

ST CLEMENT'S HIGH SCHOOL

ANTI-BULLYING POLICY

Approved by: Governing Body

Date reviewed: November 2017

Bullying and Harassment

It is the school's view that bullying of any kind is unacceptable. We have a duty to protect ourselves and others from deliberate unkindness, intimidation or aggression in any form. We expect high standards of behaviour and consideration of each other.

DCSF definition of bullying

Bullying is defined by the Department for Children, Schools and Families as follows:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

What bullying might look like

Bullying can take many forms and might include:

- Abuse of personal property intended to cause distress.
- Insults directed at a person or family on the grounds of race, religion, denomination, faith or lack of it, culture, Special Educational Needs, disabilities, health conditions, gender, sexual orientation or perceived sexuality, home circumstance, dress or appearance.
- Intentional exclusion or isolation of an individual – silent treatment.
- Physical assault intended to hurt and/or frighten.
- Physical threats and verbal intimidation.
- Pushing, tripping, spitting at an individual or group of people.
- Repeated and deliberate teasing, name calling, or mocking by an individual or group.
- Writing, whispering and spreading rumours about a person to cause hurt.
- Use of electronic means or the internet to harass or hurt others, for example by e-mail, website, social networks, etc., comes within the remit of this policy and students should expect this to lead to punishment as set out in the 8th point in the flow chart and corresponding explanations.

Under the Malicious Communications Act 1988, it is an offence for a person to send – (a) a letter or other article which conveys – (i) a message which is indecent or grossly offensive; (ii) a threat; or (iii) information which is false and known or believed to be false by the sender; or (b) any other article which is, in whole or part, of an indecent or grossly offensive nature, is guilty of an offence if his/her purpose, or one of his/her purposes, in sending it is that it should, so far as falling within paragraph (a) or (b) above, cause distress or anxiety to the recipient or to any other person to whom he/she intends that it or its contents or nature should be communicated.

How bullying will be tackled by the school

Bullying and harassment must always be reported, investigated and monitored to ensure that everyone feels safe, students are able to learn successfully and staff are able to perform their duties effectively.

Clear intent to cause hurt is very serious. *However, students must also recognise that, even when they have simply been **reckless** about the feelings or welfare of others, they can still be seen as falling below the school's minimum expectations of its students, and treated accordingly.*

Prevention and identification of bullying

The school will use a variety of mechanisms to prevent bullying. These include delivery of appropriate messages through the curriculum (largely in tutor time, Super Learning Days and RE) and also through Year Assemblies and presentations from external sources such as the Police. Form tutors, the pastoral team and the Key Stage Achievement Coordinators will guide students towards appropriate behaviour.

Any student who feels unable to report a concern directly to a member of staff may do so by posting a message in the blue boxes outside the Key Stage offices. These have clear panels so all staff and students can share the responsibility of checking the messages have been picked up. The boxes are secure and messages can be folded to ensure the contents are confidential.

All secondary schools face a particular challenge in responding to homophobic language, which can be used casually and without thought for the hurt which it may cause. Staff will work to make sure students understand that such language is offensive and will not be tolerated; and will challenge any student who fails to take heed of such direction.

The school reserves the right to take reasonable disciplinary action against students should bullying take place beyond the confines of the school day and the school premises. This may be particularly necessary where "cyber-bullying" is taking place. Any such misconduct is by definition likely to be harmful to the welfare of the students of St Clement's High School and/or the good name of the school, and thus a matter of interest to the school.

Management of Incidents – see flow chart and corresponding explanations.

The Headteacher or a member of the Senior Leadership Team must be informed in cases of serious violence or injury.

Confiscation or seizure of the technology misused by the offender may be one consequence if that misuse was on the school site / in school hours.

Sanctions may apply not just to the person who takes the lead in any incident but also those who support and encourage. Students must be aware that giving positive feedback to the bully, such as by smiling or laughing, reinforces the problem. Students who stay silent when bullying is taking place in front of them must be aware that this adds to the isolation of the victim and will encourage the misconduct.

In some circumstances, such as where a student has been left feeling hurt by actions which seemed genuinely innocent to those who caused the hurt, it may be appropriate for a sanction to be

suspended, and only implemented if there is the slightest suggestion that they have failed to amend their conduct. Any staff involved will undertake to monitor the situation, and check that there is no further antagonism or bad feeling, once an incident has been dealt with.

