



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

Anti-Bullying Policy

Date of Policy: May 2024
Date Approved by Governors: May 2024
Date of Next Review: May 2025



Anti-Bullying Policy

1. Rationale

We strive to create a culture based on our core values of Respect, Honesty and Kindness. Students must feel safe and respected if they are to learn effectively. Since we are a school which sets high standards for our students it is important that we create an atmosphere in which bullying cannot thrive and in which no student has to suffer from harassment of any kind. Because bullying behaviour happens in all societies, at all levels, it is important that we make our students knowledgeable about bullying behaviour and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form.

We have invested in training with The Diana Award's international recognised Anti Bullying Ambassador Training programme. The programme engages young people, parents/carers and teachers to change the attitudes, behaviours and culture of bullying by building skills and confidence to address different situations, both online and offline. The overall aim of the programme is to empower young people, teacher and parents/carers to work together to set policy and practices to prevent offline and online bullying behaviour in schools, and to be Upstanders rather than bystanders against bullying behaviour.

The programme applies a peer-led and whole-school approach, which gives young people the skills and confidence to take the lead in tackling bullying behaviour long after the training has finished and ensures that all members of the school community feel empowered to tackle bullying behaviour through sustained anti-bullying campaigns.

Because bullying behaviour is in the news and is a form of real anxiety for parents, it is important that we inform parents fully about our approach to dealing with bullying behaviour, so that parents are able to distinguish between what is bullying behaviour and what is not.

2. A definition of bullying behaviour

2.1 The Diana Award for Anti-Bullying defines bullying behaviour as 'repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.'

2.2. We define it as bullying behaviour because it is a choice, it can be changed and it can stop.

2.2. Bullying behaviour can take many forms it can be:

Verbal: unkind words directed at someone in person, for example body shaming, using offensive or discriminatory language.

Indirect: Unkind actions that happen behind someone's back/not to their face, for example isolating someone, damaging someone's property or tacking a photographs without someone's consent.

Physical: Unkind actions that enter someone's personal space without their permission, for example spitting or non-consensual touching.



- 2.3. Stopping violence and ensuring immediate physical safety is our first priority but indirect and verbal bullying behaviour can be more damaging than physical. (See ref: Preventing Bullying 2017, DFE).
- 2.4. The rapid development of, and widespread access to, technology has provided a new medium for indirect' bullying behaviour, which can occur in or outside school. Cyber-bullying behaviour is a different form of bullying behaviour and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying behaviour by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.
- 2.5. Where bullying behaviour outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.
- 2.6. We appreciate that cases of bullying behaviour can be very complex with a range of roles involved, the terminology used can be seen in the appendix alongside a brief description of these roles.
- 2.7. At Hayling College we understand that sometimes there is relational conflict between students. This is not defined as bullying behaviour where there is a balance of power. However, where there is unkindness between students the pastoral team will endeavour to support students and re-emphasise our core values.
- 3. How we set the right ethos of being a 'telling' school**
- 3.1 A 'telling' school is one where students do inform staff and/or our Anti Bullying Ambassadors when bullying behaviour is taking place.
- 3.2 If students who feel they are being the target of bullying behaviour they need to tell us about it. We must work together to create an atmosphere of trust. Students who are classed as targets must know that their concerns will be taken seriously and recognise that investigations take time.
- 3.3 We must also make it as easy as possible to report bullying behaviour. They must understand that these may result in a number of different outcomes.
- 3.4 If this is to happen, then everyone on the site has a responsibility to ensure that we live by our core values and that we all set a good atmosphere round school. We want to make it clear that this responsibility includes:
- promoting an open and honest ethos that ensures that all members of the school community know and agree with our stance on bullying behaviour.



- ensuring that all staff exhibit positive behaviours, demonstrate our Core Values and become positive role models to students
- treating other people with respect at all times;
- doing nothing that could be construed as bullying behaviour ;
- doing nothing that could be construed as supporting bullying behaviour . This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight;
- reporting to the proper person any bullying behaviour we witness or any behaviour which we feel could escalate into bullying behaviour
- engaging students in reviewing and developing our anti-bullying behaviour practices
- analyse available data to ascertain how the school environment and the journeys to and from school can be improved.

4. How to deal with bullying behaviour and who to tell

- 4.1. Throughout the year, in all curriculum areas and through our assembly and tutor programmes, students will be reminded of the need to report any incidents of bullying behaviour.
 - if they feel able to, the target could let the perpetrator know that they do not like what is happening to them and ask them to stop;
 - if the bullying behaviour doesn't stop, tell someone in school who will initiate action to sort out the problem. This could be an Anti Bullying Ambassador, their form tutor, any teacher or any member of staff.
 - Use the **QR code for Speak Up and Stay Safe** to report an incident of bullying behaviour, either for yourself or an incident you have witnessed, to report your concerns discreetly.
- 4.2. If bullying behaviour is witnessed by our students, as part of taking on the role as upstander, we ask that they too report their concerns using the above protocols. However, we emphasise that students must not use physicality or verbal abuse to try and resolve a matter.
- 4.3. If parents or carers have concerns regarding bullying behaviour we ask that this is reported to their child's Pupil Progress Lead. This will be logged and the matter will be investigated.

