



HEADLANDS SCHOOL
SINCE 1965

Student Anti Bullying, Harassment and Discrimination Policy

Reviewed By	Associate Assistant Headteacher – Personal Development
Creation date	Spring 2008
Adopted by Governors	Spring 2011
Last Reviewed date	Autumn 2023
Next Review Date	Autumn 2024

Headlands School

Anti-Bullying, Harassment and Discrimination Policy

CONTENTS

Aims

Definitions

- Bullying
- Harassment
- Discrimination

Objectives

Roles and Responsibilities

- Governors
- Senior Leadership team
- Staff
- Parents / Carers
- Students

E-safety

Procedures

Monitoring and Evaluation

Appendices

AIMS OF THE POLICY

- At Headlands we are committed to providing a caring, friendly and safe environment for all of our students, so they can learn in a relaxed and secure atmosphere. Bullying, harassment and discrimination of any kind is unacceptable at our school. If they do occur, all students should be able to feel confident to inform relevant staff and know that incidents will be dealt with promptly and effectively
- All governors, teaching and non-teaching staff, students and parents/carers should have an understanding of what bullying, harassment and discrimination is
- All governors, teaching and non-teaching staff, students and parents/carers should know what the school policy is on bullying, harassment and discrimination and follow the policy, when any of these actions are reported.
- All forms of bullying, harmful/harassment behaviour will not be tolerated

This Policy should be considered in conjunction with:

- The Behaviour for Learning Policy
- The Child Protection Policy
- KCSIE
- The Equality Duty Act
- SEND Policy
- The Internet Usage Policy
- The E-Safety Policy

The School works to meet its responsibilities to safeguard and promote the welfare of all its students in accordance with **The Education Act 2002 - “Safeguard and promote welfare” (Appendix A)** and to prevent all forms of bullying **Education and Inspections Act 2006 - “Prevent all forms of bullying” (Appendix B)**. The school also works in accordance with the **2010 Equality Act**.

The School works with staff, students, parents/carers and governors to ensure all are consulted and informed regarding the Anti-bullying, Harassment and Discrimination policy and procedures. Appropriate training and information is given to all parties as required throughout the school year. Consideration is made of the views of all parties during the annual revision of this policy and through on going procedures.

STATEMENT OF INTENT

At Headlands School we aim to provide a happy, safe, caring environment that is friendly for all our children and young people in order to provide them with the opportunities to learn effectively, improve their future and maximise their potential. We strive to make sure that all of our students feel safe, and understand the issues related to bullying and encourage students to have the confidence to seek support should they feel unhappy or unsafe.

‘We know where to go if we feel unsafe or unhappy. If someone has said something that we don’t feel happy about, we can ask for help, and someone will help us’
Headlands Student Leaders

DEFINITIONS

BULLYING

Bullying is “Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group, either physically or emotionally”. The bully or bullies have some form of “power” over their intended victims.

Bullying can be:

Direct:

- Physical (e.g. physical violence, unwanted sexual contact etc.)
- Verbal (e.g. name calling, abusive comments etc.)
- Non-Verbal / Emotional / Psychological (e.g. being unfriendly, excluding, tormenting etc.).
-

Indirect:

- Rumour spreading or harmful actions taken behind the back of the target
- Turn students against another student with the aim to exclude them

Cyber:

Using Social networking sites, text, email, Facebook, Instagram and other Apps etc. to:

- Send deliberately hurtful messages etc.
- Spread malicious rumours
- Take / share unwanted photos.

Bullying relationships can take a number of forms, including:

- Student on student
- Student on staff
- Staff / adult on student
- Adult on adult.

People are bullied for many reasons or no reason. Bullying relates to “difference” - real or imagined. This may include:

- Appearance
- Ability
- Health
- Family / home circumstances. (e.g. Looked after and young carers)
- Social class
- Race / religion / culture
- Disability / SEN
- Sexual orientation
- Sex/gender reassignment.

What does NOT constitute Bullying?

- Simply disliking someone is not an act of bullying: It is human nature to not like every person you encounter. While it may not feel good to know someone doesn't like you, verbal and non-verbal messages of "I don't like you" are not acts of bullying.
- Making a joke about someone: Occasionally being teased is not uncommon and when everyone involved is not offended it is not considered bullying.
- Arguments: People disagree about a variety of different things. However, when a power imbalance exists or the intent is to be mean or control someone else that is bullying.
- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness: Even though bullying and harassment go hand in hand, not all harassment is bullying or vice versa.

HARASSMENT

The Protection from Harassment Act 1997 Section 1 states:

Prohibition of harassment.

- 1) A Person must not pursue a course of conduct -
 - (a) Which amounts to harassment of another, and
 - (b) Which he knows or ought to know amounts to harassment of the other.

