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A full version of this policy is available to staff from their subject team leader and in the staff room. For others, a copy can be obtained by writing to the Headteacher.

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Purpose, Values and Aims of Highfields School

Our Core Purpose

To be an inclusive, happy community that values every individual and inspires them to achieve their full potential.

Our Values

Inclusion, fairness and equality
Respect and tolerance
Celebration of achievement
Personal reflection, honesty and mutual trust
Care for our environment

Aims – to achieve our core purpose and values we aim to:

- Respect all students and staff as individuals
- Celebrate diversity and promote equality
- Provide appropriate levels of challenge
- Develop understanding and enjoyment of learning
- Support and encourage individuals to make a valuable contribution to society
- Be a reflective school seeking continuous improvement
- Play an active part in our community
- Nurture physical and emotional well being
- Promote a happy, safe and stable environment





1. Summary

This policy is based on DfE guidance "Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies", March 2014, the DfE guidance on preventing and tackling bullying: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>, and Keeping Children Safe in Education, September 2016

Objectives of this Policy Highfields School is committed to reducing the number of bullying incidents in school, acting quickly and effectively when bullying does occur and developing the skills and confidence of students so that our young people feel safe and happy. **Bullying will not be tolerated in our school.**

Our anti-bullying policy creates a framework to help us achieve aims for students and the school.

This policy outlines what Highfields School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults and adults, adults and students or students and students will be tolerated.

2. Purpose

To interpret legislation, directives and advice on bullying for Highfields School.

3. Scope

This policy applies to all students at the school. It applies whether they are on the way to or from school, whether they are at school or elsewhere on a school visit or other sanctioned activity. It also applies to students out of school if the bullying originated in school.

4. Implementation & Process

4.1 Statutory duties of schools

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections Bill 2006 the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. Schools also have a duty to 'safeguard and promote the welfare of pupils' (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004). Government guidance advises that the policy should also address the bullying of staff by pupils ('Safe to learn' DCSF 2007).

4.2 Our school community

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.





- Ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints.
- Parents/carers in turn are asked to work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate

4.3 Definition of bullying

Bullying is "behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and involves an imbalance of power" (DfE "Preventing and Tackling Bullying", October 2014).

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online" (Anti-bullying Alliance)

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet. (Keeping Children Safe in Education 2016).

Bullying is not the same as friendship fall outs or one off instances of unkind behaviour such as name calling or a fight. These things are often referred to incorrectly as bullying. They are unkind and action will be taken under the school behaviour policy when they happen. To decide if it's bullying ask

- Is it repetitive?
- Is there an imbalance of power?

4.4 Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic and biphobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology – "cyberbullying"

4.5 Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all. This is the foundation of the school ethos.





- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience. This will be done through embedding the 5R's in lessons, delivery of PSHE and L2L lessons and through whole school Diversity lessons.
- Provide a range of approaches for students, staff and parents/carers to access support and report concerns. There is opportunity for parents to call, visit or email school. Students can speak to any adult in school or to one of the trained anti-bullying ambassadors. They are also able to email staff.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the student parliament.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Explain to students what bystanders are and ensure they know there may be sanctions applied if they are bystanders and don't take any action to get help or to report the bullying
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Encourage students to use social media responsibly

4.6 Involvement of students

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying through the anonymous yearly "My Life My View Survey" and through student voice.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools such as anti-bullying week and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.

4.7 Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.





- Ensure that all parents/carers know who to contact if they are worried about bullying.
- 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.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents/carers work with the school to role model positive behaviour for students, both on and offline.

4.8 Dealing with incidents of bullying

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- All reports of bullying will be taken seriously.
- If witnessed, the member of staff will always be clear that the behaviour is unacceptable and ensure the incident is followed up.
- For low level events, the event and the action taken will be recorded and sent by email (from Sept 18 on My Concern) to the head of year
- For more serious incidents, a clear and precise account of the incident will be recorded and given to the pastoral leader and/or designated lead
- The pastoral leader/ designated lead will interview all concerned and will record the incident on My Concern
- Teachers/Form Tutors will be kept informed
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour and discipline policy.
- Parents/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted

Supporting Students

Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their pastoral leader or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the student and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Students who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child





- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges, seclusions, fixed-term and permanent exclusions. In serious cases this could lead to a referral to the police.
- Speaking with police or local services

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/Headteacher
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents/carers) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the school's official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

4.9 Advice for students being bullied

What should I do if I am being bullied?

Respect yourself and do not tolerate it when someone is making you feel unhappy by what they are doing.

