



HONLEY HIGH SCHOOL

ANTI-BULLYING POLICY

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1. Introduction

This policy is designed to provide a safe, secure and caring environment that promotes effective learning and teaching and ensures that everyone has the best opportunities to develop their full potential.

Honley High School seeks to establish a positive ethos (based around the school values of Collaboration, Respect, Endeavour, Aspiration, Tolerance and Equality) which is conducive to learning and in which the individual student feels safe and supported. Should a student or students be involved in bullying, it will be treated as one of the most serious infringements of school behaviour policy and dealt with accordingly.

2. Bullying: Our School Values and Beliefs

All bullying, of any sort, is unacceptable.

All students and staff have the right to feel happy, safe and included.

Students and staff have the right to work in an environment without harassment, intimidation or fear.

Students and parents will be supported when incidents of bullying are reported.

We recognise the effects that bullying can have on students' self-esteem and on their work and the school community will actively promote an anti-bullying environment.

3. Aims of the Policy:

- Ensure that bullying behaviour is not tolerated in our school, by members of our community or online
- To ensure that all students are included fully in the life of the school
- To provide a learning environment free from any threat or fear, where every student feels welcomed, safe and able to learn
- To create an emotionally positive environment, built on mutual respect, where positive relationships can develop
- To have a clear, shared and completely understood definition of bullying behaviour, including cyber bullying
- Create an environment where students, staff and parents are encouraged to disclose and discuss incidents of bullying behaviour and feel confident that this will be effectively dealt with
- To respond promptly and without prejudice to all instances of bullying which are reported, whether in school or online
- To reduce and to eradicate, wherever possible, instances in which students are subject to any form of bullying

- To establish a means of preventing, detecting and dealing with bullying in whatever form it may take
- To provide support to students who have been bullied
- To provide support for students who are accused of bullying, based on a restorative approach, as they may be experiencing issues which have led to an acceptance of bullying as acceptable behaviour
- To ensure that all students, staff, parents and governors are aware of this policy and their roles and responsibilities in contributing to its success
- To meet any legal obligations which rest with the school

4. Definition of Bullying

The Department for Education defines bullying as:

'...behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.'

(Preventing and Tackling Bullying, DfE, 2017)

"When an individual or a group of people with more power, repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults, and will probably continue if no action is taken."

(National Centre Against Bullying)

Bullying breaches the student's fundamental human right to be safe. 'Children have the right to be protected from all forms of violence (physical and mental). They must be kept safe from harm and they must be given proper care by those looking after them.'

(Article 19 UN Convention on the Rights of the Child)

4.1 Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against
- The result of an imbalance of power which is exploited by the bully

4.2 It can take many forms but the main types are:

- Physical – hitting, kicking, taking another's belongings
- Verbal – name calling, insulting, making offensive remarks
- Social/Non-Verbal – excluding, offensive gestures, unpleasant notes
- Emotional – personal comments, graffiti, making one feel isolated/unhappy
- Cyber bullying
- Racist, sectarian, disablist, homophobic and transphobic
- Child-on child abuse includes, but is not limited to:
 - Physical and sexual abuse
 - Sexual harassment and violence
 - Emotional harm
 - On and offline bullying
 - Teenage relationship abuse
- LAC bullying

These categories may be interrelated.

Bullying is not the occasional falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose and/or exploits an imbalance of power (e.g. due to age, physical stature, or numbers).

Students sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not necessarily bullying. It is an important part of students' development to learn how to deal with friendship breakdowns, the occasional name calling or joke which may offend. We all have to learn how to deal with these situations and develop the necessary social skills including resilience. This relates to one of the key aims of creating an emotionally safe environment, built on mutual respect, tolerance and equality, where positive relationships can develop.

5. Strategies to Prevent or Reduce Bullying

Our policy is posted on the school website.

We promote positive behaviour in school and endeavour to create an environment where students behave in a way which shows enthusiasm for learning, as well as consistent support for the school's values; where students take responsibility for their

own and each other's emotional and social well-being; and where they include and support each other.

5.1 Our curriculum is used to:

- Raise awareness about bullying and our anti-bullying policy, including raising the profile of Anti-Bullying Week every November as a whole-school initiative
- Increase understanding for victims and help build an anti-bullying ethos
- Teach students how to manage constructively their relationships with others
- Educate students in how to use an online presence safely and constructively, as well as the potential dangers in using social media in a way that is unsafe or intolerant

Work undertaken in CREATE and ICT classes, visiting speakers, ~~competitions~~ and designated assemblies are used to show what students can do to identify and prevent bullying, and to create an anti-bullying climate in school.

