



ANTI-BULLYING POLICY

HEATH FARM SCHOOL

HEADTEACHER: Jason Pearn

LEAD DSL: Mark Jones

Objectives of this policy

This policy outlines what Heath Farm School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community (this should include children and young people, parents/carers and all school staff) and we are committed to developing an anti-bullying culture whereby no bullying will be tolerated under any circumstances. All members of the school community have the right to learn, work and play in a secure and caring environment free from harm or harassment. They also have a responsibility to contribute by preventing and reporting bullying behaviour.

Further advice and guidance can be obtained from the DfE:

Behaviour and discipline in schools (January 2016) last updated September 2020

Preventing and tackling bullying (July 2014); last updated July 2017

Approaches to preventing and tackling bullying 2018

KCSIE September 2021

Sexual violence and sexual harassment between children in schools and colleges 2021

Mental Health and Behaviour in schools (November 2018)

Our school community

- Discusses, monitors and reviews our anti-bullying policy on a regular basis
- Supports all staff to promote positive relationships and identify and tackle bullying appropriately
- Ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; that students abide by the anti-bullying policy
- Ensures bullying incidents, patterns or trends are discussed in weekly school council meetings
- Reports back to parents/carers regarding their concerns about bullying and deals promptly with complaints; parents/carers in turn work with the school to uphold the anti-bullying policy
- Seeks to learn from good anti-bullying practice elsewhere and utilises support other relevant organisations when appropriate
- This policy supports and compliments the HFS and OFG peer on peer abuse policy 2021

Definition

What is Bullying is defined by the DfE as:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and is not acceptable and help stop negative behaviours escalating.

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, beliefs, or culture
- Bullying related to LDD (learning difficulties or disability)
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation (homophobic bullying) including the use of homophobic language
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist, sexual and misogynistic bullying.
- Transphobic bullying, including the use of transphobic language
- Cyber bullying
- Other prejudice based bullying not identified or classified above can include:

Racist Bullying

Unfortunately racism runs deep in our society. Consequently, racist bullying is still an issue in schools. Racist bullying singles out people because of skin colour, race or ethnic background. Some children are bullied because they are Black, Middle Eastern, East Asian, Jewish, South Asian, or Latine.

When racist bullying occurs, children are taunted by peers, called names, or excluded from the group because of hatred, fear, or lack of understanding. In some instances, racist bullying may cause children to be embarrassed about their skin colour or ethnic background.

To counteract the messages of a racist bully, HFS and supporting staff will find ways to help students feel good about their race or their heritage. HFS will report all racist bullying. Though it may start as one incident, knowing that racist bullying often escalates into worse offenses any form of bullying will not be tolerated and all incidents will be reported and recorded.

Religious Bullying

Lack of knowledge and understanding about the traditions, beliefs, and etiquette of different faiths can lead to religious bullying. In general, bullies target others because they are different. As a result, students can be taunted and teased about their religious beliefs and this will not be tolerated at HFS.

HFS staff will keep in mind that anyone can be bullied because of their religious beliefs. People also are bullied because they are Catholic or Mormon. Atheists can be bullied for not believing in God. Jewish, Hindu, Muslim, and Sikh students especially get bullied because of mixes of antisemitism, Islamophobia, racism, and xenophobia and therefore HFS will prioritise support and provide informed lessons to promote the HFS anti bullying culture and educate students so they develop equality type thinking and attitudes.

Many times, religious bullying results because of preconceived ideas or a lack of understanding about the differences between religions. These differences can include everything from beliefs, fasting, and prayer practices to the type of clothing they wear. Bullies point to these differences as a reason to harass and target the victim.

LGBTQ+ Bullying

LGBTQ+ bullying refers to being physically or verbally harassed because of a person's sexual orientation or gender identity. LGBTQ+ bullying also can include name - calling, sexual bullying, cyberbullying and in some cases misogynistic type attitudes. This type of bullying affects people in LGBTQ+ communities as well as those who are perceived to be.

HFS acknowledge and recognise that you do not have to be gay to experience LGBTQ+ bullying. In fact, sometimes students are taunted and called names simply because they act and express themselves in a gender non-conforming way. Meanwhile, other students are bullied for being lesbians, gay, bisexual, or transgender.

Other relevant forms of bullying:

Physical pushing, kicking, hitting, punching or any use of violence, making a child/young person do something they don't want to do or stopping them from doing something they do want to do. Taking belongings, damaging someone's belongings.

Emotional being unfriendly, excluding and tormenting, sending malicious emails, or text messages, intimidating glances and body language.

Verbal name-calling, sarcasm, spreading rumours, teasing, insulting, blackmail and threats, making offensive remarks.

Discriminatory making offensive remarks and singling out for poor treatment based on someone's sex, race, gender re-assignment, disability, religion or belief, sexual orientation – this may be unlawful (Equalities Act 2010).

