



## SCHOOL POLICIES

# Anti-Bullying

### **Mission Statement**

Horton Education and Care supports children, young people and adults through their difficulties, fosters their ability to manage their own behaviour, and develops their knowledge, skills and independence, enabling them to live as full and rich a life as possible.

|                          |  |                                |             |
|--------------------------|--|--------------------------------|-------------|
| <b>Policy Title:</b>     | <b>Anti-Bullying</b>   | <b>Date of Implementation:</b> | August 2013 |
| <b>Policy Reference:</b> | General Policies<br>Safeguarding Policy<br>DfE guidance on bullying (DFE-00292-2013), (DFE-00094-2014) and cyber bullying (DFE-00652-2014) | <b>Date of Next Review:</b>    | August 2017 |

## 1.0 INTRODUCTION

The School is committed to a working and learning environment that is free from any form of harassment. Harassment can adversely affect learning and social conditions and is unacceptable. Any incident of harassment for example on the grounds of sex, race, colour, sexual orientation, disability, health, age or religion will be regarded as very serious and as grounds for disciplinary action.

## 2.0 RESPONSIBILITY

The School has a responsibility to create a social and learning environment that encourages respect for the dignity of individuals. This responsibility is shared by all School staff and pupils. In law, the School is responsible for acts of harassment by the pupils in its care. This obliges us to ensure that all pupils are aware of the seriousness of harassment and that Horton House School will act firmly to stop it.

The School recognise a number of statutory obligations with regard to behaviour which establish clear responsibilities to respond to bullying. This policy is written with reference to DCSF Guidance 'Safe to learn: embedding anti-bullying work in schools (DCSF-00656-2007).

The School is also cognisant of section 89 of the Education and Inspections Act 2006 which:

- provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- gives head teachers the ability to discipline pupils for poor behaviour even when the pupil is not on school premises or under the lawful control of school staff.

Finally, the Children Act 1989 requires that a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'

## 3.0 AIMS AND OBJECTIVES

The School seeks to:

- promote a positive ethos;
- provides rules and positive behaviours for the pupils to adhere to;
- prevent all forms of bullying amongst pupils at Horton House School;
- be intolerant to bullying by race, gender, sexual orientation or disability;
- operate a zero tolerance approach to bullying;
- effectively challenge bullying in order to improve the safety and happiness of the pupils in our care;
- make clear to bullies that such behaviour is unacceptable;
- discuss and promote understanding for everyone in the school;
- reach agreement regarding good and bad practice;
- provide support through PSHE and other areas of the curriculum;
- provide training re anti-bullying;
- involve staff and pupils in producing and promoting the policy;
- provide guidance on a range of sanctions relating to different forms of bullying;
- provide follow up checks on bullying by a designated member of staff
- inform and involve parents at an early stage;
- maintain accurate records regarding incidents and the school's response
- to help proceedings and protect the school from legal action;
- make new pupils aware of policy;
- review and update policy annually.

#### **4.0 DEFINITION OF BULLYING**

For the purposes of this Policy the School defines bullying as behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group physically or emotionally.

This includes actions which are:

- deliberately hurtful (including aggression).
- repeated often over a period of time.
- difficult for victims to defend themselves against.

Bullying can take many forms and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children or perceived differences.

#### ***Physical***

Hitting, kicking, taking belongings

#### ***Verbal***

Name calling, insulting, making offensive remarks

#### ***Cyber/'virtual'***

Mobile phone, text messages, inappropriate/compromising images, emails, social networks, chat rooms and other internet communication sites.

### ***Indirect***

Spreading nasty stories about someone; exclusion from social groups; nationality or colour; sexual orientation; or some form of disability.

## **5.0 STRATEGIES IMPLEMENTED TO DEAL WITH INCIDENTS OF BULLYING BY RACE, GENDER, SEXUAL ORIENTATION OR DISABILITY**

### **5.1 Race**

The following are examples of which might constitute as racial harassment and bullying. The list is not exhaustive:

- Derogatory name calling
- Insults and racist jokes
- Ridicule of an individual for racial or ethnic difference
- Persistent isolation of an individual or group because of race
- Racist graffiti, images or insignia
- Display or dissemination of racially offensive material
- Verbal abuse and threats relating to race
- Physical attack

The School Anti-Bullying Policy relates to racial harassment and bullying and provides for:

- an effective recording system, e.g. Incident Book;
- an awareness that younger children can relate to consequences of their actions;
- an ethos of listening to pupils and the provision of opportunities to express their views and opinions;
- a personal tutor system in operation;
- involvement of parents and the community, e.g. local police officer;
- the employment of peer mediation to resolve conflict between pupils;
- the use of drama to raise awareness and find solutions;

### **5.2 Sexual**

Sexual harassment is a form of sex discrimination. It can occur in a variety of situations but always has a distinctive feature: the inappropriate introduction of unreciprocated and unwelcome actions which are of a sexual nature.