5. What any adult – teacher, support staff, parent – who has been told about bullying should do

- 5.1. Contact the Pupil Progress Lead of the student concerned.
- 5.2. If a parent does not know who the appropriate Pupil Progress Lead is they should contact school and the Receptionist will advise them.



6. Who should investigate

- 6.1. In the first instance we would expect the student's form tutor to discuss any issues with their tutees and suggest possible solutions. If this is ineffective or the form tutor believes he/she needs help in resolving an issue he/she will email the Pupil Progress Lead (PPL). An investigation into a complaint of bullying behaviour will be carried out in most cases by one of the PPLs but on occasions by a form tutor or one of the Assistant Headteachers.

7. The need for gathering evidence

- 7.1. If we are to deal with incidents fairly, we must gather as much evidence as possible in order to establish what really happened.

8. How we deal with incidents that cross the inside/outside school boundaries

- 8.1. Where incidents that happen outside school are clearly having a detrimental effect on the life of student in school we will investigate these and, in conjunction with the parents and the local police, take appropriate action.

9. What sanctions we use

- 9.1. At our school, sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying behaviour by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. We expect all students to be proactive and seek help from members of staff if they witness another student being hurt or they are concerned about others.

- 9.2. The following is the normal hierarchy of sanctions. A serious case of bullying behaviour, however, might result in immediate suspension:

Tier 1: A detention plus restorative conversation to educate the perpetrator on the impact of their actions. Tier 1 Restorative conversation between all students involved and an apology from the perpetrators, when consented to by the target.

A phone call/email to discuss the matter with the perpetrator's parent/guardian, further removal of free time, seating plan changes within class, further education on the matter.

Tier 2: Reflection time, further re-education with PCSO plus perpetrators' parents invited in for a formal face-to-face meeting, Timetable change for the perpetrator

Tier 3: meeting with the AHT, Suspension

Tier 4: Meeting with Headteacher, Time at a Federation School, Permanent Exclusion



10. Engaging with parents and carers

- 10.1. We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying behaviour and to engage promptly with them when an issue of bullying behaviour comes to light, whether their child is the target or the one perpetrator. We will ensure parents/carers are made aware of how to work with us on bullying behaviour and how they can seek help if a problem is not resolved. Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.
- 10.2. We will:
- make sure that key information (including policies and named points of contact) about bullying behaviour is available to parents/carers.
 - ensure that all parents/carers know who to contact if they are worried about bullying behaviour.
 - ensure all parents/carers know about our complaints procedure and how to use it effectively.
 - ensure all parents/carers know where to access independent advice about bullying behaviour.
 - work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying behaviour.
 - ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- 10.3. Particularly during a lengthy investigation, or when there is a repetition of bullying behaviour, a target's parents may feel very anxious. It is very important that the investigator and the parents keep in contact but parents must understand that form tutors, PPL, and Senior Staff do have other demands on their time. We will always endeavour to ring parents on the same day that the incident occurred; however, phone calls may not always be able to be made as soon or as frequently as the parent would ideally like.