- 1A) A person must not pursue a course of conduct -
 - (a) Which involves harassment of two or more persons and
 - (b) Which he knows or ought to know involves harassment of those persons, and
 - (c) B which he intends to persuade any person (whether or not one of those mentioned above)-
 - (d) Not to do something that he is entitled or required to do, or
 - (e) To do something that he is not under any obligation to do.

(2) For the purposes of this section the person whose course of conduct is in question ought to know that it amounts to (or involves) harassment of another if a reasonable person in possession of the same information would think the course of conduct amounted to harassment of the other.

- (3) Subsection (1) does not apply to a course of conduct if the person who pursued it shows-
 - (a) that it was pursued for the purpose of preventing or detecting crime
 - (b) that it was pursued under any enactment or rule of law or to comply with any condition of requirement imposed by any person under any enactment, or
 - (c) that in the particular circumstances the pursuit of the course of conduct was reasonable.

The term harassment is used to cover the 'causing alarm or distress' offences under section 2 of the Protection from Harassment Act 1997 as amended (PHA), and 'putting people in fear of violence' offences under section 4 of the PHA. The term can also include harassment by two or more defendants against an individual or harassment against more than one victim.

It can include repeated attempts to impose unwanted communications and contact upon a victim in a manner that could be expected to cause distress or fear in any reasonable person.

A prosecution under section 2 or 4 requires proof of harassment. In addition, there must be evidence to prove the conduct was targeted at an individual, was calculated to alarm or cause him/her distress, and was oppressive and unreasonable.

Closely connected groups may also be subjected to 'collective' harassment. The primary intention of this type of harassment is not generally directed at an individual but rather at members of a group. This could include: members of the same family; residents of a particular neighbourhood; groups of a specific identity including ethnicity or sexuality, for example, the racial harassment of the users of a specific ethnic community centre; harassment of a group of disabled people; harassment of gay clubs; or of those engaged in a specific trade or profession.

Harassment of an individual can also occur when a person is harassing others connected with the individual, knowing that this behaviour will affect their victim as well as the other people that the person appears to be targeting their actions towards. This is known as 'stalking by proxy'. Family members, friends and employees of the victim may be subjected to this.

Examples of harassment could include: -

- Unwanted / upsetting physical contact ranging from touching to serious assault
- Unwanted / upsetting verbal and written contact such as jokes, offensive language, gossip and slander, sectarian songs, letters, offensive flirtations, suggestive remarks, innuendoes or lewd comments
- Unwanted / upsetting visual display of posters, suggestive pictures or objects, obscene gestures, graffiti, flags or emblems, including inappropriate use of modern technology such as offensive E-mail messages, texts, images, or inappropriate screen savers etc.
- Isolation or non-co-operation at work, exclusion from social activities
- Unwanted / upsetting coercion
- Any other action or incident in which the student feels they have been subjected to harassment.

What is sexual harassment?

- For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
- Whilst not intended to be an exhaustive list, sexual harassment can include:
 - sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
 - sexual "jokes" or taunting; • physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and
 - online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online

sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

DISCRIMINATION

Direct discrimination occurs when a person or group is treated less favourably than others for various reasons. Described as Protected Characteristics this may include race, age, colour, disability, nationality, ethnic or national origins, religion, sex, actual/perceived sexual orientation or gender reassignment, actual or perceived AIDS / HIV status, age or social background, marital / civil partnership status. Discrimination can also occur by association e.g. someone is discriminated against because they have an association with someone with a protected characteristic.

The actions may or may not be deliberate, but cause offence to the person concerned and the perpetrator knew or should have known that they would cause offence.

Discriminative bullying or language against these protected groups is unacceptable.

OBJECTIVES OF THE POLICY

- To establish a climate in which students who are being bullied, harassed or discriminated against or think another student is being subjected to these, can speak to an appropriately trained person in the full knowledge that they will be listened to and receive a prompt, appropriate and sensitive response
- To create a school community where bullying, harassment and discrimination is recognised as unacceptable and where all students can feel valued, secure and happy
- To integrate work on bullying, harassment and discrimination into tutor time, PSHE, assemblies and across the curriculum as appropriate
- To continue to discuss bullying, harassment and discrimination throughout the year and through School Council / Student Voice
- To supervise key areas of the school during free time, changeovers etc. taking into account the findings of discussions with all parties
- To provide appropriate support for victims of bullying, harassment and discrimination, witnesses and the perpetrators themselves
- To provide a range of strategies for dealing with bullying, harassment and discrimination based on what is most appropriate to make these actions stop
- To ensure that all stakeholders are aware of their role in preventing and dealing with bullying, harassment and discrimination.

ROLES AND RESPONSIBILITIES

Everyone involved in the life of the school must take responsibility for promoting this policy by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour and by being clear that we all follow school rules.