The following are examples of activities that might constitute sexual harassment. The list is not exhaustive:

- suggestive and unwelcome comments, looks or gestures emphasizing the gender or sexuality of an individual or group;
- unnecessary and unwelcome physical contact, touching or patting or proximity;
- unwelcome, intrusive or persistent questioning about a pupils sexual interests;
- innuendo, lewd jokes and the general use of sexually explicit or provocative language;

- unwelcome or derogatory remarks about the sexual orientation or preference of an individual or a group;
- unwelcome requests for social or sexual encounters and favours;
- display of or electronic transmission of pornographic, degrading or indecent pictures, objects or materials in the School environment;
- indecent exposure or sexual assault.

The School Anti-Bullying Policy relates to sexual harassment and provides for:

- the recording of incidents highlighting sexual bullying in Incident Book;
- the development of understanding of gender relations and suitable strategies via staff training;
- sexual bullying and sexism explored through the curriculum;
- recognition and challenge of sexual content in verbal abuse;
- the school site to be well supervised especially areas where pupils may be vulnerable.

### **5.3 Sexual Orientation**

The School Anti-Bullying Policy relates to sexual orientation and provides for:

- pupils to be made aware that discrimination is wrong and the school will act;
- a guarantee of confidentiality and appropriate advice sought for lesbian and gay pupils;
- homophobic language to be challenged;
- diversity and difference explored;
- discussion regarding what schools and society can do to end discrimination – curriculum based activities;
- exploration of pupils own homophobic language and understanding the impact this has - curriculum based;

### **5.4 Sexual Educational Needs**

The School Anti-Bullying Policy relates to sexual educational needs and provides for:

- staff to reflect on their behaviour which might unintentionally trigger bullying;
- avoiding undue attention to the differences between SEN pupils and others;
- classroom activities sensitive to their needs;
- teaching assertiveness and other social skills;
- peer mentoring;
- teaching victims to say no or get help;
- drama and role playing in dealing with taunts;
- providing special resource rooms at break and lunchtime.

### **5.5 OFF PREMISES**

Pupils are encouraged not to suffer in silence:

- talk to the transport company about bullying on the buses;
- talk to pupils about how to avoid or handle bullying taking place outside of the school.

### **6.0 CYBER BULLYING**

## 6.1 Preventing Cyber bullying

There is no single solution to the problem of cyber bullying; The School's approach to prevention of cyber bullying covers:

- Understanding and talking about cyber bullying.
- Updating existing policies and practices.
- Making reporting cyber bullying easier.
- Promoting the positive use of technology.
- Evaluating impact of prevention activities.

The School's cyber bullying strategy aligns with existing anti-discrimination work, curriculum delivery within Citizenship and PSHE, and the social communication sessions.

There are particular features of cyber bullying that differ from other forms of bullying and need to be recognised and taken into account when determining how to respond effectively. The key differences are:

- Impact: the scale and scope of cyber bullying can be greater than other forms of bullying.
- Targets and perpetrators: the people involved may have a different profile to traditional bullies and their targets.
- Location: the 24/7 and anyplace nature of cyber bullying.
- Anonymity: the person being bullied will not always know who is attacking them.
- Motivation: some pupils may not be aware that what they are doing is bullying.
- Evidence: unlike other forms of bullying, the target of the bullying will have evidence of its occurrence.

## 6.2 There are seven categories of cyber bullying

1. Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
2. Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
3. Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
4. Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
5. Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
6. Bullying through instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online (i.e. MSN, facebook, etc.).
7. Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber bullying.

### **6.3 What can you do as a pupil?**

If you are being bullied, remember bullying is never your fault. It can be stopped and it can usually be traced.

Don't ignore the bullying. Tell someone you trust, such as a teacher or parent, or call an advice line.

Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.

Online advice on how to react to cyber bullying is available, for example

[www.childline.org.uk/bullying](http://www.childline.org.uk/bullying)

[www.the-contactgroup.com](http://www.the-contactgroup.com)

[www.kidpower.org](http://www.kidpower.org)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.bulliesout.com](http://www.bulliesout.com)

#### **Text/Video Messaging**

- You can turn off incoming messages for a couple of days.
- If bullying persists you can change your phone number (ask your Mobile service provider).
- Do not reply to abusive or worrying text or video messages - your Mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.

