



# DEVONPORT HIGH SCHOOL FOR GIRLS

## ANTI-BULLYING POLICY

Named person: Ruth Morgan

Category: Statutory

Review: Bi-annually or when there are significant changes

Date to be reviewed: Spring 2019

**This policy has been reviewed with regard to the work/life balance of staff.**

Adopted by the Governors' Policy Committee on: 13.03.17

Ratified at the Full Governors' meeting on: 20.03.17

# Anti-Bullying Policy

Our anti-bullying policy is an integral part of the whole school Behaviour for Learning Policy which states that every student has a right to:

- Feel safe
- Feel they are listened to
- Be treated with dignity and respect
- Be able to learn to the best of their ability
- Be valued as members of the school community

There is **no justification whatsoever** for bullying behaviour and it **should not be tolerated** in any form; it will be repudiated in every instance.

## Our policy objectives are:

- To express our belief that all students should be included fully in the life of the school.
- To provide a learning environment free from any threat or fear, which is conducive to the achievement of individual aspirations.
- To reduce and to eradicate wherever possible, instances in which students are subject to any form of bullying.
- To respond effectively to all instances of bullying reported to us.
- To establish a means of dealing with bullying, and of providing support to students who have been bullied.
- To provide support for students who are accused of bullying, who may be experiencing problems of their own.
- To ensure that all students and staff are aware of the policy and that they meet their obligations to it.
- To meet any legal obligations which rest with the school.

## Bullying is:

Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is an abuse of power that results in distress and pain to the victim.

Harassment and threatening behaviour are criminal offences. We always treat it very seriously. It conflicts sharply with the school's policies on equal opportunities, as well as with its social and moral principles.

It is agreed that bullying can take many forms:

- Emotional** Being unfriendly, excluding and tormenting (e.g. hiding books, threatening gestures).
- Physical** Pushing, kicking, hitting, punching or any use of violence.
- Verbal** Name-calling, sarcasm, spreading rumours and teasing.
- Racist** Racial taunts, graffiti and gestures.
- Sexual** Unwanted physical contact or sexually abusive comments.
- Homophobic** Teasing people for being, or for being perceived as homosexual / bisexual / transgender. Calling them anti-‘gay’ names, even in jest. Spreading rumours about people’s sexual orientation for the purpose of making fun of them. Hitting, intimidating and isolating people who are believed to be gay.
- Cyber** Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others. Cyberbullying can involve Social Networking Sites, like Facebook, Twitter and tumblr, emails and mobile phones, used for text messages and as cameras. The School reserves the right to take action - even when the offence is committed out of School - if it harms members of our community or brings the School into disrepute.
- Faith based** Bullying because of religious faith.
- Disablist** Bullying because of a disability.
- Gender** Bullying because of a person’s gender or gender identity.
- Wealth** Bullying someone because of their financial situation – poor or rich.
- Ageism** Bullying someone because of their age – too young or too old.

Students and parents/carers are encouraged to report all incidences of bullying and to keep evidence where possible such as keeping written records or copies of texts / emails/social media posts.

Bullying on social networking sites may become a matter for the police.

As well as these specific examples, young people can be targeted for having poor mental health, their physical appearance, their family circumstances (adoption, looked after, split family) and their fashion choices. We work hard with our students to develop self-esteem during the challenges of adolescence, and to separate the “reason” for the bullying from the act itself.

This policy will be e-mailed directly to students annually and is accessible to parents and carers on the school website.

**Bullying is NOT** when young people of similar age find themselves in conflict. Examples of this could include:

- Disagreeing
- Name calling between two friends
- Play fighting
- Having an argument or even fighting, without imbalance of power or use of intimidation
- Not being “friends” anymore

The experience of conflict or disagreement can be upsetting for those involved but it is not bullying. However unresolved disagreements can escalate and prudent intervention and support will be provided where conflict has the potential to affect a student’s safety or access to learning or has the potential to “tip over” into bullying behaviours.

## **Signs of Bullying**

Changes in behaviour that may indicate that a student is being bullied include:

- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Frequent absence / unwillingness to attend school, erratic attendance, late arrival to class without plausible explanation
- Failure to produce work, or producing unusually poor quality work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up extra-curricular clubs)
- Psychological damage and diminished levels of self confidence
- Frequent visits to the doctor with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of self harm, suicide or running away
- Being isolated

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents/carers and teachers.