The prime responsibility for all members of the school community is to report incidents of bullying, harassment and discrimination and concerns they may have that someone is being bullied, harassed or discriminated against.

a) Governors

The School's governing body is responsible for the Anti-Bullying, Harassment and Discrimination Policy, and for ensuring that it is regularly monitored and reviewed. The governing body will:

- Support the Headteacher and the staff in the implementation of this policy
- Be fully informed on matters concerning anti-bullying, harassment and discrimination
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- Appoint a member of the governing body to have a specific responsibility for bullying.

b) The Senior Leadership Team

The Headteacher is responsible for implementing the Anti-Bullying, Harassment and Discrimination Policy and under the Education and Inspections Act 2006 for:

- *“determining measures on the behaviour and discipline that form the school’s behaviour policy ---”*
- *“--- encouraging good behaviour and respect for others on part of students and, in particular, preventing all forms of bullying among students”*

The school has a responsibility to record all bullying incidents. This is done via CPOMS and SIMS.

The Headteacher will ensure that:

- Bullying, harassment and discrimination are addressed as issues in the curriculum
- All staff receive training that addresses bullying behaviour, harassment or discrimination
- The governing body is regularly provided with information regarding issues concerning behaviour management including bullying, harassment and discrimination
- A senior staff member is appointed to be responsible for the monitoring of this policy and anti-bullying strategies.

c) Staff

Staff have a vital role to play as they are at the forefront of behaviour management and supporting students’ sense of personal safety and wellbeing in school. They have the closest knowledge of the students in their care and should build up a relationship involving mutual support, trust and respect.

All members of staff will take steps to prevent bullying taking place and act to stop bullying if it has taken place.

Preventing bullying from taking place:

- Be a positive role model for students
- Provide students with a framework of behaviour including class rules which supports the whole school policy
- Emphasise and behave in a respectful and caring manner to students and colleagues, using restorative language and principles to help create a positive atmosphere and build community.

Acting to stop bullying if it has taken place:

- Always be aware and take action when there are concerns about bullying, harassment or discrimination
- Ensure all incidents of bullying and the actions taken to prevent it are recorded in line with school procedures. Recorded in the first instance on CPOMS
- Ensure students, and where appropriate parents / carers, are given regular feedback on the action taken. Appropriately trained staff will process the anti-Bully/harassment substantiation procedure

d) Parents / Carers

We expect that parents / carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and that they will support us in helping us in achieving our aims.

We expect parents / carers to:

- Be fully involved in all aspects of their child’s behaviour
- Contact the school immediately they know or suspect that their child is suffering bullying, harassment or discrimination, even if their child has asked for “secrecy”, and work in partnership with the school to bring an end to the issues raised
- Contact the school if they know or suspect that their child is bullying, harassing or discriminating against another student
- Share with the school any suspicions they have that bullying, harassment or discrimination is taking place even when it does not directly involve their child

- Feel confident to challenge the school if they have concerns regarding how an incident has been dealt with, and have access to the Schools' Complaints Policy.

When a parent / carer has concerns relating to bullying, harassment or discrimination they should report them to the appropriate Head of Year.

e) Students

Without the support of our students we will not be able to prevent bullying, harassment and discrimination. That is why our students will be consulted and will participate in the development, monitoring and review of the policy and strategies. We want our students to feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.

We want our students to feel that they are supported in reporting incidents of bullying, harassment or discrimination and reassured that action will take place.

We expect that students:

- Will support the Headteacher and staff in the implementation of the policy
- Will not bully, harass or discriminate against anyone else, or encourage and support bullying, harassment or discrimination by others
- Will tell someone who can help if they are suffering bullying, harassment or discrimination usually either a member of staff or parent.
- Will act to prevent and stop bullying, harassment or discrimination, usually this is through telling an adult if they know or suspect that someone else is being targeted with these behaviours.

Students must recognise that being a “bystander” is not acceptable, and understand how not reporting incidents supports bullying, harassment and discrimination and makes them in part responsible for what happens to the victim.

E-SAFETY

ICT in the 21st Century is seen as an essential resource to support learning and teaching, as well as playing an important role in the everyday lives of children, young people and adults. Consequently, schools need to build in the use of these technologies in order to arm our young people with the skills to access life-long learning and employment.

Information and Communications Technology covers a wide range of resources including; web-based and mobile learning. It is also important to recognise the constant and fast paced evolution of ICT within our society as a whole. Currently the internet technologies children and young people are using both inside and outside of the classroom include:

- Websites
- Learning Platforms and Virtual Learning Environments
- E-mail and Instant Messaging
- Chat Rooms and Social Networking
- Blogs and Wikis
- Podcasting
- Video Broadcasting
- Music Downloading
- Gaming
- Mobile/ Smart phones with text, video and/ or web functionality
- Other mobile devices with web functionality.
- A variety of constantly evolving App's designed for use via “smart phones”
- Google classroom and meet. (Please refer to our online learning policy to further understand the E-safety expectations for our ‘virtual’ provision. This is particular relevant throughout any forced closure procedure.

