

Haggerston School

Aspiration Creativity Character

Anti-Bullying Policy

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| Approved by | Date: |
| Headteacher | November 2021 |
| Full Review Due: | Review By: |
| November 2024 | Anti-bullying Lead |

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| Aims: | <p>Haggerston School is an anti - bullying school; bullying is not accepted in our community. We work in partnerships based on mutual respect and we value and respect everyone equally through listening and sharing.</p> <p>The aims of this this policy are:</p> <ul style="list-style-type: none"> ● to prevent bullying from happening between children and young people who are a part of our organisation or take part in our activities ● to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need ● to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying. ● to promote inclusion and diversity in our community. <p>As a school we adhere to the Equality Act 2010 and work to eliminate any discrimination, harassment or victimisation on grounds of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.</p> <p>This policy applies to anyone working on behalf of Haggerston School, including senior managers and the board of trustees, paid staff, volunteers, sessional workers, agency staff and students.</p> |
| Targets/ Outcomes: | <ul style="list-style-type: none"> ● Ensure that our curriculum includes preventative approaches to bullying ● Everyone understands that no one should have to tolerate bullying ● Everyone in the school community should know and understand the school's policy on bullying and how to respond to a bullying incident ● A response to bullying must be made and seen to be made; action needs to be taken to support the person being bullied and to change bullying behaviour ● To minimise incidents of bullying and ensure bullying is dealt with swiftly and effectively ● To work together to create and maintain a secure, calm and healthy learning environment ● To record and analyse all incidents of bullying systematically ● To monitor and evaluate the effectiveness of the anti-bullying policy ● To review the anti-bullying policy to inform and refine future practice. |
| Definitions | <p>Bullying can be defined as a physical, psychological or verbal attack against an individual or group of individuals, by a person or group of persons, causing physical or psychological harm to the victim. The attacks typically are repeated and occur over a period of time.</p> <p>Haggerston recognises that there are different types of bullying behaviours, but maintains that bullying of any type is not acceptable. The following list provides an overview:</p> <p>Verbal bullying - may involve using words, statements, and name-calling to gain power and control over others. Using relentless insults to belittle, demean, and hurt others</p> <p>Physical bullying - occurs when people use physical actions to gain power and control over others</p> <p>Sexual bullying - consists of repeated, harmful, and humiliating actions that target a person sexually. Examples include sexual name-calling, crude comments, vulgar gestures, uninvited touching, sexual propositioning, and pornographic materials. It may also include making a crude comment about an individual's appearance, attractiveness, sexual development, or sexual activity</p> <p>Relational aggression or emotional bullying - occurs when people try to ostracize others from a group, spread rumors, manipulate situations, and break confidences. The goal of a relationally aggressive bully is to increase their own social standing by controlling or bullying another person</p> <p>Prejudicial bullying - against people/pupils with protected characteristics: Bullying related to race, religion, faith and belief and for those without faith Bullying related to ethnicity, nationality or culture</p> <p>Cyber bullying – the use of technology to harass, intimidate or bully an individual or group</p> |

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| | <p>Gender bullying – this may involve sexist comments, unfavourable treatment or use of stereotypes</p> <p>Biphobic/Homophobic/Transphobic bullying – the bullying of an individual who identifies as LGBTQIA+ or who is perceived to be</p> <p>Bullying of students with special educational needs and disabilities – the bullying of an individual or group who has been identified as having a special educational need and disability which includes health conditions.</p> <p>Bullying by exclusion – when an individual or group is socially excluded</p> <p>or bullying of looked after students or young carers or those who are homeless.</p> <p>All bullying is unacceptable and will not be tolerated.</p> <p>Harassment - Haggerston School regards harassment as an example of an action of this nature which is isolated and occurs once. Bullying is where examples of these attacks are repeated, insidious and occurring over time. Incidences of harassment will be responded to according to the behaviour policy sanctions depending on their nature.</p> <p>Discrimination - occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.</p> <p>Derogatory Language - A pejorative or slur is a word or grammatical form expressing a negative or a disrespectful connotation, a low opinion, or a lack of respect toward someone or something regardless of intent. It is also used to express criticism, hostility, or disregard.</p> <p>Cyber-bullying - Cyberbullying is bullying and harassment using technology. This includes trolling, mobbing, stalking, grooming or any form of abuse online.</p> |
| Other Documents | <p>Safeguarding and Child Protection Policy</p> <p>Online Safety Policy</p> <p>Behaviour Policy</p> <p>Staff Code of Conduct</p> <p>Equality Policy and Objectives</p> <p>DFE - preventing and tackling bullying</p> |
| Roles and Responsibilities: | |
| Students will: | <ul style="list-style-type: none"> ● Meet the school's behaviour expectations ● Comply with school rules and routines, following instructions from staff ● Work well with all adults and peers to create a positive school culture ● Report any incidents of bullying, harassment or discrimination that they are a victim of or relating to a peer - be an active bystander that supports the school in its anti-bullying culture ● Engage with the school's character development programme through Character days, assemblies and tutor time ● Promote inclusion and diversity in our community |
| All staff will: | <ul style="list-style-type: none"> ● Adhere to the behaviour policy and whole school strategies for managing behaviour ● Challenge/take prompt action where students do not meet the school's behaviour expectations ● Communicate promptly and effectively with the Head of Year and Designated Safeguarding Lead if any instances of bullying occur and communicate with parents/carers if appropriate - this includes following the schools' procedures for logging both behaviour and safeguarding concerns as outlined in the corresponding policies ● Encourage all students to report bullying by talking to a member of staff of their choice or contacting local and national support agencies for advice/support |