#### **Email**

- Never reply to unpleasant or unwanted emails.
- Don't accept emails or open files from people you do not know.
- Ask an adult to contact the sender's ISP by writing abuse@ and then the host, eg. abuse@hotmail.com.

#### **Web**

- If the bullying is on the school website, tell a teacher or parent, just as you would if the bullying was face-to-face.
- Manage any social website information carefully, do not upload compromising information or pictures of yourself or others; understand that privacy settings do not mean your information is private as your contacts may not keep their site private. Don't leave yourself open to bullying or others to feel you are bullying them.

#### **Chat Room & Instant Messaging**

- Never give out your name, address, phone number, school name or password online. It's a good idea to use a nickname. Do not give out photos of yourself either.
- Do not accept emails or open files from people you do not know.
- Remember it might not just be people your own age in a chat room.
- Stick to public areas in chat rooms and get out if you feel uncomfortable.
- Tell your parents/carers or teachers if you feel uncomfortable or worried about anything that happens in a chat room.

- Think carefully about what you write - don't leave yourself open to bullying or others to feel you are bullying them.

### **Three Steps to Safety**

1. Respect other people—on and off line. Do not spread rumours about people or share their secrets, including phone numbers and passwords.
2. If someone insults you online or by phone, stay calm—and ignore them, but tell someone you trust.
3. 'Do as you would be done by'! Think how you would feel if you were bullied. You are responsible for your own behaviour—make sure you don't distress other people or cause them to be bullied by someone else.

### **Procedures to Follow**

Any pupil who feels they are a victim of bullying, including cyber bullying, can seek help and support from:

- any member of the staff;
- their personal tutor;
- the Head Teacher
- a Director of the Company;
- parents/guardians/significant adult
- an independent person/advocate.

## **7.0 LEGAL DUTIES AND POWERS: EDUCATION LAW**

Bullying (and this includes cyber bullying) is never acceptable. Horton House School has a duty to protect all its pupils and provide a safe, healthy environment.

Under the Education and Inspections Act 2006 the Head teacher has the power “to such extent as is reasonable” to regulate the conduct of pupils when they are off-site or not under the control or charge of a member of staff. This is of particular significance to cyber bullying, which is often likely to take place out of school but which can impact very strongly on the school life of those pupils involved. The School's Pupil Behaviour Policy gives guidance and provides further information on when schools might regulate off-site behaviour.

The Education and Inspections Act 2006 and the Behaviour and discipline in schools - Advice for Head teachers and school staff (DfE July 2013) provides a defence for school staff in confiscating items from pupils as part of the disciplinary process. This may include mobile phones when they are being used to cause a disturbance in class or otherwise contravene the school behaviour / anti-bullying policy. School staff may request a pupil reveal a message or show them other content on their phone for the purpose of establishing if bullying has occurred, and a refusal to comply might lead to the imposition of a disciplinary penalty for failure to follow a reasonable instruction. Where the text or image is visible on the phone, staff can act on this.

## **8.0 RECORDING**



Should a pupil report an incident or incidents of bullying, a report form must be completed as soon as possible and presented to the Head of School.

Follow up action is to be recorded.

Incident reports are to be completed stating that the incident is bullying.

Follow up reports are to be completed by designated member of staff within two weeks of the incident then within the following half term and presented to the Head Teacher.

## 9.0 SANCTIONS

Sanctions are to be applied according to the guidelines based on the circumstances of the incident. Strong sanctions may be necessary, for example in cases of severe and persistent bullying.

Intervention techniques will be applied, such as role-play, and will be reinforced through curriculum opportunities.

Sanctions are to be recorded in the Sanction Book highlighting nature of bullying incident.

## 10.0 GUIDELINES TO BE IMPLEMENTED:

|   |  |
|---|--|
| Discussion and Warning                  | <i>First offence</i>                                     |
| Ban from Activity                       | <i>Bullying continues on more than one occasion</i>      |
| Detention of 1-15 minutes at break time | <i>Bullying continues on more than one occasion</i>      |
| Fixed Term Exclusion                    | <i>Continuous Recurrence of Bullying</i>                 |
| Permanent Exclusion                     | <i>Continuous recurrences after fixed term exclusion</i> |

### Audit Trail

| Version | Change            | By Whom             | Date        |
|---------|-------------------|---------------------|-------------|
| 1.0     | New Policy        |                     | August 2013 |
| 1.1     | Update for School | Janjer Ltd          | June 2015   |
| 1.2     | Update            | Principal Plus(SJH) | August 2016 |