Hillcrest School Cramlington
Anti-Bullying Policy

Statement of Intent.

Hillcrest school is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively.

1) Objectives of this Policy

This policy outlines what Hillcrest School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying will be tolerated.

The final policy was agreed by the leadership team and the school governing body, and has been widely disseminated to staff, pupils, parents/carers and partner agencies. This policy is disseminated to all new staff joining the school and is included in the staff handbook.

2) Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate

3) Definition of bullying

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", March 2014)

.

1

Not all unkind behaviour is bullying. The key characteristics that turn unkindness into bullying are:

- ✓ That it is repeated and goes on over time.
- ✓ That it is deliberate and not accidental
- ✓ That it involves the person doing the bullying having controlling power over the person experiencing bullying.

4) Bullying can take a number of forms, but we believe there are 5 main types:

a) Physical – hitting, kicking, taking belongings, damaging personal property
b) Verbal –name calling, insulting, making offensive remarks, taunting, mocking,
c) Indirect – spreading nasty rumours, exclusion from social groups.
d) Cyber bullying – bullying by electronic contact, sending offensive or degrading images by mobile phone or via the internet. e.g. via text message, email or instant messaging.
e) Prejudice-based bullying e.g. sexism, racism, homophobia.

(A more comprehensive list of what bullying can be is attached at the end of the policy.)

5) Possible signs of bullying

- Being frightened of getting on the school bus or walking to and from school.
- Being unwilling to come to school
- Poorly motivated in class, or become withdrawn
- 'Lose' dinner money
- Have unexplained bruises, scratches, cuts.
- Have their possessions go missing
- Refuse to say what is wrong, or give improbable excuses to explain problems.
- Bullying other children or siblings

6) Preventing, identifying and responding to bullying

Bullying can happen to anyone. Within this school, staff are very aware of the vulnerability of some children and it is our aim to create a secure and safe environment to enable the pupils in our care to reach their full potential. Bullying is not a natural part of growing up and should never be accepted as such.

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

7) Strategies for preventing bullying

Students are signposted and encouraged to use Anti-Bullying websites for example, CEOP's Think u Know and The Anti-Bullying Alliance. These sites along with other related sites appear on the student's home screen when they log in to their school computer accounts and these links are also accessible via the school website.

3

As part of our on-going commitment to the safety and welfare of our pupils we at Hillcrest school have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Friendship groups, Emotional literacy Interventions
- Anti-Bullying Interventions and workshops including external agency visits. (e.g.LGBT, Show Racism The Red card)
- National Anti-Bullying week celebrated annually.
- PSHE/citizenship
- Specific curriculum input e.g. Cyberbullying and internet safety within ICT lessons.
- Student voice involvement
- Parent information e.g. signposting to helpful websites
- Counselling/mediation scheme
- Training and development for all staff
- Peer mentoring
- Parent partnership/home visits
- Safer internet day promoted annually

8)Preventing and responding to bullying outside of school

Hillcrest School are proactive in preventing and responding to bullying that may occur outside of school e.g. cyber bullying, journeys to and from school.

- Staff communicate on a daily basis with school transport assistants and drivers.
- Hillcrest School operates a mobile phone ban for all students. Students who do carry a mobile phone or a communication device to school are expected to hand it in to their form tutors at the start of the day. The device is then returned to the student at the end of the school day, this is so that no incidents of cyber-bullying can take place within school hours.
- Regular communication is made between staff and parents/carers via phone-calls home on a weekly basis.
- Any concerns reported to staff by students are always dealt with promptly following school procedures that are in place and a full investigation will take place.

9) Involvement of pupils

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.

- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

10) Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

10) Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.
- Form Tutors are responsible for interviewing and monitoring students in class if an incident of bullying occurs.
- HLTA's responsible for running intervention sessions.

The named Governor with lead responsibility for this policy is: <u>Lisa Gordon</u>

The named member of staff with lead responsibility for this policy is: <u>Mark Phillips (DHT)</u>

11) Anti-Bullying Response, Strategy and Procedure

Good communication is essential, so that those involved are aware of any action taken. Any allegations and discussions must be treated seriously and action taken. Any incident or disclosure of bullying should be reported to the form teacher or a member of the SMT, depending on the seriousness of the incident.

Hillcrest has a planned approach to deal with bullying that has **3 levels** and aims to promote positive and appropriate behaviour.

LEVEL 1 – BLUE – SUSPICION

A pupil is suspected of bullying another pupil. They are referred to their form tutor, who interviews pupil and puts them on a monitoring sheet for 1 week. Name put on anti-bully board in staffroom.
Intervention: Anti–Bullying session with allocated worker.