Whilst exciting and beneficial both in and out of the context of education, much ICT, particularly web-based resources, are not consistently policed. All users need to be aware of the range of risks associated with the use of these Internet technologies.

We understand the responsibility to educate our students on eSafety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

eSafety - Roles and Responsibilities

As eSafety is an important aspect of strategic leadership within the school, the Head and Governors have ultimate responsibility to ensure that the policy and practices are embedded and monitored. The named eSafety co-ordinator in this school is the Assistant Headteacher responsible for Data, Timetable and Curriculum who has been designated this role as a member of the Senior Leadership Team. All members of the school community have been made aware of who holds this post. It is the role of the eSafety co-ordinator to keep abreast of current issues and guidance through organisations such as the Local Authority, CEOP (Child Exploitation and Online Protection) and Childnet.

Senior Management and Governors are updated by the Head/eSafety co-ordinator and all Governors have an understanding of the issues and strategies at our school in relation to local and national guidelines and advice.

eSafety in the Curriculum

ICT and online resources are increasingly used across the curriculum. We believe it is essential for eSafety guidance to be given to the students on a regular and meaningful basis. eSafety is embedded within our curriculum and we continually look for new opportunities to promote eSafety.

- The school has a framework for teaching internet skills in ICT/ PSHE lessons
- The school provides opportunities within a range of curriculum areas to teach about eSafety
- Educating students on the dangers of technologies that may be encountered outside school is done informally when opportunities arise and as part of the eSafety curriculum
- Students are aware of the relevant legislation when using the internet such as data protection and intellectual property which may limit what they want to do but also serves to protect them
- Students are taught about copyright and respecting other people's information, images, etc through discussion, modelling and activities
- Students are aware of the impact of Cyber bullying and know how to seek help if they are affected by any form of online bullying. Students are also aware of where to seek advice or help if they experience problems when using the internet and related technologies; i.e. parent/ carer, teacher/ trusted staff member, Year Leader, Student Leader or an organisation such as Childline or CEOP report abuse button
- Students are taught to critically evaluate materials and learn good searching skills through cross curricular teacher models, discussions and via the ICT curriculum
- Students are taught how to manage their own eSafety during ICT lessons, tutor time, assemblies and during other curriculum opportunities as appropriate, using a range of resources and strategies including the "ThinkUknow" strategies from CEOP.

eSafety Skills Development for Staff

- Staff receive regular information and training on eSafety issues, via specific training from the esafety coordinator. They also take part in assemblies on key issues. All staff are trained on using the "ThinkUknow" strategies from CEOP to enable them to deliver appropriate safety training to their tutor groups as required.
- New staff receive information on the school's acceptable use policy as part of their induction

- All staff have been made aware of individual responsibilities relating to the safeguarding of students within the context of eSafety
- All staff are encouraged to incorporate eSafety activities and awareness within their curriculum areas.

Managing the School eSafety Messages

- We endeavour to embed eSafety messages across the curriculum whenever the internet and/or related technologies are used
- The eSafety policy will be introduced to the students at the start of each school year
- eSafety posters will be prominently displayed.
- Students and staff are made aware of the Smoothwall firewall system and reported misuse of the internet whilst connected to the school network is dealt with in line with the school's behaviour, network policies of by the use of safeguarding procedures.

Internet Access

The internet is an open communication medium, available to all, at all times. Anyone can view information, send messages, discuss ideas and publish material which makes it both an invaluable resource for education, business and social interaction, as well as a potential risk to young and vulnerable people.

Managing the Internet

- The school maintains students will have supervised access to Internet resources (where reasonable) through the school's fixed and mobile internet technology
- Staff will preview any recommended sites before use
- Raw image searches are discouraged when working with students
- If Internet research is set for homework, specific sites will be suggested that have previously been checked by the teacher. It is advised that parents/carers recheck these sites and supervise this work. Parents/carers will be advised to supervise any further research
- All users must observe software copyright at all times. It is illegal to copy or distribute school software or illegal software from other sources
- All users must observe copyright of materials from electronic resources
- Our school employs a web filtering system which is the responsibility of the IT support team
- Staff and pupils are aware that school based email and internet activity can be monitored and explored further if required
- The school does not allow students access to internet logs
- The school uses management control tools for controlling and monitoring workstations
- If staff or students discover an unsuitable site, the screen must be switched off/ closed and the incident reported immediately to the e-safety coordinator or teacher as appropriate
- It is the responsibility of the school, by delegation to the Network Manager to ensure that Anti-virus protection is installed and kept up-to-date on all school machines.

Managing Other Web 2 Technologies

Social networking sites, if used responsibly both outside and within an educational context, can provide easy to use, creative, collaborative and free facilities. However, it is important to recognise that there are issues regarding the appropriateness of some content, contact, culture and commercialism. To this end, we encourage our students to think carefully about the way that information can be added and removed by all users, including themselves, from these sites.

