Hungerhill School: Anti-Bullying Safe to Learn Policy

Responsible Committee/Individual	Headteacher
Author	Assistant Head Teacher
Target Audience	All Stakeholders
Date Policy Agreed	Summer 2023
Review Date	Summer 2024

HUNGERHILL SCHOOL
SAFE TO LEARN ANTI BULLYING POLICY

Section A: Rationale

"Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community."
(DfE, 2007).

Hungerhill School has been recognised by Doncaster Council as an Anti-Bullying School, with the awarding of the 'Anti-Bullying Charter Mark – Silver Award' in December 2021 and the Diana Award in November 2022. We are committed to being proactive in challenging bullying and achieving the Gold Award in due time. Our Student Leaders played an active role in applying for and achieving this award.

As a school community we all have a duty to promote the well-being of all students with a view to safeguarding and promoting their welfare. It is also the right of all children to receive their education in a positive working environment. We recognise the negative impact bullying behaviour has on the achievement, educational experiences and wider development of young people. As is stated in our Visions and Aims, we at Hungerhill have a responsibility to create and maintain a secure and safe environment for our students.

Hungerhill School will therefore not tolerate any form of bullying behaviour towards students. It is important therefore that all parties; teachers, parents/carers, students, external agencies work together and share information for the benefit of the child. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at school.

Section B: Aims

To promote a pro-active approach to the identification and prevention of bullying within Hungerhill School

To develop procedures that provide clear guidelines for all when investigating, recording and sanctioning incidents of bullying

To establish a framework of support for the victim and perpetrator

Section C: Definition

Bullying is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated, usually unprovoked and can continue for a

prolonged period of time. It always reflects an imbalance and abuse of power. It is important that it must not be confused with the usual childhood/teenage squabbles and arguments where individuals "fall out" with one another.

Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

For students, the definition will be phrased as 'STOP' – Several Times On Purpose.

Bullying may occur to anyone and this policy is inclusive of the bullying of school staff, whether by students, parents or other staff. (Members of the school workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice).

SECTION D: Safe to Learn Anti-Bullying Policy

What are the potential effects of bullying

a)   Victims

Bullying behaviour can be humiliating, frightening and intimidating. Students who are being bullied may be unable to learn and work effectively. Being bullied can result in fear, depression and feelings of worthlessness, despair and anger. It may also cause confusion leading to self-blame and guilt. These may manifest themselves for example, in poor concentration (and declining academic performance) worsening behaviour, worsening attendance, withdrawal, isolation, truancy and even in physical illness.

The impact on those who witness the bullying can also lead to emotional harm, and the impact on parents/carers, friends and family can be significant.

b)   Perpetrators

Hungerhill School does not tolerate bullying but we do recognise that bullies can also suffer in the long term. Tackling bullies simply with punitive measures may reinforce their attitudes. If they are not helped they may persist with bullying into their adulthood. The perpetrator can also experience emotional harm.

When and how does bullying happen?

Bullying can happen anywhere and in a variety of ways. It can happen in school, outside of school, in lessons and at social times (break and lunchtime).

Bullying can take the form of:

- name-calling;
- making fun of others in a nasty way;
- gossiping;
- spreading hurtful and untruthful rumours;
- making offensive comments, including graffiti;
- inappropriate text messaging or e-mailing (cyberbullying);
- sending degrading images by phone or via the internet, including sexting/youth produced imagery;
- stealing or damaging others' belongings;
- frightening or forcing others into doing things they don't want to do;
- hitting, punching etc. or threatening to do so;
- ostracizing (deliberately excluding people)
- Peer on peer abuse (as outlined in KCSIE 2020 Section 29 - see appendix 3)

Students can be bullied for a variety of reasons. These can include bullying related to the Protected Characteristics, Equality Act 2010 (see Equality and Diversity policy):

- Religion/belief
- Race
- Age
- Disability
- Sex
- Sexual orientation (including LGBTQ+)
- Gender reassignment

Other reasons for bullying may include:

- Special educational needs (see SEND policy)
- Academic progress at school
- Appearance
- Health
- Home circumstances
- Sexual issues

Some bullying may link to child protection (see **Safeguarding/Child Protection Policy**)

Bullying cannot be the sole responsibility of the school and parents/carers have a role to play in ensuring their child is not using social media and ICT inappropriately and/or in a way that will cause another person distress or embarrassment (see e-safety policy). Parents/carers should play an active role in ensuring that their child is not participating in bullying and/or condoning bullying by not reporting it.

