



# **HULL COLLEGIATE SCHOOL**

## **ANTI-BULLYING**

Hull Collegiate School seeks to implement this policy through adherence to the procedures set out in the rest of this document, which has regard to DfE Guidance- Safe to Learn: Embedding anti-bullying work in schools.

Hull Collegiate School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. This policy applies to all members of our school community, including those in our Early Years setting.

This document is available to all interested parties, including parents and prospective parents, on request from the main school office or may be downloaded from the school's website, and should be read in conjunction with the following documents:

- Child Protection (Safeguarding)
- Cyberbullying
- Behaviour
- PSHCE schedules
- SMSC development of pupils

This document is reviewed annually Mrs K Bloomfield and Mrs A Kell or as events or legislation change requires. The next scheduled date for review is September 2021.

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## Policy Statement

Hull Collegiate School is committed to creating an environment of good behaviour and unconditional respect, with helpful examples set by staff and older pupils. Tolerance and respect for others are key values to ensure that we all strongly oppose all forms of bullying. Every member of the school community, pupils, parents, teaching and non-teaching staff all have an important part to play in producing and maintaining an atmosphere where each individual feels cared for and valued.

Bullying is repeated over time and intentionally hurts another student or group physically or emotionally and is often motivated by prejudice against particular groups. Bullying can take place in school or can affect school life if it occurs outside school. It is difficult for those being bullied to defend themselves. Bullies may target others on the basis of age, race, culture, religion, special educational needs, sex (including sexism, homophobia and transphobia) or disability, because the child is adopted or a carer. Bullying may take place directly (in person) or through Cyberbullying means (such as the internet, social websites, mobile telephones, text messaging, photographs and email) and prejudice-based bullying because of a protected characteristic. It may cause short or long-term psychological damage. Where incidents of cyberbullying are suspected, please refer to the Cyberbullying Policy.

We view bullying to be the wilful, conscious desire to hurt, threaten or frighten someone. It can be physical or verbal or even just a look. Bullying can be overt or subtle intimidation.

- We believe it is every pupil's right to go to school in safety and to receive their education free from humiliation, oppression and abuse
- There is a common law duty on teachers and the school to take care of the physical safety of pupils
- This policy has been established to eliminate or reduce to a minimum known hazards arising out of the behavioural habits of pupils in the school's care
- We believe it is every pupil's right to go to school in safety and to receive his or her education free from humiliation, oppression and abuse
- It is the responsibility of all members of the community to ensure that education takes place in an atmosphere that is caring and protective
- Pupils are encouraged to share any problems concerning bullying with friends, teachers and parents. Pupils are taught through the pastoral programme that everyone has a duty to ensure that bullying does not occur, and other areas of the curriculum (PSHCE and assemblies) are used to get the message across.
- Pupils should report any incidents of bullying, or cyberbullying, to a member of staff to ensure the problem is dealt with immediately; they are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- Key areas may be identified as possible bullying zones, to be supervised by staff duties and prefect duties
- Everyone works continuously to create an ethos where bullying will not be tolerated, including staff/pupil and prefect/pupil relationships
- There is a clear and widely understood procedure for staff to follow in investigating incidents, and there are guidelines for listening to victims, witnesses and aggressors. This involves an initial no blame approach. Pupils are expected to report any incident or on-going problem to a member of staff. The school is committed to involving parents. Parents are invited to contact the

Headteacher or any other member of staff should they be concerned about any possible indication of bullying;

- Staff Inset is provided to facilitate the implementation of this policy
- This policy has regard to relevant legislation and government guidance including current DfE Guidance – Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies (July 2011).

## **Definition**

‘Bullying is a conduct intentionally causing hurt, either physical or psychological, which is provoked and which persists over a period of time.’

