



HAYDON SCHOOL

ANTI BULLYING POLICY 2021

Anti Bullying Policy

1. Introduction

Haydon School is committed to providing a caring, friendly, safe and supportive environment in which staff can work and students can receive their education. Bullying of any kind is unacceptable at Haydon School. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell staff.

2. Aims and Objectives

- 2.1 Ensure all governors, staff, students and parents have an understanding of what bullying is.
- 2.2 Acknowledge that everyone (students and staff) is entitled to feel safe and secure in the school environment, and that bullying is openly acknowledged as being unacceptable.
- 2.3 Ensure that students, staff, parents and governors understand the procedures to adopt in case of bullying.
- 2.4 Make sure that anyone involved in being bullied or bullying knows that he/she has the right to be heard and taken seriously, and that people have a chance to talk about and understand bullying.
- 2.5 Ensure that everyone in school recognises his/her own responsibility in creating a bullying-free environment by being watchful of incidents and by reporting them.
- 2.6 Ensure that all incidents of bullying when they are reported are dealt with as effectively as possible and that they are seen to be dealt with.

3. Definition of bullying

- 3.1 **Bullying** is defined as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.
- 3.2 **Cyberbullying** is the use of Information and Communication Technology (ICT) particularly mobile phones and the internet, deliberately to upset someone else.
- 3.3 **Homophobic bullying** occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
- 3.4 **Racist bullying** refers to a range of hurtful behaviour, both physical and psychological, that makes the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.
- 3.5 **Sexist bullying** is based on sexist attitudes that demean, intimidate or harm another person.
- 3.6 **Sexual bullying** with a specific sexual dimension or a sexual dynamic be it physical, verbal or non-verbal. This can include verbal comments, touching, graffiti, and spreading images (e.g. 'sexting')
- 3.7 **Transphobic bullying** describes hurtful behaviour towards people whose sense of their gender or gender identity is different to typical gender 'norms'

4. Behaviours

Bullying can include the following behaviours:

- 4.1 **Physical:** hitting, kicking, pushing, taking or damaging belongings
- 4.2 **Verbal:** name calling, taunting, mocking, insulting, making offensive remarks e.g. racist, sexist or homophobic remarks, repeated teasing, threats, sarcasm, gossiping
- 4.3 **Indirect:** spreading nasty stories about someone, excluding someone from social groups, leaving notes, failure to speak to acknowledge a person, making someone the subject of malicious rumours, inappropriate text messaging and emailing, sending offensive or degrading images by phone or internet, producing offensive graffiti.

5. Some possible signs of bullying

- 5.1 **Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes or schoolwork; loss of appetite, stomach aches, headaches.
- 5.2 **Emotional:** losing interest in school, becoming withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression
- 5.3 **Behavioural:** asking to be taken to school, wanting to go home for lunch, taking longer to get home, asks for money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

6. Roles and responsibilities

6.1 Students:

- 6.1.1 Act in a respectful way and supportive manner to all other students reporting any suspected incidents which the victim may be afraid to report
- 6.1.2 Refrain at all times from behaviour which would contribute to the bullying of other students
- 6.1.3 Report all incidents of bullying to a member of staff e.g Form Tutor and Year Team who will document the issue on CPOMS.
- 6.1.4 Adhere to and promote the principles of this policy
- 6.1.5 Adhere to the student code of conduct with particular focus on showing respect to both staff and other students and presenting themselves in school in a calm manner.

6.2 Staff:

- 6.2.1 To be familiar with the school anti bullying policy
- 6.2.2 To recognise that the responsibility for dealing with bullying incidents rests with all staff
- 6.2.3 To respond to parents'/guardians' concerns re bullying issues raised
- 6.2.4 To keep records of all incidents of bullying on CPOMS
- 6.2.5 To build positive relationships with students in line with the school's behaviour for learning policy and Haydon 11 teaching and learning expectations.

