

Haydock High School



Anti-Bullying Policy

Policy Review Guidance	
Statutory	No
Review Cycle	Every 3 years
Reviewer (s)	Headteacher
Member of Staff Responsible	Pastoral Assistant Headteacher
Last reviewed	September 2016
Next Review Date	September 2019

ANTI-BULLY POLICY

The Department for Education defines bullying as 'Behaviour by an individual or group involving an imbalance of power, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Bullying takes many forms – it can be short-lived or continue over years. It can be

- Exploitation of inexperience or innocence.
- Teasing.
- Intimidation
- Verbal abuse.
- Physical abuse
- Psychological and emotional pressure
- Racial, homophobic and sexual abuse
- Cyber bullying i.e. use of text message, E mail, social network sites etc. to intimidate.

Bullying has a negative effect on student's academic attainment and emotional well-being. Students become vulnerable for a variety of reasons, which exist amongst a complex web of power relations between students. These could be as a result of personal and individual characteristics e.g. physical size, appearance, attitudes to work or as a result of more structured inequalities such as racism, sexism or homophobia.

AIMS OF THE POLICY

Haydock High School has a positive, preventative policy, which involves students, teachers, all support staff, parents and governors and is based on the encouragement of students to tell, taking into account the consequences of this for the victim. This is indeed a difficult task for some because of a perceived "code of honour" which prevents asking for help or because of a belief that the perpetrator has power over and above that of the school management.

Every effort is made to create an atmosphere of mutual trust and respect between all members of the school community in order to support students to tell but they will only do so if they believe that:

- They have some control over the action taken
- They do so in confidence
- Whoever they choose to speak to will listen and take them seriously
- There will be some action, but not necessarily punitive
- If the person told is emotionally involved (e.g. parent) they will not necessarily seek unilateral action or retribution.
- That the person chosen can protect them from any retaliatory behaviour on the part of the perpetrator

Our policy,

- Adopts a multi-model approach, recognising that some courses of action work some of the time and that there are no single solutions to the problem.
- It involves students at all stages in making decisions on an individual and school-wide level.
- Provides preventative measures in assembly and curriculum time, which supports skills to resolve conflict, the importance of friendships, teaches assertiveness and promotes the acceptance of each person's responsibility in minimising this anti-social act.
- Provides students with a wide variety of opportunity to discuss issues of concern, in confidence, with peer mentors, mentors, form tutors, Heads of Year, Learning Mentors, Inclusion team and senior staff.
- As part of an ongoing commitment and not a one-off exercise and students will continue to be consulted on the development of anti-bully strategies. Particular care will be taken to discuss bullying in vulnerable groups, e.g. minority ethnic groups, girls only, children in public care.
- Accepts that bullies need help too but if no change in behaviour can be effected then the safety and wellbeing of other students will be paramount and the issue will be referred to Governors.

Strategies employed to combat bullying

- Strategy supported in tutorial time, assemblies, parents' evenings, after school clubs, breakfast clubs and display around school re. availability of support both in and out of school.
- Anti-bully week involving cross-curricular activities and competitions for students annually where possible to coincide with the national event.
- Haydock Bully-Busters anti-bully booklet for all students and their parents.
- Annual questionnaire for all students to establish nature, quantity and location.
- Review of questionnaire results with pastoral team and student council.
- Assessment of bully "hot-spots" by groups of students.
- Regular review of break, lunch and bus duties in the light of information from students.
- SHARP system which can be accessed through the school website and provides a direct route to senior leadership by e-mail.
- Peer Mentors, identified by badge and chosen following application and training in Year 10. These students can act as the first point of contact and mediator, provide a safe haven for vulnerable students, encourage victims to seek support from staff and act as advocate if necessary.
- Citizenship and PSHE curriculum, actively raising awareness of bullying issues and dealing with strategies for assertiveness, peer pressure and other anti-bully strategies, including the importance of friendships.
- Availability of a School Counsellor and Learning Mentors to work with victims on assertiveness, raising self-esteem and support with friendship groups and with bullies to modify their behaviour.
- Staff training to raise awareness, develop strategies to cope with it and to create a clear referral pathway. Key staff are trained in the use of bully councils/circle of friends/shared concern approach.

- Tootoot – subscribe to the Tootoot system which can be accessed through the school website and provides a direct route to staff in school who can support and advice on bullying issues.

Dealing with bullying

If a member of staff encounters an issue of bullying they will,

- ensure the safety of the victim
- listen to the victim and explain what they will do.
- inform the appropriate Head of Year/Learning Mentor immediately.

