



## Innovation, Aspiration and Excellence

### Preventing Bullying Policy

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<b>School Link</b>	Michael McCulley (Principal)	
<b>Principal</b>	Michael McCulley	
<b>Chair of the Local Governing Board</b>	Johanne Thomas	
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<b>Author(s)</b>	Chloe Buckenham (Vice Principal)	
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## **1. Houlton School Preventing Bullying Policy**

Houlton School is a caring community where every individual is held in high esteem and diversity is celebrated. Sensitivity, acceptance, self-discipline, respect and kindness are nurtured and encouraged in all and are typified in the day-to-day life and core values of the school. Everyone in the Houlton School community is of equal value and has the right to equal opportunities. No-one should be discriminated against or bullied in any way. All individuals are expected to treat others as they themselves wish to be treated.

No-one should be treated with disrespect or discriminated against because (to include, but not limited to):

- they are disabled or have an illness;
- they are richer or poorer than others;
- their academic ability or needs;
- of the friendship groups with which they socialise;
- of their nationality, race, ethnicity, religion, gender or sexual orientation;
- of their appearance;
- of any mental health issues they may encounter.

Name calling and inappropriate banter will not be tolerated at Houlton School and, where relating to any of the above, may be classed as bullying if it is repeated and sustained.

Everyone has the right to practice their religion and no individual will at any time be made to feel uncomfortable for doing this. All reasonable adjustments will be made to allow individuals to practise their religion.

Teachers and pupils should respect each other, and seek to establish and build upon positive relationships. A culture of Restorative Practice will be embedded across the school to support this.

Any policy regarding bullying must include these aims, and intend to ensure their implementation. It is recognised that the issue of bullying will also be tackled, in part, in many other areas of school life and in other policy documents, such as PSHRE, RSE, ICT, Equality, Safeguarding and Child Protection.

## **2. Bullying: Definition**

Research shows that there is no particular age group or type of school which is free from the risk of bullying. Being bullied can have a devastating effect on the victim, resulting in a loss of self-esteem, underachievement, absenteeism, depression, self-harm or sometimes even suicide.

Young people in Warwickshire defined bullying as:

*“When a person’s or group of people’s behaviour, over a period of time, leaves someone feeling one or more of the following:*

- *Physically and/or mentally hurt or worried;*
- *Unsafe and/or frightened;*
- *Unable to do well and achieve;*
- *‘Badly different’, alone, unimportant and/or unvalued;*
- *Unable to see a happy and exciting future for yourself.*

*When a person, or group of people, has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner, this is bullying. If someone feels like this, or if they think someone they know feels like this, it should be investigated. This should happen straight away as it can take a long time to build up the courage to tell.”*

### **Warwickshire Safeguarding Children**

<https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-am-a-child-young-person/bullying>

*Bullying [is]...usually defined as behaviour that is: repeated; intended to hurt someone either physically or emotionally; often aimed at certain groups, for example because of race, religion, gender or sexual orientation.*

*It takes many forms and can include: physical assault; teasing; making threats; name-calling; and cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger).<sup>1</sup>*

Three factors are implicit in bullying activities:

- It is repetitive, over a period of time;
- It involves an imbalance of power;
- It can be verbal, physical and/or psychological.

How bullies exercise their illegitimate power depends on who they are, who the victim is, and the context. While all bullying is aggressive, it is a complex issue, ranging from physical violence to bullying in the form of emotional or psychological aggression.

The school will also seek to reduce and constantly challenge the following types of connected behaviours:

- verbal e.g. telling tales;

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<sup>1</sup> *Bullying at School* – UK Department for Education .gov website (accessed 28 April 2021)

- name calling racist/sexist comments remarks about disabilities;
- 'looks' revealing lack of respect and non-co-operation with others;
- cold shoulder type behaviours;
- any threatening behaviour either verbal or non-verbal;
- any physical assault, e.g. kicking, scratching, biting, pushing, tripping, punching;
- interfering with a pupil's schoolwork or possessions;
- either carrying or claiming to carry weapons into school.