Constant vigilance and clear communication by **all** is essential to combating bullying.
Please refer to appendix 3 for the different categories of bullying and the school response to such actions.

What is HBT bullying?
Homophobic, biphobic and transphobic (HBT) bullying is bullying directed at someone who is or is perceived to be lesbian, gay, bisexual or trans (LGBT). All forms of bullying are taken extremely seriously at Hungerhill, including HBT bullying.

At Hungerhill, we cherish diversity in our students and make it absolutely possible for any student – regardless of their sex, sexual orientation, gender identity, race, religion, faith, disability or special educational need – to thrive in our school environment.

We are alert to behaviour and attitudes surrounding LGBT in our school community and we want anyone to speak out and feel supported if they face prejudice, discrimination or bullying related to HBT as this simply isn't acceptable.

What are the signs of bullying?
Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

What can we do to tackle bullying?

As a school we need to create a positive climate for reporting incidents. This is essential as some students may be reluctant to report bullying for fear of repeat harm and because they are concerned that "nothing will be done." It is essential that students know that if they report an incident the school will work as hard as it can to make the bullying stop.

Victims and witnesses of bullying should be encouraged to report it to a member of staff or use any other systems the school develops to report bullying. They can do this in the certain knowledge that their concerns will be dealt with sympathetically, sensitively, consistently and confidentially according to the school's policy.

The evidence would suggest that adult intervention has been proven to reduce or even eliminate bullying.

Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the bullied student according to the particular incident/s.

What we must remember is that "nobody is born a bully". Bullying is a learned behaviour and so may be unlearned. However, all members of a society can be bullies, including adults.

In becoming an anti-bullying school, we will eliminate bullying by ensuring that the perpetrator receives a balance of education, raising awareness and consequences for his or her

behaviour.

Bullying is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated, usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power.

Hungerhill School is committed to being an anti-bullying school and will:

- work towards creating and maintaining a secure and safe environment for our students
- act upon, report and record all cases of bullying, investigating each one fairly and effectively, and endeavour to provide safeguarding for the recipient and sanctions and support for the bully
- approach the issue collectively - it is everyone's responsibility to tackle bullying whether they be teachers, associate staff or students. To support this, members of staff will have access to appropriate advice. Training and development opportunities will be made available where appropriate.
- carefully monitor all aspects of bullying and keep records of incidents on the bullying database, analysing these for patterns e.g. people, groups, places, triggers
- monitor deteriorating attendance, poor punctuality, lack of progress and diminishing achievement as possible indicators of bullying (see Attendance and Punctuality Policy)
- address the issue up front and raise young people's awareness, for example:

    - PSHE lessons

    - anti-bullying campaigns

    - assemblies (to align with anti-bullying week, where possible)

    - peer support

    - teaching about online safety

    - posters/visual stimuli

    - through the wider curriculum

    - through the school website

    This will provide opportunities for students to develop their social and emotional skills (such as empathy and the management of feelings) to reduce bullying, develop an ethos that supports community cohesion and helps students recognize that diversity is a good thing.

- actively foster a comfortable environment in which students feel at ease communicating and talking about their problems and anxieties. This will enable staff to help by counselling, bolstering, reassuring and making referrals to outside agencies when necessary. This will be supported by a range of tactics to encourage reporting of incidents e.g verbal, written
- gather information and data related to bullying in school to enable the school to monitor and

evaluate its anti-bullying work

- work with parents, partners and the local community to address issues beyond the school gates (if appropriate) that give rise to bullying, thereby developing community cohesion
- discuss and plan strategies to tackle bullying in the school through Student Support Meetings
- utilise student voice to inform decision making about anti-bullying
- display posters around the school site to highlight who to report bullying to and provide signposting for outside agencies students can use
- provide increased supervision in potential problem areas
- refer to the schools named Safeguarding Officer if the incident is considered as putting the student at risk