## **Preventative Measures**

We take the following preventative measures:

- We use appropriate assemblies to explain the school policy on bullying. Our PSHEE programme is structured to give students an awareness of their social and moral responsibilities and to promote the British Values of tolerance and respect as they

progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other. The emotional and practical consequences and impacts of bullying on the victim and bully are central to these messages. Poor self esteem and confidence, isolation and failure to thrive (including impact on mental health that can be significant for the victim are explored.) It specifically tells students whom they should inform if they are being bullied, or are worried that another student is being bullied.

- Other lessons, particularly RE, Social Studies, Citizenship, ICT and English highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- All our students are encouraged to tell a member of the teaching or pastoral staff at once if they know that bullying is taking place. Every member of staff is trained on how to respond to such allegations as part of their child safeguarding training.
- All reported incidents are recorded and investigated at once. All reported incidents are monitored.
- We have a strong and experienced pastoral team of Form teachers and Heads of House who are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying.
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- Staff are always on duty at times when students are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to, and challenge inappropriate language or behaviour.
- Older students offer support to younger students through a variety of student voice mechanisms.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our students.
- We welcome feedback from parents/carers on the effectiveness of our preventative measures.

**Cyberbullying** differs from other forms of bullying in a number of ways:

- **The bullying can be 24/7 with the invasion of home / personal space.** It can take place at anytime, anywhere.
- **The size of the audience.** Electronically circulated messages can reach a very large audience, very quickly. The spread of the messages is very hard to limit or control.
- **Anonymity of the bully.** The bully may never be in the same physical space as their victim.
- **The profile of the bully.** Age or size is not important. Bystanders can quickly become accessories to the bullying; for example, by passing on humiliating images.
- **Cyberbullying can be unintentional.** It can be the result of not thinking or a lack of awareness of the consequences.
- **Many cyberbullying incidents can themselves act as evidence.** This is one of the reasons why it is important to know how to respond.
- **We will use the powers granted to teachers in The Education Act 2011 to search for and, if necessary, delete inappropriate images on files or electronic devices including phones.**

## **Preventative Measures**

- Information on Digital safety and Cyberbullying issues are delivered in both discrete Computing lessons and the Pastoral Programme.
- Parents/carers are offered an annual evening workshop on Digital safety and social networking sites.
- All students are expected to adhere to the Student Acceptable Use Policy. (Certain sites are blocked by our filtering system and students' use of ICT is monitored, sanctions will be imposed for the misuse, or attempted misuse of the internet or email facility).
- Students are expected to switch off their Mobile Phones in all lessons and to keep them out of sight in the corridors. The exception to this is if the Class Teacher explicitly asks that they have them available for part of the lesson e.g. using the devices timer.
- Photographs may only be taken on the school premises when permission has been given by a member of staff. Photographing Teachers on mobile phones is not permitted.

## **Procedures for dealing with reported Bullying**

- If bullying is suspected or reported, the incident will be dealt with immediately. Firstly, contact/statements should be gained (within 1 working day) where possible.
- Staff should refer all allegations of bullying to the appropriate Head of House.
- The Head of House will interview and obtain written statements from all concerned via discussion that is appropriate to the incident, their age and level of understanding. All sides will be listened to equally prior to any judgment being made.
- A clear account of the incident will be recorded and a Bullying Report form completed.
- A written report of the incident will be added to each student's file.
- Parents/carers will be contacted and kept informed.
- If the matter persists or reoccurs then the appropriate member of the SLT will be informed.
- Sanctions as described in the Behaviour for Learning Policy will be applied proportionately.
- The situation will be monitored until good relations have been restored.

Students who have been bullied will be supported by:

- Being listened to (having an immediate opportunity to meet with their Head of House or member of staff of their choice).
- Being reassured
- Being offered continued support
- Being offered counselling
- Being offered time and space as required.

Students who have bullied will be helped by:

- Receiving a consequence to their actions
- Being able to discuss what happened
- Reflecting on why they became involved
- Establishing the wrong doing and need to change

- Informing parents/carers to help support required changes in attitude and behaviour.