- Tell them to stop – be assertive, but not aggressive.
- Do not retaliate (fight back or do the same as them), this will make your behaviour no better than theirs. You may be excluded if you hit someone even though they are bullying you. **We do not resolve conflicts in our school with violence.**
- Tell a friend or your parent/carer.
- Tell an Anti-Bullying Ambassador
- Tell your form mentor or another member of staff you trust.
- E-mail the school on **info@highfields.derbyshire.sch.uk**

What happens if you report bullying?

Our anti-bullying policy is clear. Staff will always listen to a student if they want to tell them about bullying. A student can ask for advice but no action yet.

If a student wants action taken, then:

- The incident is investigated and recorded
- The student who is the bully is issued a formal verbal warning.
- Bullying persists; report it again.





- The bullying student will receive a detention.
- Bullying persists further; bully's parents will be invited in, and the student may be secluded or excluded.
- If the bullying is physical we will give your parents the choice to involve the police
- Records of the bullying incident account will remain in the school's anti-bullying log until you leave school.

What if reporting bullying makes things worse?

Evidence suggests that 9 times out of 10, a formal verbal warning will end the bullying behaviour. In some cases, the bullying may continue or get worse. Students should continue to tell staff about bullying incidents so that more serious action can be taken. If the bullying student repeatedly ignores warnings given to them, the Headteacher may permanently exclude a student.

Bystanders are people who are aware of bullying but do nothing about it. Bystanders to bullying may also face a sanction for failing to comply with the school's code of conduct.

Bullying is not acceptable. Don't be a bystander to bullying

Highfields School's message about Bullying

Bullying is deliberately and continuously trying to make another person feel unhappy by what you are doing. It leads to an imbalance power.

If you think you are being bullied or know someone who is being bullied, you will need to tell one of the following people:

- Your form tutor
- Any other trusted member of staff
- Anti-bullying Ambassador
- Your parents/carers

We will always ask you what you want us to do. You can always ask for advice, but no action yet.

4.10 Advice for parents and carers

What if you suspect your child is being bullied?

Often, children, especially teenagers are reluctant to talk about school and certain aspects of their private life that they feel embarrassed by.

Here is some guidance on how to communicate with a teenage child:

- Don't fire questions at your child as soon as you see them, try an open question like "is there anything you want to tell me about your day?" This shows that you are interested
- Respect your child's privacy. If you give them time and space and respect their privacy they are more likely to confide in you
- Find the best listening time for both you and your child. Often it is just before they go to bed





- Let your child know that you understand how they feel, don't immediately try to solve all their problems
- Don't be too critical or brush their problems aside. What might appear small to you may feel very significant to them.

What if your child is being bullied?

As a parent you may feel angry or upset if you discover that your child is being bullied. Here are some guidelines that might help you deal with the situation:

- The first and most important step is to listen to your child
- Don't dismiss their experience as part of growing up. It is a good idea to suggest to your child that they keep a diary of bullying incidents so that they have concrete facts and frequency to present to staff at school if necessary
- Talk to your child about what they want to happen next. They might simply want your advice, or they might want you to help them tell staff at school
- Do not encourage them to fight back. Retaliation makes your child's behaviour the same as the bully's and will not be tolerated by school. **We do not resolve conflicts in our school with violence**
- Tell a member of staff your child trusts
- Speak to a student Anti-bullying Ambassador
Call the school
- E-mail the school on info@highfields.derbyshire.sch.uk
- Make a note of what action school staff intends to take and keep in touch with the school. Let staff know if things improve, continue the same or get worse
- Be realistic about your expectations from school. It may take time to resolve problems.
- If you are not happy with the response from staff, do not give up. If necessary, speak to a senior member of staff or the Headteacher
- If your child is too scared to tell anyone at school for fear of reprisals, you could speak to one of their friends or suggest your child ring CHILDLINE. This free 24 hour helpline offers counselling for children. www.childline.org.uk

What if my child is a bully?

It can be very upsetting to be told that your child is bullying other young people. However, it is important to talk to your child to help them modify their behaviours as well as to reassure your child that you still love and support them.

It could be that there is a reason your child is behaving in this way. For example, has there been a recent disruption or change in your child's life? Is life at home difficult? Do they feel they are failing in school? Is your child being bullied as well? The bullied and the bullies are not often two distinct groups.

If your child has been bullying others obviously that behaviour has to stop. Try talking to your child. Advise your child to seek help and support from school to change their behaviour.

Contact ParentlinePlus on 0808 8002222 www.parentlineplus.org.uk for advice on how to support your child if they are bullying others.





Forms of bullying that can occur

Prejudice-based bullying

Prejudice-related bullying refers to any form of bullying related to the characteristics considered unique to a child's identity, such as their race, religion, sexual orientation, gender reassignment or physical appearance. These forms of bullying are not only targeted at an individual, but reflect negative attitudes towards a wider sub-community or group to whom that individual identifies with (or is believed to identify with).