Programmes such as the anti-bullying ambassadors and student leadership programmes, as well as work undertaken through Inclusion to help students understand their own emotions, empowers our young people to understand their feelings and provide alternatives for them to seek support.

In school we have a Designated Safeguard Lead, Designated Safeguarding Officers and pastoral staff available for any student who may wish to make a disclosure regarding bullying or seek support for suspected bullying. We also encourage students to understand that any adult in school is a source of support in times of emotional stress.

Students also can use the 'Confide' button, available on all school computers, which enables students to report any concerns, including concerns of bullying that they may experience, or they have witnessed. The online system sends a direct message to a relevant member of staff.

We will provide written guidance for parents on the signs of bullying and what to do if they suspect their child is being bullied at school (Appendix 1).

We will provide a Useful Contacts List for parents and students and ensure it is updated, when necessary (Appendix 2).

We will ask students where and when bullying occurs in school and we will supervise, and try to eliminate any unsafe areas which they report to us.

We will provide regular training for teachers and non-teaching staff (including lunchtime supervisors) on spotting the signs of bullying and how to respond to it.

We will periodically review our policy, in line with any statutory guidance and local, national and global best practice.

6. Procedure for Reporting, Recording and Dealing with Bullying

Students who have been bullied should report this to a parent, a member of staff, an antibullying ambassador or a friend.

Students who see others being bullied should report this to a parent, a member of staff, an antibullying ambassador or a friend.

Students can use the electronic 'Confide' button which is available on screen when a student is using the school IT system. Students can use this to ask questions, share worries and report incidents.

Antibullying Ambassadors will be available during Monday and Friday lunchtimes for students to approach for support and guidance. Antibullying Ambassadors have received training in how to support their peers and when to report concerns to members of staff.

Members of staff who receive reports that a student has been bullied should report this to the Head of Year or the Safeguarding Leads.

Reports of bullying will be logged by the member of staff to whom it is reported on the appropriate recording system. The record should include the following:

WHO	Person(s) involved?
WHAT	What happened?
WHERE	Where did the incident(s) happen?
WHEN	Time, Day, Date?
WHY	Details on relationships, setting, other issues etc?

Staff should not ask leading questions and records should be made as if the student has made the statement themselves (in the first person) if it is recorded on an incident form. However, students should be asked questions by an adult and the record kept, rather than the student being left to write a statement without supervision.

We will promote the safety and security of the individual students involved in a bullying incident by following the guidelines below:

- Providing support to students who are bullied (including access to counselling if required)
- Reassuring them that they do not deserve to be bullied and this is not their fault
- Encouraging them to talk about how they feel
- Trying to ascertain the extent of the problem
- Engaging them in making choices about how the matter may be resolved
- Trying to ensure that they feel safe

- Discussing strategies for being safe and staying safe
- Asking them to report immediately any further incidents to us
- Affirming that bullying can be stopped and that our school will persist with intervention until it does
- Using Restorative Practice, where possible, to resolve issues and prevent repetitions

7. Strategies we may Employ when Investigating a Bullying Incident

- We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop
- We will affirm that it is right for students to let us know when they are being bullied
- We will interview the student (or students) involved in bullying separately and write down what happened. This will be conducted in a sensitive and supportive way
- We will talk to anyone who may have witnessed the bullying
- We will adopt a joint problem-solving approach where this is appropriate, and ask the students involved to help us find solutions to the problem. This will encourage students involved to take responsibility for the emotional and social needs of others
- We will advise students responsible for bullying that we will be checking to ensure that bullying stops
- We will ensure that those involved know that we have done so
- When bullying occurs, we will contact the parents of the students involved at an early stage to make them aware of the nature of any bullying incident and our response to it
- We will record incidents that we become aware of and how we responded to them
- We will follow up after incidents to check that the bullying has not started again. We will do this within two weeks, and again as often as the student requires.
- We will also work with students who have been involved in bullying others to ascertain the sort of support that they themselves need. Our approach to dealing with students involved in bullying will be restorative in nature, to try and minimise the likelihood of such incidents reoccurring

7.1 Measures to be taken:

- When a claim is made and no blame can be established a record will be kept of those involved

- When a claim is made and blame is established, a record will be kept in the student's file. Sanctions may be imposed, depending on the seriousness of the incident. **These may include:**
 - Loss of social time or Detention
 - Withholding participation in school events that are not an essential part of the curriculum
 - In severe cases we may use time in Internal Suspension, Isolation at another site or a Suspension.
 - Restorative, proactive approaches may also be employed where students involved may be asked to participate in school activities and/or workshops. This is also an attempt to ensure that all students are included fully in the life of the school
- Should a second offence occur, the matter will be brought to the Headteacher and/or Deputy Headteacher with responsibility for behaviour. Repeated bullying is very likely to lead to a fixed term or, potentially, permanent exclusion.