Anti-bullying Student Leaders and Ambassadors

- We have anti-bullying ambassadors comprising of students in Year 7 to 9 who work alongside our Year 11 Student Leader sub-group with responsibility for promoting anti-bullying across the school.
- The groups have worked on a number of initiatives, the main one being working towards the LA Gold Anti-Bullying Award.
- The group have also led on other anti-bullying initiatives such as;
    - safe space for students at lunchtime
    - designed and developed a worry box to provide another outlet for students to report any concerns
    - lead on an anti-bullying pledge campaign competition- created by the students for the students
    - created an anti-bullying display in the main hall
    - supported with Year 6 transition
    - designated Transition Buddies

Dealing with incidents involving students

- everyone has a role to play
- the victim must tell someone if they feel they are being bullied
- the school provides the opportunity for students to report bullying incidents through the 'Student safeguarding and wellbeing' page on the school website, by completing the 'safeguarding contact form'
- **people who witness bullying or become aware of it, must also pass on information**
- putting up with bullying or laughing at incidents of bullying is condoning and supporting the bully
- parents/carers must report incidents of bullying to the school and work with the school to find solutions

Who can be approached by victims and witnesses?

Hungerhill School encourages victims and witnesses of bullying to report it without delay. This could be to the nearest teacher, lunchtime supervisor, Form Tutor, Head of Year or a member of the Senior Leadership Team. It could also be to another student who should inform an adult. Parents/carers must report concerns via e-mail and/or by contacting the Student Support Team and provide evidence, if possible. Student Leaders, wearing blue ties, are available for all students to speak to, they are trained to listen and report issues to staff. Students are also encouraged to use the 'Safeguarding contact form' on the 'Student safeguarding and wellbeing' page of the school website (see Appendix 1)

Once an incident has been referred, the member of staff must make sure that urgent action is taken either by dealing with it personally, or by using the school's referral procedures, and the aim should be to deal with the incident on the same day if at all possible.

The person dealing with the incident should inform the victim's and perpetrator's Form Tutor, as well as other appropriate staff.

All incidents of bullying are logged centrally on the bullying database and monitored by the Student Support Team.

The member of staff who deals with the incident should follow the procedures outlined below, under Helping Victims of Bullying and Helping the Perpetrator.

The school will work in partnership with parents/carers of both recipient and perpetrator throughout, ensuring no ambiguity in messages relayed home and keeping them fully informed at all times.

Helping victims of bullying

The person to whom the disclosure is made should:

- take what they say seriously
- listen actively
- ask what happened in a positive way. Avoid making the recipient feel guilty about being bullied and needing help
- not put the blame back on the recipient
- report it to the appropriate member of staff

Other strategies could include:

- counselling for the victim if considered appropriate. This can be organised through the Student Support Team.
- working with parents/carers and keeping them fully informed.
- following up and monitoring to ensure the bullying has ended. This will usually be done by the Form Tutor on a daily, rather than weekly basis, until all parties are happy the problem has been resolved. In some cases, a 'diary' might be a useful aid initially.
- providing peer mentoring support

Sometimes investigation may reveal that the recipient may be contributing to the situation by being over-sensitive to everyday interactions with others and may need help with coping. In these circumstances the school will liaise with home and ensure appropriate support is put in place.

Dealing with the perpetrator

Bullying is a learned behaviour and can be unlearned. Therefore:

- a clear warning will be given, and parents/carers will be informed, clearly outlining that what he/she has done will not be tolerated at our school
- talk incidents through calmly and reasonably. Can the perpetrator be persuaded to feel

concern for the recipient and voice that concern?
- move on from there in a positive way e.g. "what can be done to help the victim?"
- set the perpetrator on a positive course of action and make sure it happens
- consider restorative justice approaches for which the perpetrator takes account of their behaviour and agrees actions to repair the harm caused
- if all goes well, bring the perpetrator and bully together for a constructive talk
- appropriate referrals should be made through the Student Support Team

In the longer term the school will work with the perpetrator to:

- get them to recognise that they have a problem
- clarify the type of bullying behaviour
- provide counselling if considered necessary
- get them to empathise with the victim(s)
- monitor and record any further incidents
- fully involve parents/carers in the programme of re-education

There are a range of strategies available including counselling and imposing the school's sanctions. Any sanctions must be applied fairly, proportionately, consistently and reasonably, taking into account any special educational needs or disabilities and taking into consideration the needs of vulnerable children. The purpose of any sanction should be to:

- impress on the perpetrator that what he/she has done is unacceptable
- deter him/her from repeating that behaviour; and
- signal to other students that the behaviour is unacceptable and deter them from doing it

Sanctions which could be employed include:

- detentions
- isolation, including loss of social time
- taking the perpetrator away from the situation where the bullying is occurring; this may include the removal from specific lessons and/or activities
- other sanctions agreed with parents/carers
- exclusion from school

Concerns regarding the effectiveness of the policy

If students or parents/carers feel that bullying concerns continue to persist and have not been addressed, they should escalate their concern to the Deputy Headteacher for Behaviour and Outcomes who oversees the year group.

