HEADLANDS SCHOOL
SINCE 1965

Student Anti-Bullying, Harassment and Discrimination Policy

Reviewed By	Assistant Headteacher – Behaviour
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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.

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: deliberating 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.

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.

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 contact their Year Leader, in confidence, through either Gmail school email or the google classroom private message function (school based system)
- Students can use the Big Red Button on the school website

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 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

- 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.