Hidden or indirect bullying lying and spreading rumours, negative facial or physical gestures, menacing or contemptuous looks, playing nasty jokes to embarrass or humiliate, mimicking unkindly, encouraging other to socially exclude someone, damaging someone's reputation.

- Falling out with previously good friends
- Being moody and bad tempered
- Being quiet and withdrawn
- Wanting to avoid leaving the house
- Aggression with brothers and sisters
- Doing less well at schoolwork, signs of struggling
- Unwilling to go to school or socialise
- Insomnia
- Anxiety
- Claiming to be unwell on a regular basis, particularly in the morning
- Coming home with cuts and bruises
- Self-harm/self-injurious behaviour
- Torn clothes
- Asking for stolen possessions to be replaced

Staff have to be extra vigilant of children/young people's behaviour patterns as it can be difficult to separate out behaviour that stems from the child/young person's background/attachment issues and behaviour that stems from being bullied.

Preventing, identifying and responding to bullying

The school community will:

- Have a named Anti-Bullying Co-ordinator - who is Mark Jones and he holds the responsibility of the lead DSL
- Listen and take time to talk to children and young people who disclose bullying, take what they say seriously and investigate the situation
- 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
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council weekly meetings and focussed groups
- Complete a student led annual survey in the autumn term and then complete another survey to evidence the impact in the summer term of each academic year
- Train all staff including Support staff, Administration and Facilities staff to identify bullying and follow school policy and procedures on bullying, including recording and reporting incidents of 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

Involvement of students

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying
- Obtain the views of school council
- Ensure students know how to express worries and anxieties about bullying
- Ensure 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
- Participate in National Anti-Bullying Week
- Participate in Project Salus bullying survey
- Pupils to annually complete a pupil survey which includes how they feel bullying is managed and supported at HFS.
- Publicise the details of helplines and websites using various methods including links on our school intranet and website
- Offer support to students who have been bullied and to those who are bullying in order to address any underlying issues they may have
- Pupils will identify peer anti bullying mentors through school council meetings

Liaison with parents and carers

We will:

- Ensure that all parents/carers know who to contact if they are worried about bullying
- Report back to parents/carers regarding their concerns about bullying as quickly as possible
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, promoting this by its inclusion on the policy area of the school website
- Ensure all parents/carers know where to access independent advice about face to face and cyber-bullying, including the use of links on our school website
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying
- Parent/carers anti bullying and online safety workshop will be delivered by a Project Salus representative and/or external providers

We expect parents/carers to:

- Inform the school of any suspected bullying, even if it does not involve their child
- Encourage their child to report bullying to a member of staff using the 4Ws: Who, What, Where and When
- Inform their child(ren) not to retaliate through violence in any situation
- If their child has been accused of bullying, work in partnership with the school and listen to evidence

Links with other school policies and practices

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

- Behaviour policy (PBRs)
- Confidentiality policy
- Equalities policy
- Safeguarding Policy
- Peer on Peer abuse
- Complaints policy
- E-safety/online safety policy
- The recording of racial incidents and sexual harassment and/or sexual violence
- The teaching of Citizenship, SMSC and PSHE Education, Sex and Relationships Education, ICT curriculum and Prevent duty

Continuous Professional Development

Staff will be offered on-going training with direct delivery through specific safeguarding and E safety training as well as active involvement in PSHE lessons and participation in the National anti-bullying week. This will interlink with statutory safeguarding updates and will support E safety/Online safety and cyber bullying lessons being delivered to support the safer internet day and on-going support practice for staff and the pupils. This will form part of the school council meeting and on-going monitoring will be conducted by the anti-bullying coordinator and the anti-bullying peer mentors.

Bullying outside of school premises

The school will work collaboratively with local residents, community wardens, police support officers, school transport providers and local businesses to prevent and respond to bullying outside of school.

Actions and responses to non-criminal challenging behaviour and bullying which occurs off the school premises is set out in the school behaviour policy (PBRs).

Monitoring and review, policy into practice

This policy will be monitored and reviewed on: 1st term of each calendar year, unless statutory guidance dictates otherwise.

The Headteacher will report to Acorn Education and care and/or Outcomes first Group on incidents of bullying and their outcomes (***Please see Peer on Peer abuse policy for acts of sexual harassment and sexual violence***). Any issues identified through the monitoring of this policy will be incorporated into the school action plan. The school Deputy Headteacher with lead responsibility of well-being and pastoral care, will be the named Anti-Bullying Co-ordinator who is responsible for how the school uses the guidance by the DfE, the Anti-Bullying Alliance (ABA) and the current Project Salus Anti bullying safe school status, to inform its action planning to prevent and tackle bullying.

Responsibilities

It is the responsibility of:

- Deputy Headteacher Mark Jones to take a lead role in monitoring and reviewing this policy & is responsible for co-ordinating and strengthening the schools' approach to anti-bullying.
- The Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly
- The Headteacher to communicate the policy to the school community
- Students to abide by the policy
- Parents/carers to abide by the policy