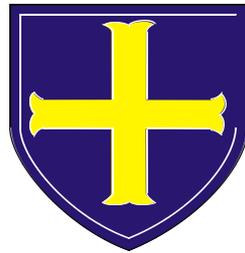


HAWKLEY HALL HIGH SCHOOL



**ANTI-BULLYING
PROTOCOL**

JUNE 2014

This protocol is to be reviewed every five years.

ANTI-BULLYING PROTOCOL

Definition

'Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms.' (Ofsted)

Young people have described bullying as:

| | |
|------------|---|
| Emotional | being unfriendly, excluding, tormenting |
| Physical | pushing, kicking, hitting, punching or any use of violence |
| Racist | racial taunts, graffiti, gestures |
| Sexual | unwanted physical contact or sexually abusive comments |
| Homophobic | because of or focusing 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. Threats via text messaging & calls. Misuse of associated technology, i.e. camera & video facilities |

Rationale

In a large organization like Hawkley Hall High school (HHHS), the way in which each student, employee and visitor conducts him/herself in and around the site is important for the well-being of everyone connected with the school.

Intent

At Hawkley Hall High School we expect everyone to contribute to the provision of a safe, caring and protective environment in which everyone can work and learn in an atmosphere free from intimidation. This is the fundamental principal underpinning the Hawkley Way. By creating a learning climate based on mutual respect it is our intention to create and sustain an ethos which minimises and controls bullying by taking effective action when dealing with incidents and ultimately to prevent bullying by creating conditions in which bullying is less likely to occur.

Prevention

In order to prevent bullying and to help create an ethos of mutual respect there are a number of initiatives in operation including:

- The Hawkley Way
- Year 6 to Year 7 Pathways to Progress transfer booklet/scheme
- Year 8 Buddy system (including peer support training)
- Year 11 Prefect training
- School and Year Councils
- Nurture group
- School counselor
- SBPO

Awareness is raised through the taught curriculum, particularly through Personal Development (PD), as well as through assemblies, posters, leaflets, and activities centred around anti-bullying week.

Identification

All staff should be aware of the many signs which may indicate that a child is being bullied including:

- Items of clothing, personal property and/or school work that are damaged or lost more often than considered normal
- Frequent injuries (e.g. cuts and bruises)
- Becoming withdrawn and a reluctance to explain why
- Appear continually tired (perhaps due to lack of sleep induced by worry)
- Slowing in or sudden deterioration of educational attainment
- Deterioration in attendance/truancy/school refusal
- Frequent complaints of illness
- Changing routes to and from school
- Complaints of hunger (possibly indicating that dinner money is being taken)
- Is frightened to walk to and from school □ Doesn't want to go on the school/public bus
- Is unwilling to go to school (school phobic)
- Starts stammering
- Runs away from home
- Cries themselves to sleep at night or has nightmares
- Comes home with books damaged or clothes torn
- Asks for money or starts stealing money (to pay bully)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Is afraid to use the internet or mobile phone
- Is nervous or jumpy when a cyber message is received
- Money/possessions going missing
- Depression – reluctant to socialize
- Moodiness and irritability
- Threats of self-harm
- Actual self-harm

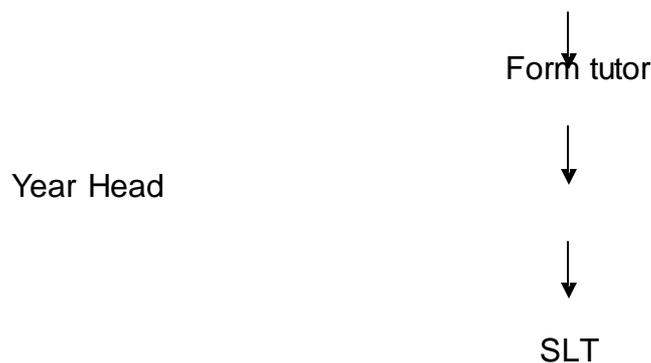
PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING

1. Reporting

- All students are to be encouraged to report bullying to any trusted adult.
- Students must be listened to and reports of bullying taken seriously and **ACTED UPON AT ALL TIMES BY ALL STAFF.**
- Incidents of bullying must be **dealt with promptly by the member of staff to whom it has been reported** and information regarding the incident should be communicated in the following way:

- If the bullying is cyber then access to personal devices such as phones may be required.

Subject teacher/HOD/Other adult



2. Action

Prompt investigation of indicators or allegations of bullying must occur.