Prejudice-related bullying can be separated into 9 characteristics unique to a child's identity, these are:

- Race or ethnicity
- Gypsy, Roma and Traveller
- Asylum seekers and refugees
- Religion or belief
- Learning disability/difficulty
- Disability
- Sexual orientation. Also referred to as homophobic bullying.
- Gender
- Gender identity. Also referred to as transphobic bullying.

E-Safety and Cyber-bullying

Technology offers unimaginable opportunities and is constantly evolving. Access is universal and increasingly more mobile. New technology brings new opportunities and risks, and students need to make informed decisions about online activities and use.

Cyber-bullying is when someone is threatened, ridiculed or embarrassed by someone using the internet, mobile phone or other technologies.

Mobile phone abuse

- Do not reply to abusive texts, e-mails or chat
- Contact your mobile phone service provider to report abuse
- Do not erase abusive texts/images. Save these as evidence for school or police
- Contact the police if the bullying involves acts such as threats of violence, sexual harassment, exploitation or child pornography Social networking abuse
- Beware of children having laptops in their bedrooms especially with built in web cams
- Check your child's privacy settings on Facebook; restrict access to "friends only"
- Become one of their "friends" so that you can supervise their "posts"
- Make sure that your child personally knows all of their "friends"
- Make sure your child knows how to block people and how to report abusive or offensive material
- Download the CEOP "report abuse" button onto your Facebook page (there is a link to this on the school website)
- Do not share personal details online
- Go to **www.saferinternet.org.uk**
- Go to **www.thinkuknow.co.uk**

Sexual bullying

Why is addressing sexual bullying important?





Schools across the UK are experiencing a rise in sexual bullying both in and outside of school. Some experts claim it is as a result of the increased sexualisation of children.

Sexual bullying is a type of bullying and harassment that occurs in connection with sex; it can be physical, verbal or emotional. The NSPCC has defined sexual bullying as "any bullying behaviour, whether physical or non-physical, that is based on a person's sexuality or gender. It is when sexuality or gender is used as a weapon by boys or girls towards other boys or girls.

If sexual bullying behaviour amongst young people is not addressed, then it could lead to abusive relationships as an adult.

Sexual bullying must be addressed and be reported to a trusted adult.

Consent is when you willingly agree to a sexual act (from kissing, touching to sexual intercourse) with another person.

To force someone into a sexual act without their consent is against the law; it is a sexual assault or rape.

If someone forces you into a sexual act against your consent you must tell an adult you trust immediately.

5. Consultation Process

Each policy is reviewed by the lead person, Senior Leadership Group and the relevant Governors' Sub-Committee for approval before being presented to Full Governors for ratification.

6. Roles and Responsibilities

6.1 The Governors are responsible for

- Ensuring that this policy is in place, is continually monitored and reviewed periodically by the Governors student and community group.
- Encouraging, supporting and acclaiming good practice.
- Ensuring that any complaints arising from this policy are dealt with in accordance with the School's Complaints Policy.

**The named Governor with lead responsibility for this policy is:
Ranald Macdonald**

6.2 The Headteacher is responsible for

- Implementing this policy.
- Ensuring staff, students and parents/carers are aware of their responsibilities within this policy, eliciting their support for it and allowing them an opportunity to comment on its effectiveness.
- Providing training for anyone with responsibilities in this policy.
- Monitoring the implementation of the policy and reporting to governors, periodically, on these matters.
- Encouraging, supporting and acclaiming good practice.
- Ensuring that disciplinary measures are applied fairly, consistently and reasonably.





6.3 All Staff are responsible for

- Implementing the Anti-Bullying Policy
- Supporting and upholding the policy

**The named member of staff with lead responsibility for this policy is:
Claire Rifkin**

6.4 Parents/carers are responsible for

Supporting their child(ren) and working in partnership with the school

6.5 Students are responsible for

Abiding by the Anti-Bullying Policy

7 Monitoring, evaluation and Policy review

We will collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. The policy will be reviewed at least every three years by the Governors' Student & Community Links sub-committee.

The named Governor for bullying will report on a regular basis to the Governing Body on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

8 Associated Documents

8.1 Associated Policies

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints Policy
- Safeguarding Policy
- E-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- PSHE and citizenship
- Mobile phone and social media policies

8.2 Associated Legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- Keeping Children Safe in Education 2016
- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

8.3 Appendices

Appendix 1 - Supporting Organisations and Guidance





Supporting Organisations and Guidance

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

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" October 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
- Stonewall: www.stonewall.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.srtrc.org/educational