- At present, the school endeavours to deny access to social networking sites to students within school
- All students are advised to be cautious about the information given by others on sites, for example users not being who they say they are
- Students are taught to avoid placing images of themselves (or details within images that could give background details) on such sites and to consider the appropriateness of any images they post due to the difficulty of removing an image once online

- Students are always reminded to avoid giving out personal details on such sites which may identify them or where they are (full name, address, mobile/ home phone numbers, school details, IM/ email address, specific hobbies/ interests)
- Our students are advised to set and maintain profiles on such sites to maximum privacy and deny access to unknown individuals
- Students are encouraged to be wary about publishing specific and detailed private thoughts online
- Our students are asked to report any incidents of bullying to the school
- Staff may only use the School's Google classroom system, and/or the schools email system in order to communicate with students, and should only do so for valid curriculum reasons, eg support with homework etc.

PROCEDURES

It is essential that students have the mechanisms to tell a trusted person(s) they are being bullied, harassed or discriminated against and the confidence to know that their concerns will be taken seriously

How can students tell staff?

- Students can simply choose to speak to a member of staff, in practice this may well be their tutor, Year Leader or Director of Student Services but could also be any other member of staff
- Students may choose to send a letter to the particular member of staff
- Students can place a note in the Anti-bully box near the Main Pastoral office
- Students can use the HELP system from the school website
- Students can contact their Year Leader, in confidence, through either Gmail school email or the google classroom private message function (school based system)

Who else can students tell?

- Students may choose to tell a friend or a parent who will be able to contact any member of staff
- Students may choose to speak to a member of another agency e.g. Education Welfare Service, Youth Support Services, etc, they will be able to contact any member of staff
- Students are informed through a variety of means (e.g. business cards and school Google classroom info, posters, assemblies, PSHE and Tutor activities) of other organisations (e.g. child line, Bullying Intervention Group and beat bullying) who they can contact.

What happens if a student tells you, or you find out that they are being bullied, harassed or discriminated against?

Many students find it difficult to tell anyone that they are being subjected to this type of behaviour, there are a number of reasons for this, the main ones appear to be:

- If a student discloses that they are being bullied, harassed or discriminated against they feel they will lose control of the situation, or that a member of staff will 'punish' the perpetrator who will then take revenge on the student making their situation worse
- They feel that they will not be taken seriously by the member of staff
- They feel that the school is powerless to do anything about this type of behaviour.

It may be suspected that a student is being bullied, harassed or discriminated against due to specific behaviours they exhibit. In such cases staff will refer their suspicions to the Head of Year or other appropriate person. See Appendix C - "Signs and Effects of Bullying".

Consequently, it is essential to assure the students that they will be taken seriously, and that whenever possible we will consult them on how they want us to react, this will give the student more confidence and help them to retain a feeling of control.

In practice this means keeping evidence such as screen grabs or text messages or photos of damage to person or belongings and writing down the details of the bullying, harassment and discrimination including:

- When and where it happens

- How often it happens
- Exactly what happens
- Who is directly involved
- Who is usually also present either supporting the perpetrator or the victim
- The effect it is having on the victim i.e. how it makes them feel.

You need to re-assure the victim that you will be taking this seriously and discussing it with appropriate staff e.g. Year Leader, pastoral team etc, and that you will not take any action without discussing it with them.

What do we do next?

The fundamental aim of any action taken should be to ensure that the behaviour stops, the exact action you take will depend on:

- The nature and severity of the behaviour
- Your previous knowledge / involvement with this behaviour
- Your confidence in being able to deal with the situation.

However, it should always involve:

- Recording the details onto the school log for bullying, harassment and discrimination, including the names of the students involved (both parties), the incident(s), the nature of the bullying, harassment or discrimination frequency, dates, place the behaviour occurred and action taken
- Discussion with other relevant staff, these may include, Director of Student Services, Year Leaders, Education Welfare, and other relevant agencies.

There are a wide range of strategies that may be used to stop bullying, harassment and discrimination, but there is no single mechanism which can be recommended for all situations. There could be some cases of bullying, harassment or discrimination which are so severe that they may require reporting using Child Protection and/or Criminal Law Procedures. However, the actions will always be coordinated by the Year Leader who will work with other pastoral staff to resolve and monitor the bullying. The Year Leader will also record the details of the incident on the bullying record and reference each issue to a separate detailed report.

Possible strategies are outlined below.

Punitive measures:

It is important to recognise that these measures can sometimes exacerbate the behaviour; therefore, care is needed in deciding if they are to be used. However actual physical violence, and persistent and real threats of violence, are likely to lead to formal exclusion or Internal exclusion depending on the severity and / or the persistence of the offence (See Behaviour for Learning Policy). These measures must always involve contacting parents / carers of the both the perpetrator and the victim. During the readmission meeting, the nature of the problem should be discussed and it may be appropriate to seek some form of contract with the student and the parent / carer.