ALL PUPILS should know that they must report any incident, anxiety about someone or concern to a member of staff they trust. Staff must take appropriate action, and be seen to have done so, as this is part of our duty to our students, their parents, and each other. Students and parents have a responsibility to help by keeping the school fully informed as to how the situation is developing. Without such help, school action cannot be effective. Moreover, parents are advised that parent to parent action, rather than through the mediation of the school, can make the situation far worse.

It is not for any student to feel they must change who they are in order to be safe from hurt and unpleasantness from others. Nevertheless, many bullying situations are complex; and staff are tasked to flag to students and parents any common sense steps they can take to help themselves and help school staff to sort the problem.

All incidents of bullying related to racism, radicalism, homophobia or other prejudice are logged in a separate *Prejudiced Incidents* folder in each house office and copies held in a central file in the Headteacher's office.

Support for families from external agencies

Parents who have children experiencing bullying problems can get support and advice from;

Parentline Plus 0808 800 2222 or www.parentlineplus.org.uk

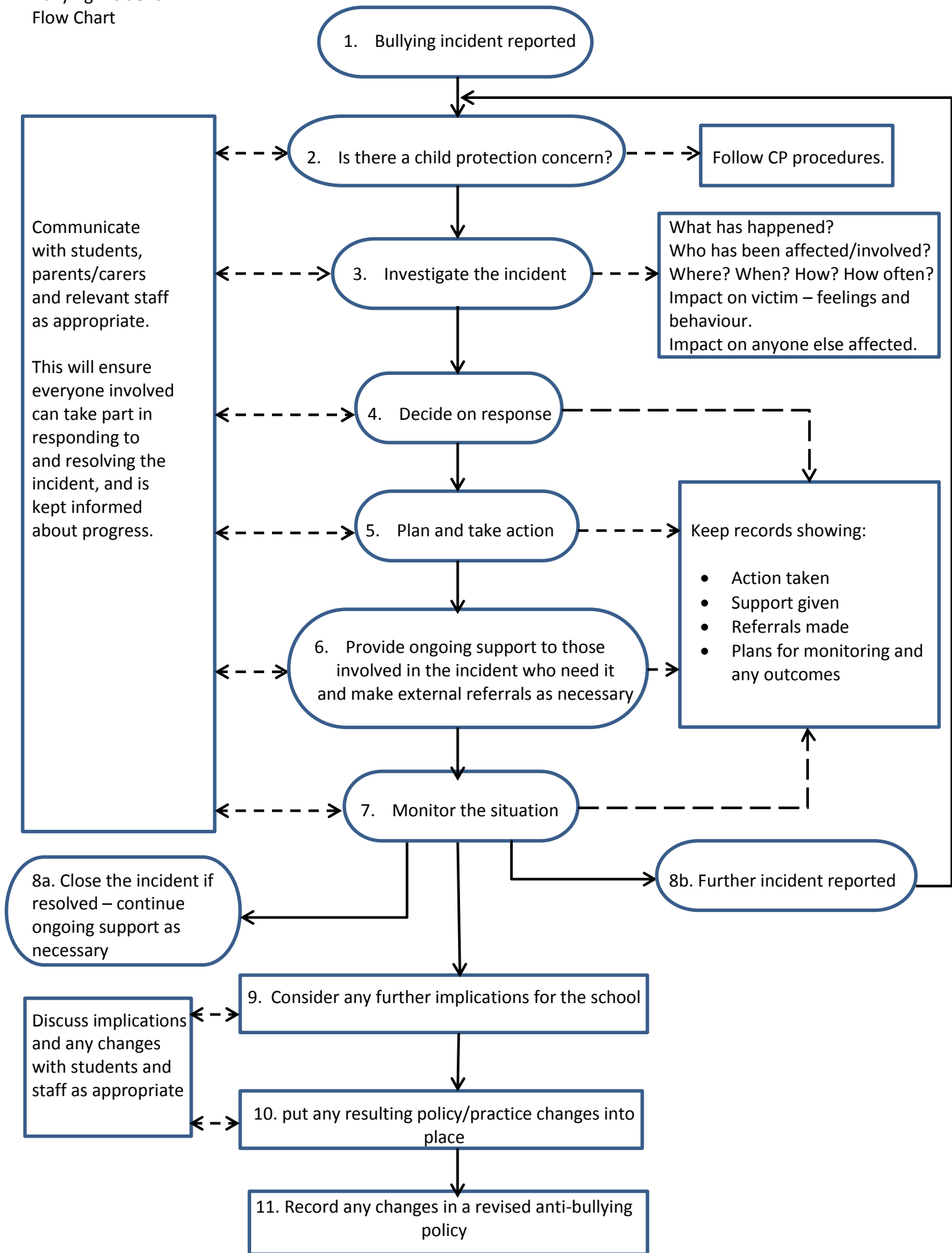
Students looking for additional support from outside school might contact;