Bullying in school can be in many forms, for example:

- Exclusion from friendship groups or activities
- Threats to exclude
- Verbal attacks
- Misappropriation of property
- Persistent hurtful comments
- Any other action which on a prolonged basis causes the victim to feel ill at ease
- Through the use of technology, such as text messaging; please see Cyberbullying policy

## **The effects of bullying**

- Bullying makes the lives of its victims miserable. It undermines their confidence and destroys their sense of security.
- Bullying can be psychologically damaging causing sadness, loneliness, low self-esteem, fear, anxiety and poor concentration, and lead to self-harm, depression, suicidal thoughts and, in some cases, suicide.
- Bullying can also affect children and young people's attendance and progress at school.

## **Procedure**

This varies in different parts of the school, however all stages of the process must be recorded, to enable patterns to be identified.

## **Prevention**

Preventative measures are based on creating awareness amongst staff and pupils through training and awareness of the contents of the policy, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available. The school's use of restorative practice techniques plays a major role in the prevention of bullying. Staff receive regular training in this and pupils are made aware of the strategies through PSHCE, classroom displays and individual planners.

## **Sanctions**

In cases of severe and persistent bullying, strong sanctions such as exclusion may be necessary. Whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour that are relevant, and if

staff feel that an offence may have been committed that they should seek assistance from the police.

### **Aims**

- To help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it
- To prevent as far as is possible bullying taking place
- To respond appropriately and effectively to particular incidents

## **PREP SCHOOL PROCEDURES**

### **Possible signs**

Pupils who are being bullied may show changes in behaviour, such as becoming nervous and shy or feigning illness. They may show changes in work patterns, lack concentration or even truant from school.

### **Why do bullies bully?**

A bully may feel they can get respect from their peers by bullying. He/she is often inadequate, unhappy or insecure. The bully may need help. Research suggests that to regard bullying as a straightforward discipline problem is no longer acceptable or effective. It is important the bully is helped to see the hurt he inflicts on his victims and made to understand that his behaviour cannot be tolerated.

### **Encourage to talk**

It is important that we create an atmosphere in the school, where pupils being bullied, or others who know about it, feel that they will be listened to and believed, and that action taken will be swift but sensitive to their concerns.

Not telling protects the bully or bullies, and gives the message that they can continue, perhaps bullying others too. The use of the 'buddy system' may be another avenue for the pupils to support one another.

### **To all pupils**

If you are being bullied, or you know someone else is, please tell a member of staff straight away and it will be dealt with.

Not telling means the victim will continue to suffer and the bully will carry on, probably with others too. We all have a responsibility to ensure that bullying is not allowed to continue in our school.

### **Specific people who may be able to help in school**

- Other pupils/buddies
- Nursery nurses
- Support assistants
- Teachers
- Deputy Headteacher
- Headteacher

### **To Parents/Guardians**

If you think that your child may be being bullied, or they tell you that they are, please let us know straight away. Please reassure them that we will deal with it sensitively, but firmly.

If your child tells us they are being bullied, or we discover that they are bullying others, we will contact you, and will discuss together how the situation can be improved.

## **Procedures**

In the first instance, it is important to make it clear to the victim that revenge is not appropriate and to the bully that his/her behaviour is unacceptable, and has caused distress. Every effort is made to resolve the problem through counselling of both parties in line with the school's behaviour and discipline policy.

At this stage, parents of both parties are informed of what has happened and how it has been dealt with. It is vital that everything that happens is carefully recorded in a clear factual way.

If the bullying behaviour continues, and counselling has not worked, then appropriate sanctions will follow, including the issuing of a yellow or red card. In cases of severe and persistent bullying, strong sanctions such as exclusion may be necessary.

## **Guidelines to all staff**

Preventative measures are based on creating awareness amongst staff and pupils through training and awareness of the contents of the policy.

We need to be particularly vigilant at breaks and travelling times between lessons, in the playgrounds and in the area of changing rooms and toilets. These are times and places where victims are more vulnerable and bullying is not seen easily. If you think that bullying is happening, talk to the pupils concerned, and ask them what has been happening.