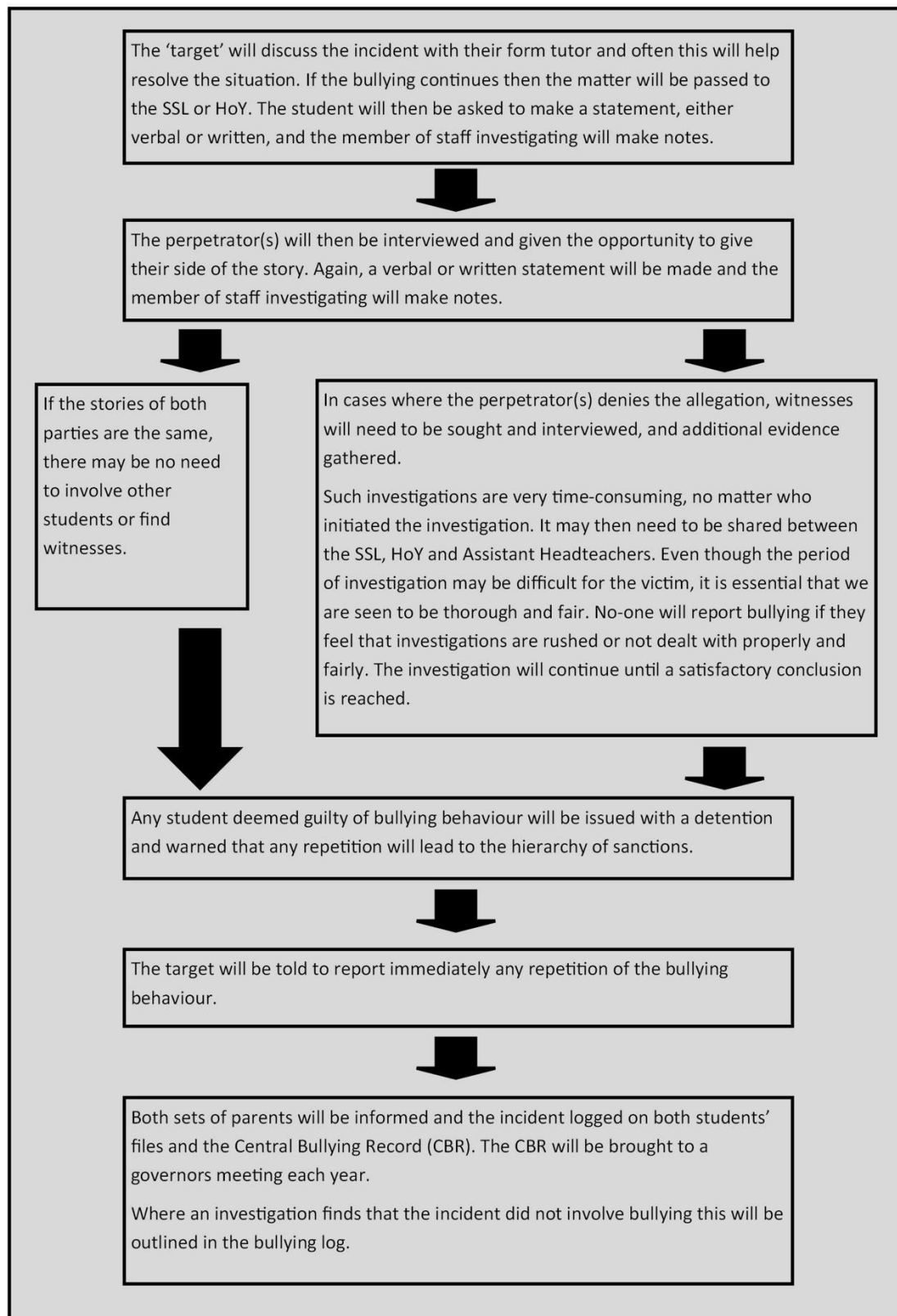
11. How we monitor the situation

- 11.1. Pastoral staff will try to check at regular intervals on the welfare of a student who has been the target of bullying behaviour, but we do rely on Students reporting any repetition. Whilst the sanctions outlined above will be used as appropriate, both students and parents must understand that we cannot take action if we are not made aware.



The Process Flowchart

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Support

During an investigation, it is likely that the alleged target will feel vulnerable, particularly at breaks, lunchtimes and the end of school. They will be offered protection at such times, in the form of a room/office in school to which they might go with or without friends, and alternative arrangements for buying and eating lunch. They will also be offered regular slots with their pastoral team to check in on their well-being.

Teaching

The PSHE programme also aims to educate students on a range of matters around bullying behaviours. The full details can be found in the curriculum intent for this subject. Bullying behaviour is also covered in the assembly programme.



Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- 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

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

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- 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
- Show Racism the Red Card: www.srrtc.org/educational



Glossary

Bullying Behaviour: Repeated, negative behaviour intended to make someone feel upset, uncomfortable or unsafe. Bullying behaviour can be verbal, indirect and physical

Racism: This is when you are treated differently because of your race. As stated in the Equality Act 2010, race can mean your colour, your nationality (including citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality

Sexism: Any act, gesture, visual representation, spoken or written words, practice or behaviour based upon the idea that a person or a group or persons is inferior because of their sex, which occurs in the public or private sphere, whether online or offline

LGBTQIA+ related bullying behaviour: This type of bullying behaviour can often come under homo-, bi- and trans - phobia. It can be defined as an irrational dislike, hatred or fear of individuals that are (or a perceived to be) lesbian, gay, bisexual, or transgender or another LGBTQIA+ identity.

Cyberbullying behaviour: Cyberbullying is bullying behaviour that takes place over digital devices like mobile phones, computers and tablets. Cyberbullying behaviour can occur through a variety of communications, including SMS, text, apps or online on social media, online forums, or gaming platforms where people can view, participate in or share content.

Body image: Body image refers to how an individual sees their own body and how attractive they feel themselves to be. Many people have concerns about their body image. These concerns often focus on weight, skin, hair or the shape or size of a certain body part.

Upstander: Someone who stands up when they see something that isn't right. Someone who supports their peers when they witness or hear about bullying behaviour.