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| | <ul style="list-style-type: none"> ● Form an active partnership with families that leads to excellent behaviour and to establish improved patterns of behaviour where there are difficulties ● Use appropriate curriculum opportunities to consolidate student learning from the school's PSHCE programme around all aspects of bullying, harassment and discrimination ● Promote inclusion and diversity in our community ● Undertake regular training to ensure that they are aware of all types of bullying and how to take appropriate action when this occurs |
| Subject Leaders will: | <ul style="list-style-type: none"> ● Lead and implement the school behaviour and anti-bullying policy in their subject area ● Manage staff in their area to ensure they implement the behaviour policy and whole school strategies for managing behaviour ● Ensure staff in their areas follow strategies for effective classroom management ● Monitor classroom practice ● Support teachers to communicate promptly and effectively with the Head of Year and Designated Safeguarding Lead if any instances of bullying occur and communicate with parents/carers if appropriate - this includes following the schools' procedures for logging both behaviour and safeguarding concerns as outlined in the corresponding policies ● Encourage all students to report bullying by talking to a member of staff of their choice or contacting local and national support agencies for advice/support ● Support teachers in forming an active partnership with families that leads to excellent behaviour and to establish improved patterns of behaviour where there are difficulties ● Encourage staff who are being bullied to report it to a colleague of their choice or to Human Resources ● Regularly review the curriculum for opportunities to consolidate student learning from the school's PSHCE programme around all aspects of bullying, harassment and discrimination ● Promote inclusion and diversity in our community |
| SENCO will: | <ul style="list-style-type: none"> ● Coordinate the support in place and learning plans for all students with SEND in accordance with the SEND Code of Practice ● Monitor the quality of support for all students with SEND ● Respond to referrals for behaviour support with students with SEMH needs ● Liaise with relevant external agencies to ensure prompt and effective support for students with SEMH needs ● Work with the most vulnerable students to ensure they know how to report bullying ● Provide a safe space where needed for vulnerable students ● Encourage all students to report bullying by talking to a member of staff of their choice or contacting local and national support agencies for advice/support ● Provide regular training for staff around the needs and vulnerabilities of SEND students so that staff are aware that they are more likely to be victims of abuse including bullying, harassment and discrimination ● Support the Inclusion Team to communicate promptly and effectively with the Head of Year and Designated Safeguarding Lead if any instances of bullying occur and communicate with parents/carers if appropriate - this includes following the schools' procedures for logging both behaviour and safeguarding concerns as outlined in the corresponding policies ● Encourage staff who are being bullied to report it to a colleague of their choice or to Human Resources ● Promote inclusion and diversity in our community |
| Tutors will: | <ul style="list-style-type: none"> ● Establish a positive environment for learning, a cohesive group ethos in tutor time |