Other measures:

These are varied and include-

- Organisation of mediation by the member of the pastoral staff between the students concerned
- Contact with the parents/carers of the students concerned
- Referral of the students concerned to other agencies including, Educational Welfare Service, Youth and Family Support
- Discussion with the perpetrator of the harm they are causing the victim
- No blame / support group approach, this is particularly useful when dealing with group and / or verbal bullying / harassment / discrimination
- Warning the perpetrator of the punitive consequences which are likely to occur if the bullying continues

- Providing an incident diary for the victim to log details of incidents, this is especially useful when dealing with low level incidents, when a single incident may appear trivial, but these incidents are repeated.

How do we follow up action?

When bullying, harassment or discrimination is reported, action has been taken and the incident has been recorded, it is essential that there is a continuing support mechanism. Students must know who to go to for support and that they are being “kept an eye on.” The mechanisms used will be variable depending on the particular circumstances, but may include:

- Simply speaking to the student on a regular basis until **they** feel no more is needed
- Providing a number of contacts for the student to speak to
- Setting up a safety net to “keep an eye” on the student, this may include other students, tutors, subject teachers, Heads of Year, Director of Student Services and parents/carers.
- A formal review of the individual incident within a 2-week period

How do we know how much and what type of bullying, harassment or discrimination is going on?

All staff dealing with bullying, harassment or discrimination must report this using CPOMS, this will enable data to be collected on particular groups of students, types of behaviour, location and frequency. We will also gather information from comments passed by the Student Voice and as part of our Senior link meetings 3 times per year. We may also carry out formal surveys when appropriate and work with other relevant agencies.

How can we be Pro-active to prevent bullying, harassment and discrimination from occurring?

Pro-active strategies are in place and will continue to evolve, however a number of strategies will be used continually, these are:

- Promotion of a clear understanding of what constitutes bullying, harassment or discrimination and what does not, for students, staff, parents/carers and governors using a variety of media (assemblies, web site, leaflets etc)
- Bullying, harassment and discrimination to be an agenda item on School Council meetings
- Bullying, harassment and discrimination to be an agenda item at Pastoral and Safeguarding team meetings
- Website to be populated with anti-bullying, harassment and discrimination information with hyperlinks to relevant sites
- Regular assemblies on bullying, harassment and discrimination related topics
- Work on bullying, harassment and discrimination to be an integral part of our PSHE schemes of work
- Parents/carers’ views on how safe their child feels at school are obtained from Year 7 parents/carers each year
- Parents/Carers’ Evenings Questionnaires ask parents/carers how effective they think the school is in dealing with bullying
- Work with other agencies to provide appropriate support and strategies
- Ensure adequate staffing of areas highlighted by student surveys
- Working with Bus Wise to ensure students are safe and feel safe on school transport

- Anti-Bullying surveys are carried out regularly with representative cross sections of the school to inform further planning
- A general ethos of keeping anti-bullying, harassment and discrimination on the agenda so that it's unacceptability is constantly reinforced with students and parents/carers.

MONITORING AND EVALUATION

The policy and procedures will be reviewed regularly. This will involve student questionnaires, analysis of behaviour, attendance, specific bullying data and anecdotal evidence from student comments.

Appendices

A. Section 175 Education Act 2002 provides that:

- A local education authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children (s.175(1));
- The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are students at the school (s.175(2));
- The governing body of an institution within the further education sector shall make arrangements for ensuring that their functions relating to the conduct of the institution are exercised with a view to safeguarding and promoting the welfare of children receiving education or training at the institution (s.175(3)); and
- An authority or body mentioned in any of subsections (1) to (3) shall, in considering what arrangements are required to be made by them under that subsection, have regard to any guidance given from time to time (in relation to England) by the Secretary of State or (in relation to Wales) by the National Assembly for Wales (s.175(4)).

B. Education and Inspections Act 2006 - "Prevent all forms of bullying"

The Government has made tackling bullying in schools a key priority and the Department for Children, Schools and Families (DCSF) has made it clear that no form of bullying should be tolerated. Bullying in our schools should be taken very seriously; it is not a normal part of growing up and it can ruin lives.

It is compulsory for schools to have measures in place to encourage good behaviour and respect for others on the part of students, and to prevent all forms of bullying. The DCSF supports schools in designing their anti-bullying policies, and their strategies to tackle bullying, by providing comprehensive, practical-guidance documents. Regional advisers with expertise in the field of bullying are also on hand to help schools implement the guidance and draw on best practice.

C. Signs and Effects of Bullying

Bullying is an intentional, aggressive behaviour towards an individual by another. The effects of bullying are evident by various physical and behavioural signs and symptoms. There are various types of bullying that staff need to be aware of. Unfortunately, bullying is now very common amongst children today and can have serious negative effects.

To help children, who are victims of bullying, it is important for staff to recognize the signs and symptoms that could be displayed.