6.3 Parents/guardians

- 6.3.1 Stressing to students the importance of social behaviour
- 6.3.2 Reporting any concerns that they have concerning either victims or perpetrators
- 6.3.3 Actively supporting the policy on eradicating bullying

7. Strategies for the prevention and reduction of bullying

- 7.1 Raise awareness of the nature of bullying through form time, assemblies and subject areas to develop students' assertiveness in order that they may feel better able to deal with bullying situations
- 7.2 Students confident to tell someone and know who they can go to for help
- 7.3 To encourage staff to be proactive in combating bullying to serve as a good role model to students
- 7.4 Form tutors ready to listen to students and take the appropriate action to support the victim and sanction the perpetrator
- 7.5 School counsellors are available every day to offer support to victims and bullies
- 7.6 Record of all bullying incidents is on CPOMS
- 7.7 The monitoring of victims and bullies and the provision of special arrangements for any students considered to be at risk, including guidance, counselling and information on other sources of support

8. Procedures for reporting and responding to bullying

- 8.1 If bullying is suspected or reported the incident will be responded to as a matter of urgency
- 8.2 A clear account should be recorded on CPOMS and sent to the form tutor/ Year Team and safeguarding team if appropriate
- 8.3 The form tutor/ Year Team will interview all concerned and take a statement
- 8.4 In serious cases parents will be informed and may be asked to come into school to discuss the problem
- 8.5 If necessary and appropriate the school's community police officer will be called.

8.6 Students who have been bullied will be supported by

- 8.6.1 Being offered an immediate opportunity to discuss the experience with their form tutor or Year Team.
- 8.6.2 Reassuring the student
- 8.6.3 Offering continuous support via student counsellors, form tutor and Year Team.
- 8.6.4 Restoring self-esteem and confidence – form tutor, Year Team, student counsellor or a programme within the Link.
- 8.6.5 Restorative justice offered such as restorative conversations and fresh starts

8.7 Students who have been bullies will be helped by:

- 8.7.1 Discussing what happened
- 8.7.2 Discovering why the student became involved
- 8.7.3 Establishing the wrong doing and the need to change
- 8.7.4 Informing the parents/guardians to help change the attitude of the student
- 8.7.5 Being encouraged to take part in restorative justice
- 8.7.6 The bully (bullies) may be asked to apologise genuinely, either written or verbally depending on the circumstance.
- 8.7.7 For those who have repeatedly bullied a Student Passport will be completed with a possible referral to the Link and/or external agency

9. The following disciplinary steps may be taken in line with the School's Behaviour for Learning Policy: Any disciplinary step will take into consideration any previous sanction/intervention regarding bullying.

- 9.1 Warning given by Form tutor/ Year Team
- 9.2 Restorative meeting
- 9.3 Internal exclusion
- 9.4 Fixed term exclusion
- 9.5 Permanent exclusion in extreme cases

Homophobic Bullying

- 9.6 Generic indirect homophobia - Restorative meeting
- 9.7 Homophobia aimed at another student or member of staff, contractor or visitor on site – Internal Exclusion
- 9.8 External exclusion for extreme direct abuse of a homophobic nature.

Racist Bullying

- 9.9 Generic indirect Racism – Restorative meeting
- 9.10 Racism aimed at another student or member of staff, contractor or visitor on site – Internal Exclusion
- 9.11 External exclusion for extreme direct abuse of a racist nature.

10. Procedures for monitoring, evaluation and review

- 10.1 The school will review this policy annually and assess its implementation and effectiveness.
- 10.2 The number of reported and recorded incidents will be kept by each Year Team and this data will be reviewed termly.

A Guide for Parents If You Are Concerned That Your Child Is Being Bullied:

1. Contact your child's form tutor in the first instance, then the Year Team if you are still concerned.

1.1 Homophobic bullying:

Students that are, or perceived to be gay or lesbian can be the victim of homophobic bullying. This abuse can be either verbal or physical. Haydon School will not tolerate bullying on the basis of sexual orientation. Students are taught to accept one another for their differences.

1.2 Racist Bullying

Students from various backgrounds, ethnicities, cultures, religions can be the victim of racist bullying. This abuse can be either verbal or physical. Haydon School will not tolerate bullying on the basis of religion, ethnicity or background. Students are taught to accept one another for their differences.

1.3 Cyber bullying: Chat to trained people their own age.

Be aware of age restrictions for each site. Keep a record of the bullying e.g. screen shots and print outs.