Monitoring and Reviewing

The impact of this policy will be reviewed by:

a) Clear and consistent records of any cases of bullying including action taken and

subsequent monitoring (**see** bullying database)

b) Consulting with students

c) Consulting with staff

d) Consulting with parents/carers

e) Keeping governors informed through the Headteacher's termly report

Appendix 1 Safeguarding Contact Form

https://www.hungerhillschool.com/page/?title=Safeguarding+Information&pid=117

SAFEGUARDING CONTACT FORM

Please sign in with your Hungerhill School email address and password to use this contact form.

Safeguarding Contact Form

Year Group	Year 7 ⌄
Student Name	D. Peters
Details	Format ⌄	**B**	*I*	U	🔗 🔗	⅍	☰ ☷	⋯

Contact Details	

Send

SECTION E: Appendix 2

What should parents/carers do if they believe their child is being bullied?

- Listen to, believe and support their children
- Encourage the child to tell a member of staff; if this does not happen inform the school (Form Tutor or Head of Year). This can be done with a phone call or e-mail. Parents/carers should be assured that staff will act sensitively and promptly, take the concern seriously and will not take action which makes the situation worse for their child
- Support the school in gathering evidence of any bullying e.g. texts, posts on social media
- Protect their child by, if necessary, removing them from and/or closely monitoring social media
- Advise the child against fighting back, warning them that doing so can lead to sanctions being imposed on them
- Monitor and keep the school updated on any further developments
- If the bullying persists despite intervention from key staff, parents/carers should put their concerns in writing for the attention of the Headteacher who in turn may ask a member of the SLT to investigate. A meeting will be offered to parents/carers to discuss the findings of the investigation

Appendix 3
Peer on peer abuse (Section 32-35 KCSIE 2023).
All staff should be aware that children can abuse other children (often referred to as child-on-child abuse).
This is most likely to include, but may not be limited to:
Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Appendix 3: Categories of Bullying

Types of Bullying	Examples	Actions
Physical Bullying	Hitting / Kicking	**Stage 1** Report on SIMS / Inform both sets of parents **Stage 2** HoY Restorative practise to avoid escalation / Parent Meeting / potential isolation **Stage 3** Internal / External Exclusion Repeated offender may require a referral for additional support by external agencies e.g., BOSS **Stage 4** Police Intervention (Headteacher)
	Pinching	**Stage 1** Report on SIMS / Inform both sets of parents **Stage 2** HoY Restorative practise to avoid escalation / Parent Meeting / potential isolation **Stage 3** Re -offending internal / external exclusion depending on severity. Look for persistent bullying.
	Tripping / Pushing	**Stage 1** Report on SIMS / Inform both sets of parents **Stage 2** HoY Restorative practise to avoid escalation / Parent Meeting / potential isolation **Stage 3** Look for patterns if persistent Internal / External exclusion for bullying. **Stage 4** Police / external agency intervention
	Taking or breaking others property	Stage 1 Report on SIMS / Inform Parents **Stage 2** Replace equipment as the cost of the perpetrator / HoY restorative intervention / potential isolation **Stage 3** Extensive damage to schools' property Internal / External exclusion.
	Inappropriate hand gestures / facial expression	**Stage 1** Report on SIMS / Inform Parents **Stage 2** Depending on context Isolation / Restorative practise **Stage 3** Look for patterns of bullying; Internal / External Exclusion
Verbal Bullying	Name Calling	**Stage 1** Report on SIMS / Talk and listen to students and reinforce expectations/ inform parents

