PRENTON HIGH SCHOOL FOR GIRLS

ANTI-BULLYING POLICY

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1 Introduction

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed.

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

At Prenton High School for Girls we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere free from oppression and abuse.

Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our school and **will not** be tolerated. All students should feel able to tell, and when bullying behaviour is brought to our attention, prompt and effective action will be taken. As a school community we must take a zero tolerance approach and we must **tell** if we know that bullying is happening. Only by sharing information and concerns can we begin to tackle a problem.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education.

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all students who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that students that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

Some students are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care who are frequently on the move may also be vulnerable because they are always the newcomer.

If any member of our school community is aware of bullying, then they have a responsibility to report it to **any** member of staff. All staff are trained to respond to bullying and swift action will be taken.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should 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 What is Bullying?

In summary, bullying is usually defined as behaviour that is:

- repeated over time
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

It takes many forms and can include:

- homophobic remarks
- transphobic remarks
- biphobic remarks
- racist remarks
- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (e.g. email, social networks and instant messenger)

- excluding people
- making jokes at the expense of another person
- use of offensive language

FE Guidance (2014)

DFE Preventing and Tackling Bullying July 2017

Bullying generally takes one of four forms:

- Indirect being unfriendly, spreading rumours, excluding, tormenting over a period of time e.g. ignoring, or excluding someone from the group e.g. not including them in activities, gossiping or spreading rumours, dirty or intimidating looks, stealing, damaging belongings, targeted graffiti, or gestures;
- Physical pushing, kicking, hitting, poking, punching, slapping, pushing, shoving, slapping, tripping or spitting, inappropriate touching or being forced to do things you don't want to do or any form of physical violence
- Verbal name-calling, teasing, threats, sarcasm over a period of time
- Cyber - areas of internet misuse, such as nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging, mobile threats by text messaging & calls, misuse of associated technology, i.e. cameras, mobile phones and video recorders ie. and video facilities over a period of time, taking humiliating pictures.

Although not an exhaustive list, common examples of bullying include:

- Racial bullying
- Bullying of members of the LGBTQ+ community.
- Bullying based on disability, ability, gender, appearance or circumstance

3 What is a hate incident?

Any *one off* incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate based on a person's perceived or actual:

- race/ethnicity
- religion/belief
- sexual orientation
- disability and learning difficulties
- gender or gender identity
- other, as defined by the individual

3.1 Examples of hate incidents

Hate incidents can consist of: verbal abuse or insults e.g. detrimental comments, abusive language and 'jokes' relating to race, religion, disability/learning difficulties, gender/gender identity; insulting gestures, abusive telephone calls, offensive messages.

3.2 What is a 'hate crime'?

'Any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate' (ACPO 2005)**.**

Hate crime should be reported directly to the police. School will make this referral if required/appropriate.

3.3 What is 'prejudiced-based bullying'?

Bullying behaviour motivated on grounds of an individual's gender, ethnicity, body image/size, sexuality, disability, age, religion or belief. It may be motivated by actual differences or perceived differences or as a result of association with someone else.

4 Extended definitions of types of bullying

4.1 Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:

- young people who are lesbian, gay or bisexual (LGB)
- young people who are thought to be lesbian, gay or bisexual
- young people who are different in some way – they may not act like the other boys or girls
- young people who have gay, lesbian or bisexual friends, or family, or parents/carers are gay, lesbian or bisexual
- teachers, who may or may not be lesbian, gay or bisexual

(Adapted from 'Homophobic Bullying; Safe to Learn' Department for Children, Schools and Families, 2007)

4.2 Biphobic bullying

Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'. Bisexual people can feel marginalised by both the straight world and the lesbian and gay community.

4.3 Sexist bullying

This is bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender.

4.4 Transphobic Bullying

'Trans*' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying.

Transphobic bullying is commonly underpinned by sexist attitudes and can affect any child or young person. An individual may also experience Transphobic bullying as a result of perceptions that a parent, relative or other significant figure displays gender 'variance', or is Transgender.

(Adapted from 'Preventing and responding to sexist, sexual and Transphobic bullying; Safe to Learn' Department for Children, Schools and Families, 2009)

5 Why is it important to respond to bullying?

Bullying hurts. No one deserves to be bullied. Everybody has the right to be treated with respect. We recognise and will act upon the cumulative impact of ongoing persistent bullying on mental health.

Students who bully need to learn different ways of behaving. They need to modify their behaviour choices so that they can be a positive part of the school community.

As a school and within the wider community, we have a responsibility to respond promptly and effectively to issues and incidences of bullying.

6 Objectives of this Policy

- All Governors, teaching and non-teaching staff, students and parents have an understanding of what bullying is and the forms it may take.
- All Governors and teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported.

- All students and parents should know what the school policy is on bullying, and what they should do if bullying arises. They should know who to tell if they are being bullied or if they know of bullying occurring in their school.
- Prenton High School's student Anti-bullying ambassadors have created an anti-bullying charter which outlines to the following information to students: school expectations, their rights and what to do if they are a victim of bullying or a hate crime

As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported and that appropriate action will be taken. Reporting bullying is the right thing to do.

