



# Hednesford Valley High

## Anti-Bullying Policy

**Reviewed by:** E Perry

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## **1. Rationale**

The main purpose of the Anti-Bullying Policy is to recognise and prevent what constitutes bullying.

Hednesford Valley High school is committed to providing a caring, nurturing and safe environment for all the students so they can learn in a calm and secure atmosphere. Hednesford Valley High maintains a climate of zero tolerance to any form of bullying.

If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a 'TELLING' school. This means that anyone who knows that bullying is happening is expected to tell staff.

This policy should be read and used in conjunction with the school's other policies.

## **2. Legislation and Guidance**

Every school must have measures in place to prevent all forms of bullying.

### **The Education and Inspections Act 2006**

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent forms of bullying amongst pupils. These measures should be part of the schools behaviour policy which must be communicated to all students, school staff and parents/carers.

### **The Equality Act 2010**

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The duty requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the PSED. In addition, Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil of potential pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

## **3. What is Bullying including Cyber Bullying**

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to protect themselves.

It can take many forms but the main types are:

- Physical (e.g. hitting, kicking, theft)
- Verbal (e.g. racist or homophobic remarks, threats, name-calling)
- Emotional (e.g. isolating an individual from the activities and social acceptance of their peer group)
- Cyberbullying (including sexting) Guidance on bullying can be found at:

## Child on Child Abuse

All Hednesford Valley High School staff are aware Safeguarding issues can manifest themselves via child on child abuse.

This is most likely to include, but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Staff **must challenge** any form of derogatory and sexualised language or behaviour. Staff should **be vigilant** to sexualised, aggressive, touching and grabbing behaviours. Behaviours by students should never be passed off as 'banter' or 'part of growing up'. The DFE states 'child on Child' abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Professionals **should not dismiss** abusive behaviour as normal between young people and should not develop high thresholds before taking action. Concerns should be referred to senior staff who may need to consult with the Designated Safeguarding Lead. Victims of child on child harm will be supported by the school's pastoral system and referred to specialist agencies if appropriate.

## 4. Cyber Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside of school. Cyber bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.<sup>1</sup> If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

<sup>1</sup>Section 62 of the Coroners and Justice Act 2009 defines prohibited images of children. Section 63 of the Criminal Justice and Immigrations Act 2008 defines extreme pornographic images

## 5. Effects of Bullying

Bullying can adversely affect a person's:

- Self confidence
- Self-esteem
- Happiness
- School attendance
- Social integration
- Physical and emotional health
- Achievements

## 6. What To Do

<b>Students</b>	<b>Staff</b>	<b>Parents/carers</b>
<p><u>Don't ignore it</u>  <u>Tell the bully "No!"</u>  <u>Walk away</u> from the person or people  <u>Tell someone</u> straight away  <u>Talk to someone</u> you trust</p>	<p><u>Don't assume</u> you know what has happened  <u>Listen</u> carefully to all using restorative practice circle            Tell student's <u>tutor/SLT</u> that day  <u>Record</u> what has happened on <u>SIMS</u>            'Bullying' term only used if staff and SLT agree</p>	<p><u>Talk</u> to you child about their day regularly  <u>Watch</u> to see if they are upset. (They may not want to go to school, feel ill, avoid going to places or do less well at school)  <u>Listen</u> carefully to your child            Make sure of the <u>facts</u>  <u>Contact school</u></p>

## 7. Sanctions Against Bullying

Sanctions for bullying incidents in school will be decided by Behaviour Support Manager and Senior Leadership Team after reviewing incidents. Once deemed a student is bullying the following sanctions may be applied (this will be decided based on the severity of the bullying);

### Consequences:

Restorative Practice level 1 meeting then possible consequences decided through Restorative Practice:

- Promise card to not bully and/or report to monitor
- Detention during next lunchtime.

- Victim and bully to work on task together next day if appropriate.
- Apology in person or written.
- Write or say 3 things they appreciate about that person.
- Student/s to follow anti-bullying and/or Anger management support programme
- Support programme.
- Option of mediation with a buddy or older peer.

Additional consequences for serious or repeated bullying following Restorative Practice level 1:

Restorative Practice level 2 or 3 meeting followed by consequence:

- Isolation from peer group in another class for set period.
- Possible fixed term exclusion (decided by Headteacher)
- Bullying can be reported to the police if it involves a crime
- Any discipline must take account of special educational needs or disabilities that the students involved may have.

Monitoring:

- Bullying incidents must always be recorded on SIMS, staff monitor bullying in their class, bullying levels in school are monitored by SLT.
- Promises and targets for behaviour should focus on specific behaviour.
- All staff should be aware of any potential difficulties and students should be monitored after the incident.
- There should be Restorative Practice discussions with students involved at regular intervals afterwards, to ensure bullying incidents have not been repeated.

