



## **Anti-Bullying Policy**

*(Written in collaboration with staff and student Values Leaders.  
To be read in Conjunction with the Behaviour for Learning Policy)*

Reviewed by:	M Pooley
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Ratified by:	FGB
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A handwritten signature in black ink, appearing to be "R. Karn", written over a light blue horizontal line.

Signed

Richard Karn, Chair of Governors

## **Anti-Bullying Policy**

This policy should be read in conjunction with our [Action Against Bullying webpage](#) on the College website and the Behaviour for Learning Policy.

### **Our Aims**

At Heathfield we take all forms of conflict, friendship problems, and bullying behaviour seriously. Our aims are:

- To provide a safe and secure environment for all students in our care.
- To create a happy atmosphere in which both parents and staff work together for the welfare of the students.
- Everyone is mutually valued and respected.
- To encourage students to adopt agreed standards of behaviour and values in order to develop a sense of self-discipline and to take responsibility for their own actions.

### **Definition of bullying behaviour**

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

**Friendship problems** may be an occasional incident where both students disagree and find it difficult to resolve the disagreement without adult intervention. It is unlikely to be repeated behaviour and may even be accidental, where both students will be encouraged to resolve the problem using restorative practices. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

### **DEFINITION OF BULLYING:**

Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017).

Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

Bullying can include repeated incidents of: Physical contact, intimidating or threatening behaviour, taunting, spreading of malicious gossip or rumours and intentionally excluding or isolating others.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming,

websites, social media sites and apps, and sending offensive or degrading photos or videos.

***Anti-bullying alliance.***

Bullying is therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult for recipients to defend themselves against.

It can take many forms but the main types are:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory often related to the protected characteristics	Taunts, gestures, graffiti, verbal or physical abuse with a focus on <ul style="list-style-type: none"><li>• Race</li><li>• Faith</li><li>• Gender (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability</li><li>• Appearance</li><li>• Class-based</li></ul>
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## **Why are Young People Bullied?**

Children and young people are most commonly bullied because of a real or perceived difference (sometimes with reference to the protected characteristics):

- **Racist bullying** based on ethnicity, skin colour, language, religious or cultural practices.
- **Homophobic bullying** based on sexuality or gender identity.
- **Disablist bullying**, the bullying of pupils who have special educational needs, disabilities relating to physical or mental health conditions.
- **Sexual bullying**, unwelcome sexual advances, remarks that are intended to cause offence, humiliation or intimidation.
- **Discriminative bullying** based on any perceived weakness such as children in fostering or care homes, young carers, those with disabled siblings or parents, single parent families, low economic backgrounds, appearance, etc.
- **LGBT parents** based on the children of lesbian, gay, bisexual or transgender couples.

## **The Effects of Bullying.**

-The effects of bullying are severe and can often continue long into adulthood.

## **Creating An Anti-Bullying Climate In The College**

Our College's Behaviour Policy explains how we promote positive behaviour in College to create an environment where pupils behave well. Where pupils take responsibility for each other's emotional and social well-being and include and support each other.

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

Our aim is to promote appropriate behaviour through direct teaching, and by creating an emotionally and socially safe environment where these skills are learned and practiced. Our aim is to create a climate where bullying is not accepted by anyone within the College community.

We recognise that bullying can occur not only on the school premises but also on the journeys to and from school, on trips or after school clubs and via cyber bullying at any time.

Our curriculum will be used to:

- raise awareness about bullying and our anti-bullying policy,
- increase understanding for recipients and help build an anti-bullying ethos, and
- to teach pupils how constructively to manage their relationships with others.

Current affairs, literature and historical events will be chosen to reinforce our anti-bullying approach.

Role plays and stories will be used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in the College.

The College website will carry links to Anti Bullying websites and information on what to do if pupils see or experience bullying which can be found [here](#).

We will use College assemblies to reinforce our message that bullying will not be tolerated.

Posters around the College reminding students to Recognise, Report, Respond. Posters will tell pupils about “Childline” and other sources of confidential help.

Challenge practice and language which does not uphold the values of tolerance, non- discrimination and respect towards others

We have set up an email address which allows pupils to report anonymously any specific or general concerns about bullying in the College. [help@heathfieldcc.co.uk](mailto:help@heathfieldcc.co.uk)

The College takes part in the Anti-Bullying week to raise further awareness.

To promote good behaviour the College regularly celebrates awareness weeks through PSHE lessons, assemblies and tutor time which seek to raise awareness of diversity in our society.

We will provide support, via the Pastoral team, for pupils who need help in cultivating self-esteem and emotional development.

The College ensures that there is a rota of staff and senior staff on duty before school, at break, lunch and after school.

### **Preventing, identifying and responding to bullying**

As part of our ongoing commitment to the safety and welfare of our pupils at Heathfield Community College we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop students’ social and emotional skills, including their resilience.

- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support, through the College and Executive Council, through student leadership and through mentoring.
- Train staff to identify bullying, be receptive to the reporting of bullying and follow College policy and procedures on bullying, including recording incidents of bullying.
- Use a variety of techniques to resolve the issues between those who bully and those who have been, or are being bullied.
- Use some of the PSHEe and tutor time curriculum to address issues surrounding friendships and bullying behaviour.
- Provide College assemblies to address bullying and raise student's awareness of what bullying looks like, and how they can respond.
- Restorative Approaches
- Anti-Bullying week marked annually in November.

### **Strategies for responding to bullying behaviour**

Where bullying does occur and can be identified this will be followed, by an immediate and appropriate response, including the use of disciplinary sanctions where necessary in line with our Behaviour for Learning Policy.

Early identification is the most effective way in minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the person doing the bullying needs to understand that their behaviour is unacceptable and must stop. They may also need support to change their behaviour and explore the underlying reason for bullying.

Students are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:

- Speaking to their teacher/ tutor / Pastoral Manager / Head of Year or any member of staff
- Speaking to a parent / other adult who then may contact the College in order to raise a concern.
- Students can contact [help@heathfieldcc.co.uk](mailto:help@heathfieldcc.co.uk) if feeling unable to speak with someone directly.

### **Roles and Responsibilities**

#### **Staff who are responsible:**

- Interview all parties
- Inform parents
- Use a range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with person being bullied, perpetrator, referral to outside agencies if appropriate
- Refer to Behaviour for Learning policy and College sanctions and how these may be applied including what actions may be taken if bullying persists
- Follow up with all parties especially keeping in touch with the person who reported the situation, parents/carers
- Support for the person being bullied and the bully
- Record all incidents of bullying type behaviour (confidential log - monitor repeat incidences and escalate sanctions)

**Students:**

- Not engage with any form of bullying
- Report any concerns to a trusted adult without delay
- Work with College staff to prevent bullying taking place including the national Anti-Bully week in November
- Actively engage with PSHEe and tutor time curriculum
- Make every effort to work with College staff to resolve bullying issues should they arise

**Families:**

- Encourage their child to behave in an acceptable manner
- Support the College in maintaining a positive ethos in which good behaviour is the norm
- Work in partnership with the College
- Escalate communication in line with the College Complaints Procedure

**Bullying outside school:**

If the bullying is taking place outside school we can also help you find support from a range of support agencies. For example

- Bullying Online (<http://www.bullying.co.uk>)
- Bullying.org (<http://www.bullying.org>)
- Anti-bullying alliance (<http://www.anti-bullyingalliance.org.uk>)
- **Action against Bullying:** An anti-bullying service for parents, carers and professionals. The Action Against Bullying Support Line is now available on: 0845 075 1010. Calls will be handled through trained staff members who will provide information and guidance, and referral to other specialist services.