### 3. Recognising Bullying

*"To be seen to act is as important as taking action – silence and secrecy nurture bullying."*

#### **(Action Against Bullying, Scottish Council)**

Bullies depend on a code of silence for their success. Breaking that code can be the first step in prevention.

Both male and female bullies have certain characteristics in common:

- bullies tend to have assertive and/or aggressive attitudes over which they exercise little control;
- bullies tend to lack empathy;
- bullies tend to lack guilt, often they rationalise that the victim somehow 'deserves' the bullying treatment;
- bullies can come in 'gangs' or groups. This is more visible, but all bully 'gangs' are made up of individuals needing individual responses;
- bullies pick on vulnerable people, but the victims vulnerability is not always visible to adults.

There is no stereotype, but victims may be pupils who:

- are new to the class or school;
- are different in appearance, speech or background from other pupils;
- suffer from low self-esteem;
- demonstrate 'entertaining' reactions when bullied, e.g. tantrums, loss of control;
- are nervous or anxious;
- have belonged to former friendship groups who have moved on / split up;
- have learning difficulties;
- are struggling with gender identity or sexuality.

Staff need also to recognise that the victims of bullying may not fit neatly into these categories. Pupils who are withdrawn or exhibit behaviours such as reluctance to work in groups, lateness,

get quickly upset or whose behaviour is suddenly changeable all may be potential victims. If staff have any suspicions then they are to use their judgment and either tackle the issue themselves or report to those staff with designated responsibilities in these areas.

With the increased use of social media and technologies it is likely that bullying will increasingly move towards 'cyber bullying'; all staff need to acknowledge the challenges this causes and that there is an increased potential for images and words to be sent / received / spread to a wider circle of pupils. Issues relating to cyber bullying and / or malicious communications will be dealt with in accordance with the Positive Behaviour Policy where these issues transgress into school.

While this document concentrates on approaches taken regarding pupils in our care, it is recognised that bullying can involve adults too. This could involve staff, associate staff, parent/carer(s) or members of the local community.

Bullying in adults could potentially have the same causes and range of expression as pupils; any examples of this should be dealt with in a confidential and documented manner by the appropriate line manager of the complainant in the first instance and then, if judged necessary, be quickly referred to the Principal/Vice Principal (DSL) for guidance or action or in the case of a concern regarding a staff members conduct, directly to the Principal. Where there are any concerns over safeguarding, staff should follow the correct protocol in the school Safeguarding Policy.

#### **4. Online Safety**

It is recognised that a large proportion of bullying occurrences may take place through social media. 'Cyberbullying' can affect pupils both inside and outside school. How this is dealt with is the same as in any other kind of bullying where it transgresses into school, as detailed below.

Online safety is an increasingly important facet of education and as such:

- Online Safety will be part of Anti – Bullying PSHRE lessons and will be given specific whole school time and assemblies during each school year.
- The Trust ICT Team will look at issues regarding ICT, safe use of the internet and issues such as filters, password security etc. at school.
- We will develop an approach which constantly revisits our line regarding the use of tablets and ICT in school and modify it as appropriate.
- Parents will be encouraged to always report cyberbullying and malicious communications to the relevant external authorities and to keep all evidence of it.

- Staff will be given clear guidance on the use of ICT, social media and other social networking platforms both in and out of school through the Staff Code of Conduct and 'Houlton School Family Fundamentals.'

Parents/carers have responsibility of ensuring that their child is not using social media inappropriately and that pupils are adhering the correct age restrictions in place for any given social media platform. Whilst Houlton School will tackle all forms of bullying robustly, the school may not always be able to resolve pupil behaviour occurring outside of school either physically or remotely / on social media platforms. Where serious incidents occur outside of school, parents/carers will be encouraged to report them to the police.

## **5. Expectations for Staff**

- Be on time to lessons as well as duties at break;
- Be constantly vigilant in learning areas;
- Keep careful records of all incidents to build up accurate pictures of bullying;
- Follow the school Positive Behaviour Policy in relation to any consequence given.