Investigation should include the following practical steps:

- Encourage the target to co-operate fully in identifying the bullies as the best way of securing the target's safety and that of others in the future.
- Establish with the target, as precisely as possible, what led to the incident and, where appropriate, what steps can be reasonably be taken to avoid similar situations in the future.
- Interview students individually where allegations of bullying are made about a group.
- Ask individuals to make a written record of the incident, signing and dating it.
- Parents of the bully and the target should be informed
- Bullies and targets may be counselled together if appropriate and both parties and their parents are in agreement.
- The outcomes of any investigation must be communicated to those involved.
- Sanctions may be used ranging from a reprimand to fixed term or supported transfer (permanent exclusion). SBPO may investigate any criminal aspect of the incidents.
- Bullies should not be bullied.
- Everybody involved must see action being taken

Recording Incidents

- Incidents of bullying should be recorded by individual staff using the school referral system and copies forwarded according to school procedure.
- HOY must enter the record onto individual student profile.
- Racist incidents must be recorded and reported by the designated member of staff (Assistant Headteacher-Pastoral) using the "Sentinel" system in line with local authority guidelines

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 behavior we expect of our pupils.
- Discuss bullying with students so that every student learns about the damage it causes to both the child being bullied and to the bully.
- The importance of telling a 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 a member of SLT.
- 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.
- Staff must endeavour to model non– bullying behaviour.
- All adults are equally responsible for the implementation of the policy and for taking action on bullying.
- The Form Tutor is crucial in establishing positive relationships within their forms and encouraging them to regard bullying as unacceptable.
- In order to reduce the opportunities for bullying all staff must be vigilant in their supervisory duties and must visit places where bullying is most likely to occur on a regular basis.
- All students must report incidents of bullying and need to see this as responsible behaviour rather than telling tales.
- School and Year Councils will regularly discuss anti-bullying strategies.
- Departments should address the issue of bullying through the expectations and ethos of the department as well as looking for opportunities within schemes of work.
- Anti-bullying must be addressed through assemblies and the life skills curriculum.

Monitoring

The effectiveness of the Anti-Bullying Policy is monitored through:

- Governing body/SLT meetings
- Pastoral Leader meeting/Form tutor meetings • Analysis of student conduct log by HOYs
- Year and School Council meetings.
- Student questionnaires

Appendix 1

ADVICE FOR STUDENTS

If you are being bullied:

- Do not feel ashamed about being bullied. It is NOT your fault – but it is important to get help. No one deserves to be bullied.
- Find someone that you comfortable talking to – someone in school, at home, a friend or just someone that you trust.
- Tell them what is happening and how it is making you feel. They may be able to help you directly or can help you decide what to do next.

- If you are being bullied at school, ask someone (maybe a teacher) to tell you about the school's guidelines on bullying. This will give you an idea of what you can do and what the school can do.
- Trying to remember things accurately can sometimes be difficult, so keep a record of what happens to you, where it happens and when.
- If you talk to someone about what is happening and it does not help, do NOT give up. Sometimes you may need to talk to more than one person.
- If you can't think of someone to talk to, you could call CHILDLINE on 0800 1111 to speak to an adult who is there to listen and help you think about what you can do.
- Remember it is important to feel safe. Are there ways for you to keep yourself out of harm's way? For instance, you could walk home with your friends rather than on your own, or ask someone to stay with you if you feel threatened.

If you witness bullying:

- Do not ignore what happens.
- Let the person who is being bullied know that you have witnessed what is going on and that you are concerned.
- Encourage them to tell someone.
- If it is in school and you are worried about it, REPORT it. If you are worried about putting yourself at risk ask to speak to someone in confidence or write them a note about what happened.
- Teachers are often the last to know that bullying is going on. If they are going to do something about it they need to know what is happening.

If you are bullying someone:

- You have a choice – just because you have bullied others in the past does not mean that you have to keep doing it.
- People who are bullied can feel scared and upset. You can put a stop to that by changing your behaviour.
- You can get into trouble if you keep bullying others – you might be excluded from school and in some cases the police (SBPO) may be involved.
- Sometimes things happen to you to make you more likely to bully others – e.g. being bullied yourself or trouble at home. It is important to get help for yourself rather than taking your frustrations out on others.

Appendix 1

ADVICE FOR PARENTS/CARERS

What should I do if I suspect my child is being bullied?

Bullying is the deliberate attempt by an individual or group to hurt, tease, torment, threaten, frighten or exclude someone. Bullying can be physical, emotional or verbal in nature. It will not be tolerated within our community.

- Inform school immediately (even if you are unsure). Ask to talk to the Head of Year or form tutor.
- Follow the advice for student support (see below).
- Keep a written record of what your child says about bullying – note down who, where, when and what happened. This is particularly important if the problem persists. (Also keep any text messages your child receives, as "cyber" bullying is as hurtful as other forms.)

- Talk to the school about strategies that will help your child and provide him/her with support both inside and outside school
- If the problems persist outside school, please note that we have no jurisdiction to deal with these situations and the police should be involved.

How do I support my child if they are the target of bullying?

Once you are sure that bullying is happening reassure your child that they are not to blame – it is not their fault.

- Encourage your child to talk to someone, preferably an adult, in school that they trust/like. This does not have to be a teacher.
- Talk about where it happens and work out simple ways to avoid those locations/situations. This is not always possible so advise your child to make sure there are other people around who they trust e.g. friends, prefects, peers, adults.
- Advise him/her not to “buy off” the bully in any way.
- Work out a plan of action with your child and a member of staff. Make sure that this is always followed.
- Take an interest in your child’s social life. Encourage friendships, discuss their day including what they did at break or lunchtime and remember their journey to and from school.
- Do not encourage or advise your child to retaliate or hit back – this may be out of their nature anyway and usually escalates an already emotionally challenging situation.

Finally – you have not failed as a parent if your child becomes the target of bullying. What is important is your, and our, response to the situation. Together we can deal with it successfully. Remember- the target is in need of support – so too is the bully.