1. Find a quiet space, such as a classroom or library
2. Make pupils feel comfortably at ease
3. Interview separately
4. Have 2<sup>nd</sup> adult present if deemed necessary
5. Listen carefully; prompt only when necessary
6. It is important to give 100% when listening. Take notes as necessary
7. Write up at end of interview so that it can be passed on to the teacher/Key Stage Coordinator
8. A copy of this to be passed to the Headteacher.

Curriculum work can enhance this policy within specific subject areas, e.g. Drama/English and through the PSHCE programme. School assemblies may also be an effective way to deal with this issue.

## **Policy on actions**

Children involved in bullying will meet daily with the Headteacher, Deputy Headteacher or Key Stage Coordinator. Depending upon circumstances children may be given a peer mentor. A diary may need to be kept by both children and the Head/Deputy Head/KS coordinator. Meetings will be reduced when the situation improves unless further action is required.

A record will be kept of all instances of bullying so that patterns may be identified and the effectiveness of the approaches adopted may be evaluated.

## **SENIOR SCHOOL PROCEDURES**

### **Why are people bullied?**

Children and young people are bullied for all sorts of reasons. It can be due to their race, their religion, their appearance, their sexual orientation, because they have a disability or because of their home circumstances. People are bullied for being black, white, fat, clever, gay or red-haired. These are a few examples.

But people are sometimes picked on for no reason.

### **Why do people bully?**

A bully may feel that he or she can get respect from their peers by bullying. He or she may often feel inadequate, unhappy or insecure. The bully may need help. Research suggests that to see bullying as a straightforward discipline problem is no longer acceptable or effective. It is important the bully is helped to see the hurt he or she inflicts on his or her victim(s) and is made to understand such behaviour is intolerable.

### **Bullying out of school**

According to the TES, *'The law relating to safeguarding and cyber bullying can take schools by surprise. The fact that pupils' offending behaviour often takes place in the home does not exonerate schools of the clear legal duty to safeguard and protect all pupils and to manage their behaviour both on and off the school premises.'* It is imperative that effective defensive measure is taken to prevent the external incidents of bullying spilling over into school. Furthermore, the school takes seriously any incidents occurring whilst pupils are travelling to and from school, particularly on school buses.

If any member of staff is made aware of any reports of bullying outside school these will be followed up.

### **1. Form Tutors**

Have a key role to play in raising the awareness amongst pupils:

- At the beginning of each year when establishing a code of behaviour
- In tutorial time where possible strategies to adopt can be discussed in circle time and with the help of PSHCE.

### **2. Departments**

Opportunities should be taken to raise the awareness of various aspects of the problem through PSHCE, assemblies, projects, drama, role-play, stories, literature, historical events, current affairs, writing and so on to raise awareness, with discussion of differences between people and the importance of avoiding prejudice (and prejudiced-based language).

### 3. Staff

Should be vigilant at all times, including during break and lunch duties. The signs of bullying are a change in behaviour, such as becoming nervous and shy and feigning illness. Victims may show changes in work patterns, may lack concentration or may even truant from school.

### 4. Parents

The school's policy is made clear via the Parent Handbook.

### Response

This should involve corrective and supportive action for both the victim and the bully. All reports of bullying must be taken seriously and have high priority but discretion is important. A 'no blame' approach will be adopted. This is a constructive solution achieved through a participating non-punitive approach which involves pupils and staff resolving the problem. At all times **restorative practices** will be used to help pupils appreciate the consequences of their behaviour and work towards restoring the harm done. When pupils do not respond to the help, support and guidance there will be strong sanctions, ultimately including exclusion, that may be necessary in cases of severe and persistent bullying.