Childline on freephone 0800 1111

Beat bullying on 0845 338 5060 or www.beatbullying.org

Bullying online at www.bullying.co.uk

Bullying Incident Flow Chart



1. Bullying incident reported

It can take courage for a young person to report a bullying incident, whether they are a victim, bystander or have used bullying behaviour. Staff receiving the information should show that they are listening; the young person/people reporting the incident should feel that they have been listened to carefully and that they are being taken seriously. Finding a quiet place to talk where the conversation will not be disturbed is good practice. At this stage it should be clearly established, using the school's definition of bullying, that the incident is one of bullying.

2. Is there a child protection concern?

Staff must be alert to whether there may be a child protection concern. If they think this is the case, the correct procedures outlined in the safeguarding policy must be followed.

3. Investigate the incident

It is crucial to establish as far as you can what has happened. Using open questions when interviewing those involved is generally more useful than closed questions, unless you are clarifying a particular point. The following may be helpful when questioning those involved and recording incident(s):

- What has been happening?
- Who has been involved?
- How have those involved been affected?
- Where did the incident(s) take place?
- When did the incident(s) take place?
- What happened just before/after the incident(s) took place?
- How often has this been happening?
- Over what period of time has this been happening?
- What were you thinking/feeling at the time of the incident(s)?
- What have you been thinking/feeling since?

It is also useful to summarise, at regular intervals, what has been heard back to the person being interviewed. Summarising enables everyone involved in the conversation to finish it with a common understanding of what happened; for a person talking about a difficult situation for the first time, feeling understood will be very important.

4. Decide on response

Once all the evidence has been collected and assessed, a decision will be made as to the best way to move forward for all parties involved. For example, a restorative session may be held where the bully and the victim have an opportunity to share their thoughts and feelings about the incident(s).

5. Plan and take action

At this stage, whatever response has been decided on should be planned in detail, put into place and recorded as part of the school's data collection and monitoring processes. All records are kept in a bullying folder in the Key Stage offices.

6. Provide ongoing support to those involved as necessary

Investigating incidents of bullying can bring to light additional issues for those involved – as a victim, wrongdoer or bystander – that need further support to be resolved. Helping victims and

wrongdoers to resolve these issues through practical and/or emotional support can be important for them to change their behaviour in the future and avoid further bullying incidents.

7. Monitor the situation

Even if the school is confident that the action it has taken to resolve an incident of bullying has been successful, it is important that the situation is monitored for an agreed period of time. This can be done formally through follow-up meetings with those involved, or informally by staff who 'check in' with the students regularly to make sure the incident remains resolved. The staff involved in this monitoring could include the Form Tutors, the pastoral team and the Senior Leadership Team.

8. (a) Close the incident (continue ongoing support as necessary)

Once the agreed monitoring period has passed and there has been no recurrence of the bullying incident, then the incident can be formally closed, and a note placed on the record to reflect the outcome.

(b) Further incident reported

If, during the monitoring period, or after it, a further incident of bullying is reported involving the same students, then the incident flow chart should be followed again from Stage 2. The school should also review the response and action taken during the previous incident and consider, having communicated with the relevant people, what further or different action might need to be taken.

9-11. Implications for the school's practice and policy

As a result of the ongoing communication between staff in the school and those involved in the bullying incident, the school may feel it needs to review aspects of its practice. Discussions should be held with relevant staff and/or students – the school may use the school council – before changes are put in place. Once changes are agreed and are in place, the school's policy will be altered to reflect the new practice.