Staff are expected to work proactively to prevent the occurrence of bullying and to limit the potential for incidents. Staff are expected to model the core values of the school and exhibit the following behaviours which will assist in a positive ethos:

- modelling positive behaviours in how we speak to others and in how we manage our relationships with others;
- seek to maintain and praise successful positive pupil interactions;
- when on duty, seek to actively monitor pupil interaction and intervene and challenge if necessary;
- when on duty, actively monitor pupil interaction - monitor areas of high pupil movement such as corridors, at movement time between lessons, at lunchtimes, and before and after school;
- to confiscate mobile devices if being used on the school site and are not handed in as per the school policy on mobile phones;
- to be vigilant at all times within classrooms, and to think carefully about seating plans and classroom movement.

## **6. Bullying: Action and Protocols**

All stakeholders must be made aware of our policy on Anti-Bullying and the mechanisms by which bullying incidents should be dealt with. All pupils and staff have a responsibility to immediately inform any concerns over bullying. All staff have a responsibility to deal with (where appropriate), incidents which may arise and to tackle them robustly.

Any incidents of bullying which take place in a classroom are the responsibility of the class teacher. They may choose to deal with the incident through the consequence system, and/or refer it to senior colleagues if appropriate.

Any incidents of bullying, which take place in communal areas - e.g. outdoor space, corridors or the refectory - are the responsibility of teachers on duty, or any nearby teacher. Again, the staff member may deal with this through the consequence system or make a referral to a senior colleague as appropriate.

Staff will issue sanctions using the schools' consequence system on Edulink. As all incidents are different, staff must use their professional judgement as to how to proceed and refer up if the incident requires further investigation.

Serious incidents, concerns regarding a pupil's welfare or mental state or repeated issues, should always be referred to the Pupil Experience Leader and DSL and logged on CPOMS. A separate log of all serious bullying incidents will also be held by the Principal's PA.

Where an incident of bullying is of a racist, homophobic or discriminatory nature this must also be recorded separately by the Principal's PA. Consequences will be logged on Edulink and kept.

Pupils can report bullying in a confidential way and will be made aware of mechanisms for reporting. Regular opportunities for pastoral check ins are part of the fortnightly tutor programme to allow pupils to meet and discuss any concerns they have. Pupil Experience Leaders are available to pupils at all times where a pupil needs to make a disclosure.

All pupils and staff will be reminded regularly who the Designated Safeguarding Leads are in the school and the Lead DSL will meet regularly with the Trust lead DSL and Local Governing Board link Partner to discuss any emerging issues.

## **7. Monitoring**

Data relating to bullying will be shared and used by:

- The Leadership team to inform new practice, raise concerns and successes;
- Pupil Experience Leaders and Tutors in order to address issues;
- Anti – Bullying co-ordinator/DSL, in order to inform response and co-ordinate actions;
- SENDCo in order to understand current needs and support procedures for individual pupils;
- Pupils themselves through assemblies and lessons, to instil positive values and challenge negative ones and Pupil Leadership groups in order to consult regarding potential changes;



- The Local Authority or Trust if requests are made for data, i.e. racist incidents;
- Parent/carer(s) where such data is deemed appropriate to share;
- The Principal/Vice Principal to consult with staff, pupils and parent/carer(s) on a regular basis so that the school can respond quickly and appropriately to the changing patterns of bullying within school in order to modify the school's responses to bullying and seek innovative approaches to its reduction.

## **8. Advice for staff dealing with issues of bullying**

Staff should aim to try at all times to remain calm, objective and measured. Reacting emotionally may add to the bully's fun and give the bully control of the situation or might cloud a staff member's judgement. Staff should take all reports of bullying seriously and take appropriate action as detailed above as quickly as possible.

Staff should reassure the victim(s) without leading or passing judgement. Staff should offer concrete help, advice and support to the victim(s).

Where staff witness bullying they should make it plain to the bully that they disapprove and encourage the bully to see the victim's point of views using Restorative Justice questions (see Positive Behaviour Policy).

Staff dealing with bullying behaviour should explain clearly consequence or procedure to be followed, and why it is being given. Houlton School is a mixed comprehensive school with a wide range of pupils with varied needs and therefore staff should adapt their approach as appropriate when dealing with pupils with SEN, CiC/PCiC or EAL needs and should consult first with the SENCo or DSL if unsure on how to do so.