**Procedure (written reports will be kept at all stages and Heads of Year and/or the Assistant and Deputy Head (Pastoral) will record incidents in their weekly pastoral logs to enable patterns of behaviour to be identified)**

- The person to whom it is reported should listen, reassure the victim and explain that the Form Tutor, Head of Year, Assistant Head and Deputy Head (Pastoral) must be put in the picture
- A bullying incident report sheet (Appendix 1) should be completed and copies handed to the Head of Year, Assistant and Deputy Head (Pastoral), to enable patterns to be identified
- The incident must be investigated fully and any evidence collected
- At least one of the Form Tutor, Head of Year, Assistant and Deputy Head (Pastoral) should see the victim and ask for a written report of the incident
- The Head of Year, Assistant and Deputy Head (Pastoral) should see the person accused of bullying and ask for a written account of the incident.

If admitted:

- The bully should give a verbal and written undertaking that it will not occur again
- The bully should apologise to the victim
- The bully should be given counselling and support, efforts should be made to establish reasons for the behaviour
- Parents should be informed, depending on the seriousness of the incident

If not admitted:

- There should be a second interview with both parties to clarify any necessary points
- If the bullying is still not admitted, the 'bully' should be warned that the incident has been noted and that it is there for future reference if another similar incident is reported
- The victim should be informed of the outcome and what action has been taken. Appropriate counselling and support should be given, including advice about what to do if the bullying continues
- Staff should be informed of the incident, as appropriate, for information only
- Peer groups/other pupils should be made aware of the situation as and when appropriate
- The Head of Year/School should record the outcome on the report sheet and file.

## **Recording and Reporting**

The Senior School uses a Bullying Register. If a pupil is found guilty of bullying or there is enough evidence to issue a warning, pupils' names will be placed on the register for 12 months. Any further incident of bullying within the year will put the bully's position in the school in jeopardy. Clear records of anti-social behaviour are kept to evaluate the effectiveness of the approach adopted and to enable patterns to be identified

Allegations of abuse against another pupil must be reported to the DSL (who will inform the Head and the LADO immediately)

- a. When there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm from another pupil, the school should report its concerns to the Local Authority social care department. Please refer to the School's Child-Protection (Safeguarding) Policy.
- b. Note: It would be an expectation that in the event of disclosure about pupil on pupil abuse that all children involved, whether perpetrator or victim, are treated as being "at risk. Please refer to the School's Child-Protection (Safeguarding) Policy.

In cases of serious harm or where a crime may have been committed the police will be informed from the outset. Any such matters will be dealt with in the strictest confidence

The school will not undertake their own investigations of allegations without prior consultation with the LADO. Note: A bullying incident should be treated as a child protection concern where there is reasonable cause to believe that a child is suffering, or likely to suffer, significant harm.

# Bullying Incident Report

Name of Alleged Victim:	Year Group:	Class:
Reported by:	Date of Incident:	
Member of Staff who took the Report:		
Accused Name/s:		
Summary of Incident:		

Adults Involved in Follow Up:

Other Relevant Information:

Does the child have EHA	<b>YES</b>	<b>NO</b>
Would the family benefit from an EHA?	<b>YES</b>	<b>NO</b>
If yes, date completed .....		

Action Taken:

- Victim's written account taken
- Accused written account taken
- Parents/carers of the victim informed
- Parents/carers of the accused informed
- Sanction given –

Details:

.....

- Bullying register updated
- Incident reported to Headteacher
- Victim given named person to report further incidents to -  
Name of person: .....

Follow Up:

- Victim checked daily for a week –  
Name of person responsible: .....
- Email sent to all staff raising awareness of issue
- Observation of accused at leisure time
- Observation of victim at leisure time
- Restorative practice session and apology
- Further incidents reported
- Counselling offered to victim and accused
- Contact with parents/carers –

Date: .....

Date Signed Off: .....

### Anti-bullying Policy Changes September 2020

Reviewed by:	Mr C M Wainman Deputy Head DSL
Date of last review:	September 2020
Approved by:	Mr Paul Grimwood Chair of LGB
Date of approval:	
Reason for changes:	Review due to changes in the ISI Regulatory Commentary as of September 2020.  Amendments made after DSL Update and Development Training led by the ERSCB.  Changes to job titles.
Next scheduled date for review:	Annually or as events or legislation change requires.