Helping Students who have bullied:

It is important to understand that people bully for different reasons and that they will need to be monitored to support them as well as protect others.

- **Passive bully:** People who are led into bullying and are trying to protect themselves. These people need to be held fully responsible so that bullying does not seem like the easier option.
- **Aggressive bully:** People who wish to dominate and have poor control, have good self-esteem and are insensitive to needs of others.
- **Anxious bully:** People who are victims themselves and are angry at others and have a strong sense of failure. Bad behaviour is used to confirm poor self-image.

Helping students to prevent bullying and deal with any incidents:

- Victims of bullying should be encouraged to complete the bullying support programme to develop assertive skills.
- Check in and circle to focus on that individual as a 'special person' or circle of friends activity
- Option of student having an older buddy or learning mentor to support.
- Assertiveness training with BSM or ISM.
- Possible referral to additional agencies
- Using bullying support organisations [Anti-Bullying Alliance](#), [Bullying UK](#), [Childline](#), [The Diana Award](#)

## **8. School Actions**

- Maintain a climate of zero tolerance
- Develop an understanding that combating bullying is the responsibility of ALL staff and students
- Ensure that it is easy for students to report bullying so that they are assured that they will be listened to and incidents acted on. Students are able to report bullying which may have occurred outside school including cyber bullying.
- Ensure that the victims believe that their problems will receive careful and sympathetic consideration

- Counsel perpetrators about their behaviour and the consequences
- Apply appropriate consequences
- Reduce the opportunities for bullying through staff supervision, especially at break and lunchtimes by staff being in the correct zones
- Involve parents/carers
- Provide Assertiveness Training for victims when appropriate
- Signpost to seek professional advice or counselling if needed
- Include issue of bullying into PSHE curriculum
- Ensure that all examples of bullying are monitored
- Record all incidents on Sims
- Discuss any persistent offences in staff meetings and agree consistent approach
- Take part in Anti – Bullying Enrichment Day and Assembly.
- Prefects take on the role as Anti-Bullying ambassadors .
- To educate all students with regard to what constitutes bullying.
- To ask all students and parents/carers to sign an Acceptable Usage Contract for the use of ICT within school.
- Support Package by ESU
- Risk Assessment
- Internal Isolations
- Personalised Timetables

## **9. Bullying which Occurs Outside School Premises**

School staff members have the power to discipline students for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address students conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside the school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff have the power to discipline students for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the student is under the lawful control of school staff, for instance on a school trip.

## **10. Intervention – Support for Students who are Bullied**

The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a staff member that knows the student well, asking the pastoral team to provide support, providing formal counselling, engaging with parents/carers, referring to local authority children's services, completing an Early Help Referral, support from ESU or referring to Child and Adolescent Mental Health Services (CAMHS).

## **Vulnerable Students**

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. Staff should support all students who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that students that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

Some students are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

## **Where Bullying has a Severe Impact**

In some circumstances the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties. The Behaviour Support Manager and Every Child Matters CoOrdinator should ensure they make appropriate provision for a child's shortterm needs, including setting out what actions they are taking when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being re-assessed or work with other professionals.

## **Separate On-Site Provision**

Removing bullied children from school, even for a short time, disrupts their education and can make it difficult for them to reintegrate. In itself it also fails to address the causes of the problem and can send the wrong message that victims of bullying are unwelcome. Schools should respond sensitively where an absence arises as a result of bullying.

It is important that bullied children feel safe at school and on their way to and from school.

## **Alternative Provision**

In extreme cases, where the effects of bullying are so severe that it is not possible to reintegrate a child back into their school, then other arrangements must be made for the student to continue their education. In the first instance this may involve the transfer of the child to another school which would be organised by a member of the Senior Leadership Team through an EHCP Review.

Alternative provision should have a rigorous focus on supporting children to continue their education whilst meeting their individual needs, including social, emotional and health needs. In the majority of cases the aim of alternative provision should be to support reintegration back into education, working closely with students and their parents/carers to agree a plan and timetable for return.

## **11. Intervention – Discipline and Tackling Underlying Issues of Bullying**

Schools should apply disciplinary measures to students who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the students may have and taking into account



the needs of vulnerable students. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves and this would be organised by ESU and BSU.

## **12. Links**

- Safeguarding Policy
- Keeping Children Safe in Education 2023
- E-Safety

## **13. Dissemination and Review**

The policy will be disseminated widely both Staff and Governors through appropriate meetings.

The policy will be reviewed May 2025.