1.3.1 Mobile Phones – Advice for students

- Don't reply to any nasty messages you receive.
- Keep the messages that you have been sent so you can show someone.
- Don't answer any calls from a withheld number, or from a number you don't know.
- If it gets really bad, you could change your number.
- If you change your number, only give out your new number to close friends.
- If the problem is serious, tell the police or call ChildLine for free on 0800 1111.
- Don't keep it to yourself or try to deal with it alone. Tell an adult you trust, like a parent, grandparent or teacher. It helps to talk.

Mobile phone operators can't stop or block a particular number from contacting another phone, but you can do this on some types of phone. Check your phone user guide to see if yours can. Mobile phone companies can only take action on the bully's account, such as blocking it, if the police are involved.

1.3.2 Social Networking sites (e.g. Facebook, Instagram etc.): It is good practice for social network providers to make reporting incidents of cyber bullying easy, and thus have clear, accessible and prominent reporting features. Many of these reporting features will be within the profiles themselves, so they are "handy" for the user. If social networking sites do receive reports about cyber bullying, they will investigate and can remove content that is illegal or breaks their terms and conditions in other ways. They can delete the accounts of those who have broken the rules. www.thinkyouknow.co.uk for more information, help and resources.

- 1.3.3 The UK's national centre for protecting students, the Child Exploitation and Online protection (CEOP) Centre encourage social networking providers to adopt a one click button for students to get immediate police help.
'CLICKCEOP' was launched back in 2006 as an online button for young people to use whenever they are in danger on line. It has already been adopted by hundreds of sites including Facebook, Instagram and Twitter.

By clicking on the link, students can access a range of advice and guidance from organisations such as the Internet Watch Foundation (IWF), Childline, Beatbullying and GetSafeOnline, as well as CEOP's own specialist teams.

Students can also use the link to make reports to CEOP's specialist police teams.

www.ceop.police.uk

- 1.3.4 Contacts of some social network providers:
Snapchat – report an abusive user by visiting support.snapchat.com/abuse
Twitter: report an abusive user by visiting [https://Support.twitter.com/forums/abusive user](https://Support.twitter.com/forums/abusive-user).
Facebook – Click on 'report' which can be found near all posted content (a small 'cog' symbol)
Instagram – report an abusive user by visiting help.instagram.com

You can find additional information on reporting internet abuse by visiting www.stopcyberbullying.org

- 1.3.5 **Video-hosting sites:** It is possible to get content taken down from video-hosting sites, though the content will need to be illegal or have broken the terms of service of the site in other ways. On YouTube, perhaps the most well known of such sites, it is possible to report content to the site provider as inappropriate. In order to do this, you will need to create an account (this is free) and log in, then, you will have the option to "flag content as inappropriate". The option to flag the content is under the video content itself. YouTube provides information on what is considered inappropriate in its terms of service. See www.youtube.com/t/terms section 5C.

- 1.3.6 **Chatrooms, individual website owners/forums, message board hosts:** It is good practice for chat providers to have a clear and prominent reporting mechanism to enable the user to contact the service provider. Users that abuse the service can have their account deleted. Some services may be moderated, and the moderators will warn users posting the abusive comments or take down content that breaks their terms of use. For school emails the address is <http://www.hillingdon.gov.uk/reportabuse> Email: socialcaresdirect@hillingdon.gov.uk

2. If you suspect your child is being bullied:

- 2.1 Calmly talk with your child about his/her experience
- 2.2 Make a careful note of what your child tells you, who is involved; how often
- 2.3 Bullying has occurred; where it happened and what happened
- 2.4 Reassure your child that he/she has done the right thing to tell you about the bullying

- 2.5 Encourage your child to talk to their Form Tutor. If they do not wish to inform the Form Tutor yourself.

3. Talking with teachers about bullying

- 3.1 Try and stay calm – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- 3.2 Be as specific as possible about what your child says has happened – give dates, places and name of other children involved
- 3.3 Make a note of what action the school intends to take
- 3.4 Ask if there is anything you can do to help your child or the school
- 3.5 Stay in touch with the school; let them know if things improve as well as if problems continue.