## **Cyberbullying Procedures**

There are some additional steps to take when responding to Cyberbullying:

- Ensuring that the student knows not to retaliate, return or delete any messages.
- Ensuring that relevant evidence is collected and recorded, for example, taking screen shots, noting websites or use of “apps”. Advising the student of some simple steps they can take to prevent it from happening again. e.g. Blocking a contact, changing their contact details, leaving a chat room, reporting the abuse to the service provider.
- Taking action to contain the incident as quickly as possible.
- Any on-line content should be removed once evidenced.
- Disciplinary powers can be applied to confiscate any mobile phone or device being used for Cyberbullying.
- Asking the bully to detail who they have sent messages on to.
- In the case of any illegal content the Police should be contacted.

## **Parent/Carer Involvement**

The parents/carers of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to find a resolution. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained. Parents/carers are encouraged to support their children in reporting bullying incidents to school as keeping information from the school, or from their parents/carers, can result in delaying active resolution of bullying., and potentially prolong the period a victim has to suffer.

Whilst there is little history of bullying at DHSG, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we will call on outside agencies to support our action. This policy is seen as an integral part of our Behaviour for Learning Policy.

## **Summary of Responsibilities:**

### **Everyone within school is expected to**

- Act in a respectful and supportive way towards one another, and
- Adhere to and to promote the objectives of this policy.

### **Students are expected to**

- Respond to bullying as a serious matter.
- Report all incidents of bullying.
- Report suspected incidents that victims may be afraid to report.
- Support each other and to seek help to ensure that everyone feels safe, and nobody feels excluded or afraid in school.

- Speak to their Head of House or Assistant Head Teacher when there is no resolution or concerns remain.

### **Parents/Carers can help by**

- Supporting our anti-bullying policy and procedures.
- Encouraging their children to be positive members of the school community.
- Discussing with their child's teacher any concerns that their child may be experiencing bullying or involved in some other way.
- Helping to establish an anti-bullying culture outside of school.

### **Monitoring, Evaluation and Review**

Bullying reports will be reviewed on a termly basis by SLT to monitor patterns and reflect on Policy effectiveness. Questionnaires will be used periodically to gather feedback in relation to safety and Bullying. Bullying data will be discussed with the named Governors for Child Protection.

### **Useful Resources**

DFE Guidance "Advice for parents and carers on cyberbullying". Available from the [www.gov.uk](http://www.gov.uk) website and published on the DHSG website.

**Think U Know:** resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

**Digizen:** provides online safety information for educators, parents, carers and young people.

**Advice on Child Internet Safety 1.0:** The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

**ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves.

**EACH: (Educational Action Challenging Homophobia):** provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

**Schools Out:** Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

**Stonewall:** An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

**Mencap:** Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

**Changing Faces:** Provide online resources and training to schools on bullying because of physical difference.

**Cyberbullying and children and young people with SEN and disabilities:** Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

**Show Racism the Red Card:** Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

**Kick it Out:** Uses the appeal of football to educate young people about racism and provide education packs for schools.

**Anne Frank Trust:** Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

## DEVONPORT HIGH SCHOOL FOR GIRLS BULLYING REPORTING/RECORDING FORM

<b>COMPLETED BY:</b>
<b>REPORTED BY:</b> CHILD/PARENT/CARER/MEMBER OF STAFF/OTHER
<b>DATE:</b>
<b>TIME:</b>

<b>VICTIM</b>	
<b>NAME:</b>	
<b>AGE:</b>	<b>DOB:</b>
<b>TUTOR GROUP:</b>	<b>KEY STAGE:</b>
<b>INJURY:</b>	
<b>TREATMENT RECEIVED:</b>	

<b>WITNESS(ES)</b>	
<b>NAME/S:</b>	
<b>POST OR TUTOR GROUP:</b>	

<b>INSTIGATOR</b>	
<b>NAME:</b>	
<b>AGE:</b>	<b>DOB:</b>
<b>TUTOR GROUP:</b>	<b>KEY STAGE:</b>

SUBJECT OF BULLYING	✓ OR ✗	FORM OF BULLYING	✓ OR ✗
Health Related		Physical	
Home Circumstances		Verbal	
Racist		Cyberbullying	
Homophobic		Social Isolation	
Religious			
Disability Related			
Cultural			
LAC			
LGBT			
Sexist/Sexual			
Appearance			
Other			

<b>At School</b>	<b>Out of School</b>	<b>Journey to School</b>	
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