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| | <ul style="list-style-type: none"> • Monitor student achievement and behaviour across subjects and communicate information with staff/students as appropriate • Communicate with parents/carers about student achievement and student behaviour concerns • When appropriate, support students who have been bullying others to change their behaviour • Lead tutor time activities and discussions that contribute to a culture where bullying is not tolerated • Teach PSHE lessons during Character days that tackle the issues surrounding bullying in order to ensure that our students know how to behave towards each other, keep themselves safe and how to report an incident of bullying, harassment or discrimination if it occurs • Encourage all students to report bullying by talking to a member of staff of their choice or contacting local and national support agencies for advice/support • Communicate promptly and effectively with the Head of Year and Designated Safeguarding Lead if any instances of bullying occur and communicate with parents/carers if appropriate - this includes following the schools' procedures for logging both behaviour and safeguarding concerns as outlined in the corresponding policies • Form an active partnership with families that leads to excellent behaviour and to establish improved patterns of behaviour where there are difficulties • Promote inclusion and diversity in our community |
| Heads of Year will: | <ul style="list-style-type: none"> • Lead and implement the behaviour policy and anti-bullying policy for their year group (please see other documents above) • Manage the tutor team for their year group including strategies to support tutors with students repeatedly not meeting behaviour expectations - including instances of bullying, harassment and discrimination • Monitor and review the effectiveness of tutor time in respect to the implementation of the behaviour and anti-bullying policy, including but not limited to, students complying with the behaviour expectations. • Monitor and report on the behaviour of students in their year groups, including interventions, referrals, reports and meetings with staff/parents/carers/students and external agencies • Liaise with external agencies to ensure effective support and intervention • Ensure that all concerns about bullying will be taken seriously and investigated thoroughly. • Understand that all students who are bullying others also need support to help them understand and change their behaviour • Take the relevant actions or make referrals to ensure that this support is put in place • Plan assemblies and tutor time activities that teach students how to be safe active bystanders in order to contribute to the anti-bullying culture within the school • Encourage all students to report bullying, harassment or discrimination by talking to a member of staff of their choice or contacting local and national support agencies for advice/support • Communicate promptly and effectively with the Designated Safeguarding Lead if any instances of bullying occur and communicate with parents/carers if appropriate - this includes following the schools' procedures for logging both behaviour and safeguarding concerns as outlined in the corresponding policies • Support tutors in forming an active partnership with families that leads to excellent behaviour and to establish improved patterns of behaviour where there are difficulties • Encourage staff who are being bullied to report it to a colleague of their choice or to Human Resources • Promote inclusion and diversity in our community |
| SLT will: | <ul style="list-style-type: none"> • Lead, model and implement the behaviour and anti-bullying policies • Raise awareness of the nature of bullying through inclusion in PSHE, form time, assemblies, subject areas and informal discussion, as appropriate, in an attempt to eradicate such behaviour; |

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| | <ul style="list-style-type: none"> • Make sure that the school participates in national and local initiatives such as Anti-bullying Week; • Analyse and evaluate the effectiveness of behaviour systems, using data and evidence to inform any improvement actions • Manage staff in their areas to ensure they implement the behaviour policy consistently and effectively • Review data and identify actions required in relation to incidents of bullying, harassment and discrimination • Identify staff development needs and ensure effective intervention and support • Monitor student referrals and exclusions, taking action to avoid repeated instances of bullying, harassment or discrimination • Oversee liaison with external agencies, evaluating impact and value for money • Report key data performance indicators to governors • Ensure that all concerns about bullying will be taken seriously and investigated thoroughly. • Encourage all students to report bullying by talking to a member of staff of their choice or contacting local and national support agencies for advice/support • Support staff in forming an active partnership with families that leads to excellent behaviour and to establish improved patterns of behaviour where there are difficulties • Ensure that the interventions within the school also support students who are bullying others so that they can understand and change their behaviour. • Encourage staff who are being bullied to report it to a colleague of their choice or to Human Resources • Promote inclusion and diversity in our community |
| DSL will: | <ul style="list-style-type: none"> • Work with the SMSC Lead to seek and to develop links with the wider community that will support inclusive anti-bullying; • Provide training for staff and all employed at Haggerston School offered, in order to establish a common understanding within the school around the signs that a student may be being bullied and the need for vigilance • Help to promote the policy and methods for reporting bullying throughout the school • Ensure that referrals are made to the student referral group so that appropriate external support can be sought • Refer instances of bullying to the Safer Schools Police Officer when appropriate • Remain up to date with contextual safeguarding issues to ensure that these inform the school's safeguarding and anti-bullying policies and training for all key stakeholders • Work in collaboration with the E-safe Lead in the school to ensure that the monitoring of internet safety remains robust and that online safety education is provided for all students on a regular basis and to ensure that instances of cyberbullying are dealt with in the same manner as all other forms of bullying • Encourage staff who are being bullied to report it to a colleague of their choice or to Human Resources • Promote inclusion and diversity in our community |
| Headteacher will: | <ul style="list-style-type: none"> • Make reasonable, proportionate, fair and evidence-based decisions about exclusions following breaches of the school behaviour code • Oversee and monitor behaviour standards in the school, taking action to remedy any areas where standards are not outstanding • Ensure that all concerns about bullying, harassment and discrimination are taken seriously and investigated thoroughly. • Ensure that all students are encouraged to report bullying by talking to a member of staff of their choice or contacting local and national support agencies for advice/support. • Promote inclusion and diversity in our community. |