All incidents should be treated on an individual basis. It is important that staff log incidents appropriately on Edulink/CPOMS in order to inform others if incidents may have been triggered through issues such as family issues, medical complaints, bereavement etc.

Once the incident has been dealt with, staff must ensure the incident is not revisited and efforts should be made to avoid triggering a recurrence through seating plans, vigilance in social times etc.

### **If you have to deal with bullying, what should you avoid?**

Staff should try to avoid the following:

- being over-protective. It is important to allow the victim to help him/herself if they can;
- assuming that the bully is bad through and through; try to look objectively at the behaviour;
- trying to hide the incident from the parent/carer(s) of the victim or the bully;

- calling the parent/carer(s) without having a constructive plan to offer either side;
- being hesitant to seek support or guidance.

## **9. Preventing Bullying: The Curriculum**

Anti-Bullying themes will be embedded across a number of curriculum areas (PSHRE/RS/History/ICT/Drama as examples) assemblies and Tutor Time activities as part of a prevention programme. The whole curriculum should support the school's aims and help support, where possible, the Anti-Bullying message. Co-operative work and non-aggressive behaviour should be rewarded. Regular assemblies and visual reminders around the school site will ensure Anti-Bullying remains a current focus of the school.

The school's personal development curriculum will be anchored on values which result in bullying being seen as increasingly worthless and anti-social and for pupils to clearly articulate their lack of acceptance towards bullying.

Houlton School subscribes to the Diana Award package to support our curriculum delivery. The Principal, Vice Principal, HoF for History, and Pupil Experience Team have all undergone training on Anti-Bullying strategies from the Diana Award. Houlton School has achieved the Diana Award accreditation quality mark for Anti-Bullying and to implement effective use of Pupil Anti Bullying Ambassadors and LGBTQ+ Ambassadors as well as bespoke training Well-being Champion Training from Compass. Houlton School also subscribes as a Stonewall Champion School to proactively ensure diversity and inclusion is at the centre of all that we do.

## **10. Critical Incidents**

The school retains the right to not follow procedures when there is a serious incident of bullying. With the growth of social networking, cyber bullying will become an issue for all schools. The school will not condone this misuse of technology and pupils should be aware this could be regarded as a critical incident.

The school reserves the right to engage with outside agencies such as Social Care, PREVENT or the Police, where appropriate.

## **11. Monitoring and Impact**

A positive and caring ethos demands an active Anti-Bullying policy which will be frequently reviewed based upon new approaches, findings, consultation with all stakeholders. Pupil and Staff Voice will be gathered regularly to enable the school to monitor and adapt the Anti-Bullying policy and PSHRE curriculum accordingly.

Restorative Justice processes will be used, where possible, to rebuild relationships between pupils and staff that have been subjected to any form of bullying and all staff will be trained in restorative practice.

Leadership opportunities and rewards will be built into the Positive Behaviour Policy to encourage positive behaviours in our pupils. The most effective deterrent to bullying is other children – the victim needs to be allowed to help her/himself/they, and helped to become more socially skilled and assertive and all pupils should be encouraged to demonstrate leadership in this area.

The school will seek to embed and develop the following pupil led approaches:

- Pupil Leaders will be effectively used to support our work in tackling bullying;
- Pupils will have the opportunity to develop materials for lessons and assemblies;
- Pupils will be given opportunities to use first hand experiences, taking part in active discussion to question and debate with staff;
- Pupils will be given a forum to voice concerns over bullying in our safe and secure forum;
- Use trained pupil individuals to intervene in selected issues where a restorative approach or where support and guidance from a non-teacher may be felt desirable;
- All pupils will be fully aware of the school policy on bullying and will be involved in consultation regularly through pupil voice on its impact.

Houlton School will always seek to explore and develop methods for pupils and their parent/carer(s) to be able to communicate their anxieties as effectively as possible – i.e. email, text and reinforcing the use of the online referral system.

This policy will be reviewed and monitored by the Vice Principal, Personal Development Behaviour and Safety and submitted to the Local Governing Board for approval.