The following are some common signs and symptoms that a bullied child may display:

1. The bullied child will often appear sad, depressed, moody and quite tearful

2. The bullied child often isolates themselves from others and is reluctant to participate in activities
3. The bullied child may start to lose interest in school, and as a result will make excuses not to attend
4. The bullied child may appear with visible injuries such as bruises, cuts, and scrapes. These physical marks could be signs of altercations with other children
5. The child may come to lessons quite agitated, with torn clothes, missing personal items such as school books, or destroyed belongings. These signs could be a result of intimidating activities
6. Bullied children often complain of feeling poorly with headaches or stomach aches. Children often use these complaints as excuses because such complaints cannot be easily proven
7. Bullied children often perform poorly in school. Due to emotional distress, children may lack the ability to concentrate on their work
8. Bullied children will suffer from low self-esteem and low self-confidence
9. Bullied children often appear nervous and apprehensive. Nervous conditions result when a child doesn't feel safe and secure on a daily basis.

Most children who are being bullied are scared to report it; therefore, staff need to be aware how to spot the signs and symptoms of a bullied child.



An incident is reported or witnessed

An alleged or witnessed incident is reported to a member of staff by a student or parent or by a staff member who witnessed the incident.



Investigation

Incident is investigated by the Year Leader who undertakes the role to establish the nature, roles and seriousness of the incidents and those involved. Form 1 should be completed by the Year Leader. Form 1 should be used to investigate the incident which will also provide a log of the evidence identified.



Year Leaders should look for evidence that the behaviour:

- has occurred before or by its nature has caused repeated experience or the fear of it e.g. cyberbullying or serious incident
- was deliberately intended to cause distress and/or harm
- has created a sense of powerlessness on the part of the individual being targeted.

and consider

- whether any aggravating factors such as equalities dimensions have been taken in to account and been addressed



Hurtful behaviour has occurred but it was not identified as bullying

Further action the Year Leader should take:

- Ensure Form 1 has been completed fully
- Identify any harm caused and record
- Provide support if required to all involved and record
- Inform parents/carers of the students involved
- Decide if any sanction needs to be applied in line with the B4L policy
- Engage and inform external agencies if necessary

Evidence of bullying is found Further Action Year Leader should take:

- Complete Form 2 for both parties
- Identify any harm caused
- Provide support to those involved and record on form 2 for targeted student and form 2 for the student who bullied. This could include Bullying Contract.
- Inform parents/carers of those involved with parent letter
- Decide if any sanction needs to be applied in line with the school B4L policy
- Engage and inform external agencies if necessary
- Consider the appropriateness of informing the police
- Revisit within 4 weeks using form 3 for both parties



Initial Investigation into allegation of bullying - FORM 1
To be completed by Year Leader

Completed by:	Reported by:
Position:	Role:
Date:	Date:

Form of referral:	Verbal	Report	Phone Call	Letter	Email
-------------------	--------	--------	------------	--------	-------

Student(s) name(s) alleged to be experiencing bullying behaviour	YR GP

Student(s) name(s) alleged to be engaging bullying behaviour	YR GP

Reported account:

Details gathered to date: (use Form1b to interview all involved)

Action taken to date: (please tick relevant boxes)

<input type="checkbox"/>	Checked for earlier incidents involving students	<input type="checkbox"/>	Restorative intervention
<input type="checkbox"/>	Notified safeguarding team	<input type="checkbox"/>	On-going support/monitoring from staff
<input type="checkbox"/>	Individual discussions with pupils involved	<input type="checkbox"/>	Details of action agreed with pupils
<input type="checkbox"/>	Group discussion with pupils involved	<input type="checkbox"/>	Applied sanctions
<input type="checkbox"/>	Discussion of incident with peers/class	<input type="checkbox"/>	Parent contact/meeting

Any additional action taken?

Factors to help determine if incident constitutes bullying

Incident was bullying if all 3 warnings below are confirmed



Hurt has been deliberately/knowingly caused (physically or emotionally)
It is a repeated incident or experience or the involvement of a group
Involves an imbalance of power: <ul style="list-style-type: none"> • target feels s/he cannot defend her/himself, or • perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)

Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on a social networking site



Incident was not bullying on this occasion because it was:

the first hurtful incident between these students
teasing/banter between friends without intention to cause hurt, but did
falling out between friends after a quarrel, disagreement or misunderstanding
conflict that got out of hand
activities that all parties have consented to and enjoyed (check for coercion)

Focus of bullying behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

Support given:		
Referral made to:		
Bullying substantiated:	YES	NO

Initial Investigation into allegation of bullying information sheet

Continued reported account:

Additional details gathered to date:

Additional action taken to date:

Supportive script for initial investigation into bullying

1. Describe what happened?
2. Exactly where and when did the incident take place?
3. Were there any other young people around at the time, if so who?
4. Was there an adult around at the time, if so who?
5. Do you know the names of the people who were involved?
6. What were you doing before the incident took place?
7. Can you remember exactly what happened or what was said?
8. What happened next?
9. Has this happened before?
10. What would you like to happen now?