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| | <ul style="list-style-type: none"> ● Monitor and review the effectiveness of the behaviour and anti-bullying policies and practice ● Review data on all types of bullying, harassment and discrimination and ensure appropriate actions is taken to tackle these issues. ● Make sure that a school leader is appointed as a lead on anti-bullying so that it remains high on the school agenda. |
| Parents will: | <ul style="list-style-type: none"> ● Support the school's behaviour expectations, policy and procedures ● Work collaboratively with staff to encourage respect and good behaviour ● Ensure that the school has accurate and current contact information ● Attend meetings with staff to discuss their child's behaviour ● Encourage their children to report concerns about bullying and to support the school in tackling it ● Where a student is involved in bullying others outside school, e.g. in the street or through the use of the internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example restricting/monitoring their use of the internet or mobile phone ● Promote inclusion and diversity in our community |

Appendix A - Responding to reports of bullying

Haggerston School

The school will take the following steps when dealing with concerns about bullying:

- if bullying is suspected or reported, the member of staff who has been made aware of it must log this on the ClassCharts system both as a behaviour incident and a safeguarding concern;
- a clear account of the concern will be recorded and given to the appropriate Head of School/Assistant to the Head of School;
- The DSL/Deputy DSL/Head of Year/Assistant Head of Year will interview everyone involved and keep a detailed record. This will be held in line with the school's data protection policy/practice;
- form tutors will be kept informed and will provide support where appropriate;
- parents and other relevant adults will be kept informed;
- where bullying occurs outside school, any other relevant schools or agencies (e.g. youth clubs, transport providers) will be informed about the concerns and any actions taken;
- sanctions will be used as appropriate and in consultation with all parties involved;
- it is vital that accurate records are kept of incidents and how the school has responded.

Students

Students who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with an appropriate member of staff of their choice;
- providing reassurance that the bullying will be addressed;
- offering continuous support;
- restoring self-esteem and confidence;
- the use of specialist interventions and/or referrals to other agencies e.g. educational psychology, where appropriate;

Students who have bullied will be helped by:

- discussing what happened;
- discovering why the student became involved;
- establishing the wrongdoing and need to change;
- informing parents to help change the attitude of the student;
- a referral via the Student Concern Form will be made to make use of specialist interventions and/or referrals to other agencies where appropriate;
- sanctions should be used where bullying incidents are clearly proven e.g. the bully should apologise and think of a way in which they can make up for the behaviour
- the bullying incident should be referred according to the clear guidelines in the whole school behaviour policy.

The following disciplinary steps can be taken:

- official warnings to cease the behaviour;
- detention;
- behaviour contracts
- exclusion from certain areas of the school premises;
- internal exclusion;
- fixed-term exclusion;
- permanent exclusion;

Appendix B:

The Student Union's Anti-bullying Statement

Students at Haggerston believe:

- we are all responsible for helping to make sure that students feel safe at Haggerston School;
- bullies are weak not strong;
- bullying is wrong; it is cruel, selfish and hurtful to others;
- we should not tolerate any sort of bullying to any student; bullying makes people upset and makes them scared to come to school
- we should live in a bully free environment; we should not tolerate any sort of bullying to any student;
- we are not following our equal opportunities policy if we allow people to bully;
- we should not behave in a bullying way ourselves and if we see any incidents of bullying we must report them;
- we should always seek the help of an adult rather than try to deal with a bullying incident ourselves - or we could also be accused of bullying, in some situations;
- we are all responsible for helping to make sure that students feel safe at Haggerston School;
- we should support the victim and make them feel safe;
- talk to the person who has bullied and try to help them change their behaviour;
- where possible, the two sides should be brought together to sort out the problem