The Head of Year/Assistant Head with support from a Learning Mentor will,

- Establish the facts supported where necessary by witness statements.
- Explain to the victim what can be done to help and agree a plan. Every opportunity should be taken to ensure that the victim is not disempowered and that as far as possible they maintain control of which actions to take.
- Support and advise the victim being careful to ensure his/her safety, but not disadvantage his/her education.
- In the first instance, speak to the perpetrator using the no-blame approach in an attempt to gain empathy with the victim and establish intent. In subsequent instances a consequence may be enforced and parents contacted.
- In the event of a long-term, more serious problem or multiple perpetrators a bully council/restorative justice meeting may be set up with the aim to establish support of the victim and group dissatisfaction with the perpetrator(s).
- Inform parents of the victim and the perpetrator.
- Record the incident fully on the bully incident form and send a copy to the Assistant Head.
- Consider the need for the victim to receive support from a Learning Mentor or School Counsellor to reinforce friendship groups and raise self-esteem or confidence.

Bully Councils

1. Establish the facts and the feelings of the victim; establish who the perpetrators are and who is likely to support the victim. Explain the process to the victim.
2. Set up the council with perpetrator(s) and supporters. Ensure that supporters are in the majority and divide the perpetrators.
3. Introduce the purpose of the council explaining the feelings of the victim and the resulting actions.
4. Ask each member for his/her views of the situation. This is often an interesting stage when solutions to the problem begin to emerge and perpetrators realise that others do not support their actions.
5. Each member of the council is asked to make a statement about what they can do to help to solve the problem.
6. Explain the value and level of importance that staff attach to a promise. Then ask each member of the council to make his or her statement as a promise on the

understanding that there will be a consequence to a broken promise. Record all promises. Ensure that all parties know what course of action they can take in the event of a broken promise.

7. Arrange to see the victim and explain the outcomes of the meeting. This could include some suggestions as to any identified change in the victim's behaviour, which might alleviate the situation.
8. Arrange a review meeting after one week and include the victim. Review the situation. If successful review informally at a pre-determined time. If not successful try again the following week. If still unsuccessful at that time, consider consequence, greater parental involvement and contact a senior member of staff.

The Bully Log

Each HOY will maintain the centrally held Bully Log for each and every incident reported.

Any issues of racial or homophobic abuse must additionally be reported to the Assistant Headteacher immediately and referred for Police action as necessary.

In all cases every effort will be made to achieve reconciliation and the re-establishment of a harmonious working atmosphere.

Monitoring and Review Arrangements

- **This policy will be reviewed annually in the light of an anti-bully questionnaire, completed by all of our students. This will be designed to inform management of the nature, extent and location of this anti-social act. Results will be published to students, staff, parents and governors.**
- **Incidents of bullying will be recorded separately and sent to the Assistant Head for interim review.**

Anti-Bully Contract

Name: _____

Every student and their parent/guardian has received a Bully-Busters booklet, which explains that we are not prepared to put up with this anti-social act. We have developed a contract for behaviour with the support of students and staff because together, we can make a difference. The best way to deal with bullying is to TELL! TELL! TELL!

This contract should be signed and dated.

- I will not tolerate bullying or harassment of any kind and be respectful to all.
- I will be tolerant of others regardless of race, religion, culture, sexual orientation or disability.
- I will not allow bullying or harassment going to or from School, either on the School bus, public transport or walking.
- I will not gossip, make others feel uncomfortable, give unpleasant looks or be involved in ganging up on other students.
- I will not hide behind or support others who are intimidating others – there are no innocent bystanders.
- I will not pass by if I see someone being bullied- I will either try to stop it or go for help from the most appropriate person.
- I will keep my criticism to myself.
- I will never use intimidation through any form of social media even within a status.
- I will not litter or graffiti on anyone's property or books.
- I will not take anyone's property without asking and being granted permission.
- I will allow those who wish to sit quietly in the yard/field area, the freedom and space to do so.
- I will be kind to others even if they are not my friends, and I will make new students feel welcome.
- When on school visits I will act in a manner which will bring credit to our School.
- I will be honest when asked about anything I have done, supposed to have done or have seen others doing.
- I will behave sensibly whilst moving between lessons and follow the one-way system.
- If I am told about bullying we will listen and act appropriately.
- I will show respect for our elected peer mentors and the role they are charged with.

Signed _____ Headteacher

Signed _____ Student

Date _____