No incidents, no further action

Suspicion Confirmed – move to Yellow for 1 week

LEVEL 2 – YELLOW – CONFIRMED BULLY
Parents informed by form teacher.

**Sanction -   Always last on dinners and loss of morning break.
          No school trips**
Intervention- Friendship groups and/or anti bullying session with allocated worker.

No more Bullying return to Blue

More Bullying – move to red for 1 week

LEVEL 3 – RED – CONTINUOUS BULLY

**Sanction -   Always last on dinners and
                    No morning or afternoon break
             No school trips.**
Intervention - Friendship groups and/or anti bullying session with allocated worker.   Social Story written and shared with child and home.

Parents come into school for interview with Deputy Head, Form Teacher and child if bullying continues.

1 week with no bullying incidents back to blue for monitoring.

12) Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone and social media policies
- Searching and confiscation

Anti-Bullying Week

Each year the Anti-bullying alliance run an anti-bullying week 18-22 November. This year the theme was 'Make a Noise about Bullying'. Anti-Bullying lessons were ran by teaching staff, focus group activities took place each day, workshops were ran across the school including LGBT federation speakers presentation and Show Racism the Red Card visited. Anti-bullying poster competitions were held which included a celebration assembly. Students signed a No Bystanders pledge and a non-uniform day was held which raised money which was donated to the Anti-Bullying alliance.

Monitoring, Evaluation and Review

This policy will be reviewed annually and its effectiveness evaluated.

Date of this policy: March 2016
Review date: March 2017

Anti-bullying policy approved by:

………………………………………………………

……………………………………………………

Mrs A Mead   Mrs J Hall
Head Teacher   Chair of Governors

Date Signed………………………………

7

Bullying can be:

1. Physically hurting someone (punching, kicking, tripping up, and pushing).
2. Threatening to physically hurt someone, or people or things precious to them.
3. Damaging the things that belong to someone else
4. Demanding things or favours through frightening someone or through force (intimidation)
5. Stealing someone's things
6. Demanding money or things
7. Humiliating or embarrassing someone deliberately
8. Put-downs, name calling, insulting or making fun of a person or a person's family, culture or religion.
9. Sarcasm or mimicking
10. Inappropriate touching or showing material that you know will be offensive.
11. Spreading rumours.
12. Excluding someone or leaving someone out.
13. Racist, homophobic or sexually offensive remarks and/or behaviour, e.g. racist name calling.
14. Graffiti
15. Taking someone's best friend.
16. Hiding someone's things.
17. Pulling faces, sniggering when a child's work is being handed back/not touching a child's book when handing books out.
18. Blackmailing someone.
19. Whispering things about them.
20. Texting unkind or hurtful things (sometimes anonymously).
21. Encouraging others to join in bullying behaviour.

<u>The list below is a summary of the recommendations by the DfES in the
document "**Bullying – Don't Suffer in Silence."**</u>

1. Refer to all types of bullying (sexual, racial, disability etc) explicitly within the anti-bullying policy so that all know that discrimination is wrong and will be acted upon
2. Audit the extent and nature of the problem
3. Use separate incident books to record the different types of reported bullying incidents
4. Regularly review and reinforce the school's approach to anti-bullying at INSET days
5. Offering confidentiality and appropriate advice to lesbian, gay and bi-sexual pupils
6. Develop an understanding of gender relations and suitable strategies through staff training
7. Recognise and consistently challenge sexual, racist and homophobic content with verbal abuse
8. Explore children and young peoples understanding of their use of homophobic language – do they understand it?
9. Explore sexism and sexual bullying through the curriculum
10. Use single sex groupings to explore sensitive issues
11. Ensure that the environment is well supervised
12. Explore issues of difference and diversity
13. Children and young people should be listened to carefully and opportunities should be made available for them to express their views and opinions
14. Explore multi-agency working to support the implementation of the anti-bullying policy
15. Involve parents and the wider community in the decision of what action will be taken
16. Use peer mediation to resolve conflict
17. Use theatre in education to raise awareness and seek solutions
18. Explore and rejoice in differences and diversity through a wide range of events in and out of the curriculum
19. Use role play and assertiveness training
20. Deal promptly with incidents
21. Ensure a calm and consistent approach from staff
22. Ensure the immediate safety and wellbeing of those being bullied

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- *Changing Faces: www.changingfaces.org.uk*
- *Mencap: www.mencap.org.uk*
- *DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25*

Racism and Hate
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational