action

Monitoring and Evaluation

The number and nature of bullying incidents will be monitored on a termly basis by the Student Welfare Team and Directors of Learning and reported to Governors annually.

9. Conclusion

Effective application of this policy should ensure that Helena Romanes School can provide all students with a safe environment, where they enjoy the right to be treated with respect.

This policy is to be reviewed on an annual basis by the Student Welfare Team and the Student Well Being Governor Committee.

Complaints procedure

We are always very happy to talk to parents and listen to any concerns they may have. If you have any worries or concerns about school, please talk to your child's

tutor or to the Director of Learning. We will always do our best to respond to concerns raised with us (*ref*:School Complaints Policy 2013 -2014).

<http://www.helena-romanes.essex.sch.uk/contact-us/enquiry-concern-or-complaint/>

HELP ORGANISATIONS:

School contact

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk

Useful Websites

- www.anti-bullyingalliance.org.uk -The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues
- www.kidscape.org.uk - Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people
- **Childline** - Information and advice on a wide range of issues including bullying
- **The Diana Award** - Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- **The Big Award** - The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
- **Restorative Justice Council** - Includes best practice guidance for practitioners 2011

Cyber-bullying

- www.thinkuknow.co.uk - resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
- **Digizen** - provides online safety information for educators, parents, carers and young people.
- **Childnet International** - Specialist resources for young people to raise awareness of online safety and how to protect themselves
- **Advice on child internet safety** - The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

LGBT

- www.stonewall.org.uk - An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

- **Schools Out** - Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
- **EACH** - A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.
- **GIRES** - Information for trans people, their families and the professionals who care for them

SEND

- **MENCAP** - Represents people with learning disabilities,
- **Changing Faces** - Provide online resources and training to schools on bullying because of physical difference.
- **Cyberbullying and children and young people with SEN and disabilities**:-Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Racism

- **Show Racism the Red Card** – Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- **Anne Frank Trust** – Runs a school project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.
- **Kick it out** – uses the appeal of football to educate young people about racism and provide education packs for schools.

Links to other school policies:

<http://www.helena-romanes.essex.sch.uk/wp-content/uploads/2014/11/Home-school-agreement-24-2-14.pdf>

<http://www.helena-romanes.essex.sch.uk/wp-content/uploads/2014/07/Student-Discipline-Policy-agreed-25-2-14.pdf>