		Stage 2 If persistent initiative bullying sanction; Isolation and Restorative Practise **Stage 3** Internal / External exclusion for persistent bullying
	Insults	**Stage 1** Report on SIMS / Talk and listen to students and reinforce expectations/ inform parents **Stage 2** If persistent initiative bullying sanction; Isolation and restorative practise **Stage 3** Internal / External exclusion for persistent bullying
	Intimidation	**Stage 1** Report on SIMS / Inform Parents **Stage 2** Review incident to check if it is a one off / remind student of serious nature / Restorative justice / potential isolation **Stage 3** Internal / External Exclusion **Stage 4** Police and External agencies
	Homophobic or racists Remarks	**Stage 1** Report on SIMs and CPOMS / HoY to contact parents **Stage 2** Internal / External Exclusion (reasonable adjustment for SEN). Report to LGB / Trust KPI / Restorative practise. **Stage 3** Police / External agency support
	Inappropriate sexual comments	**Stage 1** Report on SIMS and CPOMS / DSL/DDSL /HoY to Inform parents **Stage 2** Look at patterns and if not a one-off incident Focus Room. 1-2-1 Support to re-educate student. **Stage 3** External agency support
	Taunting	**Stage 1** Report on SIMS / Inform Parents **Stage 2** Review incident to check if it is a one off / remind student of serious nature / Restorative justice / potential isolation **Stage 3** Internal / External Exclusion
	Threatening to cause harm	**Stage 1** Report on SIMS / Inform Parents **Stage 2** Review incident to check if it is a one off / remind student of serious nature / Restorative justice / potential isolation **Stage 3** Internal / External Exclusion
Social/Relational Bullying	Lying and rumour spreading	**Stage 1** Report on SIMS / Talk and listen to students and reinforce expectations/ inform parents.

			Stage 2 If persistent initiative bullying sanction; Isolation and restorative practise **Stage 3** Internal / External Exclusion for persistent bullying
		Leaving someone out	**Stage 1** Report on SIMS / Inform Parents **Stage 2** Restorative practise **Stage 3** Escalate if this is a repeated offense or forms concerns related to bullying
		Excluding from friendship groups	**Stage 1** Report on SIMS / Inform Parents **Stage 2** Restorative practise **Stage 3** Escalate if this is a repeated offense or forms concerns related to bullying
		Embarrassing someone in public	**Stage 1** Report on SIMS / Inform Parents **Stage 2** Restorative practise (needs contextualising) **Stage 3** Escalate if this is a repeated offense or forms concerns related to bullying
		Damaging social reputation or relationship	**Stage 1** Report on SIMS / Inform Parents **Stage 2** Restorative practise (needs contextualising) **Stage 3** Escalate if this is a repeated offense or forms concerns related to bullying.
		Covert Bullying – making faces in lessons, 'eye-balling', writing 'secret notes', any threatening gesture which would intimidate	**This bullying is difficult to detect, and all schools should ensure this is picked up through regular pupil/student voice. It should be part of informal discussion through assemblies, tutor time.** **Stage 1** Report on SIMS / Inform Parents **Stage 2** Review incident to check if it is a one off / remind student of serious nature / Restorative justice / potential isolation **Stage 3** Internal / External Exclusion
Cyber Bullying		Posting /sending nudes / images / photos	**Stage 1** Report on SIMS and CPOMS / DSL or DDSL to contact home **Stage 2** Liaise with Police / External agencies

	Making online threats	**Stage 1** Report on SIMS / Inform Parents **Stage 2** Review incident to check if it is a one off / remind student of serious nature / Restorative justice / potential isolation **Stage 3** Internal / External Exclusion
	Imitating others or using their log ins	**Stage 1** Report on SIMS / Inform Parents **Stage 2** Review incident to check if it is a one off / remind student of serious nature **Stage 3** Look at the seriousness i.e., if staff logins have been used / Internal isolation. Possible fixed term for cyberbreach involving GDPR concerns.
	Deliberately excluding others online	**Stage 1** Report on SIMS / Inform Parents **Stage 2** Restorative practise **Stage 3** Escalate if this is a repeated offense or forms concerns related to bullying
	Spreading hurting gossip or rumours.	**Stage 1** Report on SIMS / Talk and listen to students and reinforce expectations/ inform parents **Stage 2** If persistent initiative bullying sanction; Focus Room and Restorative Practise. **Stage 3** Internal / External Exclusion for persistent bullying