8. Cyber Bullying

Whereas previously interactions with peers may have stopped at the end of the school day, student interactions can now continue through the medium of social media and an online presence. Whilst children develop and mature, they are also learning how to deal with interactions which can often feel removed from reality and easier to conduct.

As a school we have a legal responsibility to deal with cyber bullying between students as part of our anti bullying policy. It is also an increasingly important and ubiquitous element of life for students in modern society.

We approach cyber bullying as we would bullying in or on the journey to and from school. We also have a separate Online Safety Policy which outlines how we will support students in the modern world in learning to use their online presence in a positive manner.

9. Evaluating our Policy

The Designated Safeguard Lead will monitor and evaluate the policy annually, as well as providing regular reports to the Headteacher and Governors.

10. Links with other School Policies

This policy is set within the broader context of pastoral care and, as such, should be read in conjunction with the following policies:

- Behaviour Policy

- Child Protection Policy
- Online Safety Policy
- Acceptable Use Policy
- Special Educational Needs Policy
- Safer Handling (Care and Control) Policy
- Educational Visits Policy
- RSE Policy

Appendix 1 - Bullying: Don't Suffer in Silence

INFORMATION FOR PARENTS

The aim of this policy is to build on the school values and vision to support all those who may be affected by bullying, and to help create a school underpinned by respect, tolerance and acceptance of difference.

Bullying behaviour can include:

- Name calling and teasing
- Threats and extortion
- Physical violence
- Damage to belongings
- Leaving students out of social activities deliberately and frequently
- Spreading malicious rumours
- Abuse, threats and insults over social media or electronic communication

Parents and families have an important part to play in helping schools deal with bullying, by emphasising the importance of tolerance and respect.

Discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.

Be aware of signs that your child may be experience bullying or is bullying others. Parents and families are often the first to detect symptoms of bullying. There may be physical symptoms (such as headaches, stomach aches, anxiety and irritability), or emotional symptoms (such as mood swings, low moods, outbursts of violence). It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent; and whether your child is facing problems or difficulties at school. Don't dismiss negative signs.

Contact the school immediately if you are worried.

If your child has been bullied:

- Calmly talk to your child about it
- Make a note of what your child says - particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
- Reassure your child that telling you about the bullying was the right thing to do
- Explain that any further incidents should be reported to a teacher immediately
- Make an appointment to see your child's Form Tutor or Head of Year
- Explain to the teacher the problems your child is experiencing

Talking to teachers about bullying:

- Try to stay calm - bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- Be as specific as possible about what your child says has happened - give dates, places and names of other children involved
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school - let them know if things improve as well as if problems continue

If you think your concerns are not being addressed:

- Check the school anti-bullying policy to see if agreed procedures are being followed
- Please make an appointment to see the Designated Safeguarding Lead, one of the Safeguarding Officers or a member of the Senior Leadership Team
- If you feel this has not addressed the situation then write to the Headteacher, outlining what has happened and what you feel should be done

If your child is bullying other children. Many children may be involved in bullying other students at some time or other. Often parents are not aware. Children sometimes bully others because:

- They don't know it is wrong
- They are copying older brothers or sisters or other people in the family they admire
- They haven't learnt other, better ways of mixing with their school friends
- Their friends encourage them to bully
- They are going through a difficult time and are acting out aggressive feelings

To stop your child bullying others:

- Talk to your child, explaining that bullying is unacceptable and makes others unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how to join in with other children without bullying
- Make an appointment to see your child's Form Teacher or Head of Year; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop them bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when they are cooperative or kind to other people

Appendix 2 - Useful Links and Supporting Organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council:
www.restorativejustice.org.uk/restorativepracticeschools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance - Cyberbullying and children and young people with SEN and disabilities:
- www.cafamily.org.uk/media/750755/cyberbullying_and_send_module_final.pdf
- DfE: SEND code of practice:
www.gov.uk/government/publications/sendcode-of-practice-0-to-25

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalitionSchools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespectnobodycampaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexualand-genderrelated
- Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying

If you find it difficult to talk to anyone at school or at home, ring:

ChildLine - freephone 0800 1111

The phone call is free. It is a confidential helpline.