Restorative Questions when someone has been harmed

1. Describe what happened?
2. What did you think when you realised what had happened?
3. What impact has this incident had on you?
4. Do you think this incident impacted on others and if so who?
5. What has been the hardest thing for you over this incident?
6. What do you think needs to happen to make things right?
7. How can the items above be implemented and by whom?

Restorative Questions in Response to Challenging Behaviour

1. Describe what happened?
2. What were you thinking at the time?
3. Since the incident, what have you been thinking about?
4. Who has been affected by what you have done?
5. In what way do you think they have been affected?
6. What do you think you need to do to make things right?
7. How are you going to implement the items above to make things right?

Confirmed Bullying Incident Reporting

Focus of bullying behaviour -Please tick all elements which apply in your investigation of the incident(s)

<input type="checkbox"/>	Age/ Maturity	<input type="checkbox"/>	Appearance
<input type="checkbox"/>	Gender	<input type="checkbox"/>	Size/weight
<input type="checkbox"/>	Transphobia/Gender identity	<input type="checkbox"/>	Class/Socio-economic
<input type="checkbox"/>	Homophobia/sexuality	<input type="checkbox"/>	Family circumstance
<input type="checkbox"/>	Sexualised	<input type="checkbox"/>	Ethnicity/Race
<input type="checkbox"/>	SEN and Disability	<input type="checkbox"/>	Religion/Belief
<input type="checkbox"/>	Ability/application	<input type="checkbox"/>	Other

Manifestations of bullying (tick all those that apply)

<input type="checkbox"/>	Perception of individual: feelings of being bullied/harassed
<input type="checkbox"/>	Isolation/ignoring
<input type="checkbox"/>	Teasing
<input type="checkbox"/>	General expressions of prejudice/stereotype
<input type="checkbox"/>	Racist literature, graffiti or insignia
<input type="checkbox"/>	Verbal abuse or name calling (specify below)
<input type="checkbox"/>	Targeted graffiti or hurtful note writing
<input type="checkbox"/>	Threats including threatened physical assault
<input type="checkbox"/>	Mobile phone/text message bullying/harassment
<input type="checkbox"/>	Internet related bullying/harassment
<input type="checkbox"/>	Camera phone bullying/harassment
<input type="checkbox"/>	Actual physical assault
<input type="checkbox"/>	Other:

Those involved (tick all those that apply)

<input type="checkbox"/>	Individual pupil against individual pupil	<input type="checkbox"/>	Child in care - target
<input type="checkbox"/>	Group against individuals	<input type="checkbox"/>	Child in care - perpetrator
<input type="checkbox"/>	Group against group	<input type="checkbox"/>	SEN - target
<input type="checkbox"/>	Adult - target	<input type="checkbox"/>	SEN - perpetrator
<input type="checkbox"/>	Adult - perpetrator	<input type="checkbox"/>	

<input type="checkbox"/>	Date / time of incident	<input type="checkbox"/>	In school time	<input type="checkbox"/>	Out of school hours
--------------------------	-------------------------	--------------------------	----------------	--------------------------	---------------------

Support provided for targeted child - Substantiated Cases - FORM 2
To be completed by Year Leader

Outline Support:	<p>Separate on-site provision</p> <p>Regular contact with chosen member of staff</p> <p>Restorative process</p> <p>Empowerment education (Resilience training)</p> <p>Pastoral team support</p> <p>Formal counselling</p> <p>Parental meeting</p> <p>External referral</p>
------------------	--

Target Child. Post-incident impact monitoring and further action
FORM 3

Any further incidents?
Has the relationship been repaired?
Has achievement/ability to learn been affected?
Has there been a change in the pattern of attendance?
Any change in social issues?
Any change in mental or emotional state?
How was the partnership with the parents/carers?
Does the student feel safe at school?
Does the student feel safe on journeys to and from school?
Does the student feel safe while online?

Staff Completing:	Date of incident:
	Date of review:
Next steps:	

Support provided for child who bullied - FORM 2

We engage in restorative practices before sanctions are considered (if appropriate) against the student who showed bullying behaviour. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. 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 additional support themselves.

Outline Support:	Separate on-site provision Regular contact with chosen member of staff Restorative process Empowerment education (Resilience training) Pastoral team support Formal counselling Parental meeting External referral Bullying Contract
------------------	--

Support for child who bullied. Post-incident impact monitoring and further action
FORM 3

Any further incidents?
Has the relationship been repaired?
Has achievement/ability to learn been affected?
Has there been a change in the pattern of attendance?
Any change in social issues?
Any change in mental or emotional state?
How was the partnership with the parents/carers?
Does the student feel safe at school?
Does the student feel safe on journeys to and from school?
Does the student feel safe while online?

Staff Completing:	Date of incident:
	Date of review:
Next steps:	