4. If you are not satisfied

It is recognised that bullying is not easy to control. You may have to be patient with the school but the best advice is for you to keep encouraging your child to talk to staff if they continue to experience problems. The most effective way to stop bullying in the longer term is to continue to work together to solve the problem. The school does not wish for your child to be unhappy any more than you do.

5. What to do if your child is bullying other students.

Many children may be involved in bullying other students at some time or other. Often parents are not aware that their child is involved in bullying.

Children sometimes bully others because:

- 5.1 They don't know it is wrong
- 5.2 They are copying older students whom they admire
- 5.3 They haven't learnt other, better ways of mixing with their school friends
- 5.4 Their friends encourage them to bully
- 5.5 They are going through a difficult time and are acting out aggressive feelings

To stop your child from bullying others

- 5.6 Talk with your child; explain that what he/she is doing is unacceptable and makes other children unhappy
- 5.7 Make an appointment to see your child's Form Tutor; explain the problems, discuss how you and the school can stop him/her bullying others
- 5.8 Regularly check with your child how things are going at school.

6. Finally:

Whilst we are confident and proud to say that few students are bullied at Haydon School, it is not an area where we can afford to be complacent. Even if one child is bullied, it is one young person who may not be happy and able to fulfill their potential, and therefore it is our collective responsibility to work hard to ensure that bullying is effectively dealt with in Haydon School.

APPENDIX 1

USEFUL WEBSITES

Child Exploitation and Online Protection (CEOP) Centre – www.ceop.police.uk
Childline – www.childline.org.uk
Childnet International – www.childnet.com
Get Safe Online – www.getsafeonline.org
UK Safer Internet Centre – www.saferinternet.org.uk
NSPCC – www.nspcc.org.uk
Parentline Plus – www.parentlineplus.org.uk
Samaritans – www.samaritans.org
Thinkuknow – www.thinkuknow.co.uk
UK Council for Child Internet Safety (UKCCIS) – www.education.gov.uk/ukccis
Vodafone Parents' Guide – www.vodafone.com/parents
Parent Zone – www.theparentzone.co.uk
Anti-bullying Alliance – www.anti-bullyingalliance.org.uk
Bullying uk – www.bullying.co.uk
Facebook Safety for Parents – www.facebook.com/safety/groups/parents
Insafe – www.betterinternetfor kids.eu
That's not cool – www.thatsnotcool.com
The Diana Award Anti Bullying Campaign – www.antibullyingpro.com

If your child is being bullied they might want to talk to someone in confidence:-

Childline – www.childline.org.uk
NSPCC – www.nspcc.org.uk
Samaritans – www.samaritans.org

Information is also available on the school website. www.haydonschool.com/safety this includes the following:

E-Safety Policy
On-line safety letter
DFE advice on cyber bullying.

History

Date	Issue	Status	Comments
May 2006	1	Draft	Issue to Governors to review prior to Student Committee Meeting. 19.05.06
September 2006	2	Revision	Revised & updated prior to Student Committee Meeting
March 2010	3	Redraft	To Full Governing Body 18.03.10. Approved
March 2011	4	Update	To student committee 16.06.11 Approved
June 2011	4	Update	To Full Governing Body for ratification 05.07.11
March 2013	4	Update	To Student Committee 22.04.13 Accepted – To FGB for approval 13.05.13 Approved
Sept 2014	4	Update	Minor updates. To Student Committee 08.10.14 – Approved. To FGB for ratification 03.12.14. Approved
November 2015	4	Updates	To Student Committee 12.01.16 – Approved. To FGB 05.02.16 for ratification. Approved
January 2017	5	Minor updates	To Student Committee 19.01.17 – Approved – to FGB 03.02.17for ratification – approved
January 2018	6	Updated	To Student Committee 17.01.18 – Approved – To FGB for Ratification 02.02.18-Approved
November 2018	7	Updated	Consequences updated in line with Relationship Charter. To Student Committee 22.01.19.approved. To FGB 04.03.19 for ratification. Approved
September 2021	8	Updated	To Student committee 29.06.21. Approved. To FGB for ratification 14.07.21