7 Implementation by staff

The following steps may be taken when dealing with incidents of bullying:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. They may feel able to deal with this themselves or they may need to pass it to someone else in the school.
- Staff should proactively gather intelligence about issues between students which might have provoked conflict.
- A clear and precise account of the incident will be recorded and given to the relevant member of staff, usually a member of the Student Services Team.
- The relevant member of staff will interview all concerned and will record the incident. This process will be conducted sensitively and will ensure the safety of all involved.
- Form tutors will be kept informed as appropriate and required.
- Parents/Carers will be kept informed as appropriate and required.
- Punitive measures will be used as appropriate and in consultation with all parties concerned. The school's behaviour policy will be followed to ensure the most appropriate consequence is applied.
- If necessary and appropriate, police will be contacted; parents will be involved with this wherever appropriate and necessary.

8 Students

Students who have been bullied will be supported in the following ways:

- Offered an immediate opportunity to discuss the experience with a form tutor or a member of staff with whom they feel able to talk
- Offered reassurance from staff
- Offered continuous support via the Student Services team
- Supported to restore self-esteem and confidence
- Offered support via outside agencies, if appropriate
- Parents will be informed and a support meeting held in school
- Student will meet regularly with their Year Leader to review the situation.

Students who have bullied will be helped to modify their behaviour by:

- Discussing what happened and identifying their behaviour choices and the impact on others
- Discovering why the student became involved
- Establishing the wrong doing and the need to change
- Working with parents to help change the attitude and behaviour of the student
- Offered continuous support via the Student Services team
- Offered support via outside agencies
- Working with outside agencies.

The following disciplinary steps can be taken:

- Official warnings to remind students to make positive choices about behaviour
- Detention after school and during the school day
- Exclusion from certain areas of school premises
- Internal Exclusion

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- Fixed Term Exclusion
- Permanent Exclusion

In all cases schools have a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the student well, asking the Student Services team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

Within the curriculum the school will raise the awareness of the nature of bullying through Learning for Life lessons, form time, Anti-Bullying initiatives, assemblies and through subject areas, as appropriate, in an attempt to eradicate such behaviour. We also work with external agencies to provide whole year group and smaller group interventions on healthy and positive relationships.

Such provision will be regular so that students are reminded of their responsibilities as part of the school community.

9 Parents / Carers

It is the responsibility of parents/carers to:

- Inform the school of any suspected bullying even if it does not concern their child
- Co-operate with the school and work together to prevent any repercussions of this type of behaviour and long term damage to the victim
- Be sympathetic and supportive towards their child
- Work in cooperation with the school and accept the sanctions and support given if their child has been accused of bullying others
- Always check their child's social media use
- Refrain from involving themselves with other parties
- Sign the Anti Bullying Agreement.

10 Signs and Symptoms

Many children and young people do not speak out when being bullied and may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the bus to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- uses excuses to miss school (headache, stomach ache etc)
- begins to suffer academically
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing' or are 'lost'
- asks for money or starts stealing money
- has dinner or other monies continually 'lost'
- has unexplained cuts or bruises or shows signs of being in a fight
- comes home hungry as they have not eaten lunch
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- changes their eating habits (stops eating or over eats)
- goes to bed earlier than usual

- is unable to sleep
- wets the bed
- is frightened to say what's wrong
- gives unlikely excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a text message or email is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated.

The following steps may be taken when dealing with incidents of bullying:

- If bullying is suspected or reported, the incident will be dealt with immediately;
- A clear and precise account of the incident will be recorded on our school's behaviour and safeguarding systems and the relevant member of the Student Services team informed;
- The Year Leader or Head of Student Services will interview all concerned and take detailed statements. We will also take witness statements where appropriate. This process will be conducted sensitively and will ensure the safety of all involved;
- Consequences will be issued as appropriate. The school's Behaviour policy, The Way we do things here, will be followed to ensure the most appropriate consequence is given;
- If necessary and appropriate, the police will be contacted; parents/carers will be involved with this stage wherever appropriate and necessary;
- Parents/carers will be kept informed as appropriate throughout the process.

As part of our school community we rely on staff, parents and students sharing concerns and informing school if there is an issue.

STOP BULLYING NOW – STAND UP, SPEAK OUT!

11 Further sources of information

Other departmental advice and guidance which may be of interest:

DfE Behaviour and Discipline in Schools Guidance

Mental health and behaviour in schools advice for school staff

Counselling in schools a blueprint for the future: advice for school leaders and counsellors

Keeping Children Safe in Education (KCSIE)

Working together to safeguard children

12 Legislative links

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2014

Power to tackle poor behaviour outside school The Equality Act 2010

13 Specialist bullying organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

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The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011. 17

14 Other specialist organisations

14.1 Cyber-bullying and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

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

Internet Matters: provides help to keep children safe in the digital world.

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

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

14.2 LGBT

Barnardo's: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

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

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

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.

14.3 SEND

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.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

14.4 Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

14.5 Race, religion and nationality

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.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

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.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

14.6 Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.