

# Anti-Bullying Policy – Senior School

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## Anti-Bullying Policy (SS)

### 1. Introduction

This policy should be read alongside other related School policies include Safeguarding and Child Protection; Acceptable Use Policy for ICT (Students); Procedure on Responsible Behaviour in Cyber Space. The School also draws on information from non-statutory guidance including “*Preventing and Tackling Bullying, Advice for headteachers, staff and governing bodies (July 2017)*” and “*Cyber bullying: advice for headteachers and school staff (Nov 2014)*”.

Following DfE Guidance

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts, harms, humiliates or causes distress to another individual or group. It can, however, also be a single incident that will also be appropriately recorded.

A Nottingham High School policy statement on tackling bullying is published to pupils and parents, as follows:

*“Our aim is to maintain an ordered, civilised and stable community at Nottingham High School, with the full and willing co-operation of every member of the School. All forms of bullying are unacceptable at Nottingham High School. It is very important that everyone is fully aware of the issues, and how the School deals with them.*”

*The main forms that bullying takes are:*

- *Verbal [emotional] which may include name-calling, ridicule, threats of physical violence and hurtful personal comments ranging across a broad spectrum that may include references to intelligence, appearance and physical strength, as well as racial, religious, cultural, sexual, sexist, gender, cross-gender, homophobic and special educational needs and disability issues together with personal circumstances such as being adopted or being a carer for others. Verbal bullying may be communicated directly by spoken comments and written notes, and by cyber-technology [social websites, mobile phones, text messages, images and email]. ‘Banter’ is not an acceptable excuse for verbal bullying.*
- *Physical which may include deliberate jostling, physical violence, interference with another pupil’s property, upskirting and sexual abuse (peer-on-peer or otherwise).*
- *Manipulative for example when groups of pupils act with the intention of excluding individuals from their friends or normal situations.*

*We are fully aware of the effect that bullying has, and that it may, if unchecked, lead to serious and*

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*lasting psychological damage. [Also that cases are reported in the media from time to time in which bullying has even led to a victim's suicide or attempted suicide].*

*You [and your parents] are urged to assist the staff in combating bullying, in order to make the School a safe and pleasant environment for all.*

*If you are being bullied, or are aware of another person being bullied, **you must tell someone**. This person might be one of your parents, your Tutor, your Form Teacher, another member of staff, a form prefect, or a friend who you know will help you to find the right adult. The sooner the matter is in the open, the sooner the issues can be addressed and support offered. All the teachers are fully trained in the School's procedures to tackle bullying.*

*Although many factors may contribute to a bullying incident, and blame may not easily be ascribed to anyone in particular, bullies must realise that they will have to face the consequences of what they have done, and that the School will take appropriate action both against them, but **also with them**, to resolve the problem.*

*The School keeps records of bullying incidents, and any patterns are monitored carefully and followed up”.*

Nottingham High School understands the importance of a robust response to bullying and is aware of the hidden lessons given in the School's response to bullying that can influence how students feel valued as a person, their human rights, the options available to them and their expectations for adult life. The School will not allow any hostility to those with protected characteristics by failing to tackle bullying related to protected characteristics. We will treat bullying, including cyberbullying and prejudice-based bullying, which relates to a protected characteristic as seriously as any other forms of bullying and be proactive in responding to bullying on the basis of protected characteristics. The use of racist language, for example, by pupils towards each other will not be tolerated or dismissed as 'banter' but tackled assertively (as bullying where appropriate) with a view to preventing it from happening again.

## 2. Raising Awareness

Raising awareness of bullying is a national requirement and at NHS we use:

- PSHE
- Assemblies
- Bullying themes are covered in academic programmes of study
- Individual discussions between pupils and Tutors during/after bullying investigations

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- Talks to individual Year Groups and Form if the need arises, for example, a general debrief following an investigation
- Feedback to staff on bullying investigations, if appropriate, at Wednesday Briefings, email
- Staff undertake INSET [in-service training]
- Information is now available to HoY via ISAMS recording any incidents.
- If a group, or individual, is identified as being particularly vulnerable to bullying or has been severely impacted by bullying, a risk assessment can be carried out to best support the affected individual(s).

### 3. Preventative Action by Staff, Parents and Pupils

We expect staff, whether formally on duty or not, to be alert for signs of bullying at all times, and report to Tutors, Form Teachers, or Heads of Year as appropriate. Parents and pupils can also play a part in preventing bullying, including online bullying, by reporting incidents of bullying or raising any suspicions they may have with School staff. It is important that pupils recognise that, if they find themselves as a bystander to bullying or part of an online group that includes bullying behaviour, that they have a responsibility to take action and report it.

### 4. Form Periods and Tutor Sets

- Look out for pupils who are unwilling to talk to others, or who are withdrawn
- Look out for attendance patterns that suggest deliberate avoidance of certain situations
- Look for patterns in online ticket records
- Investigate damage to, or frequent unexplained loss of, personal property.

### 5. During lessons

- Some problems may arise if a teacher arrives late for a lesson or leaves before the last pupil, so you must always aim to be in your room to supervise both the entry and departure of the pupils.
- Look out for pupils who are unwilling to talk to others in class, or who are withdrawn. Report concerns to Tutors

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- Look out for torn clothing, cuts and bruises, particularly when they appear repeatedly during the school day. Bruising can be observed discreetly during swimming lessons, so pass any concerns to the relevant swimming teacher.

### 6. Outside lesson times

The following areas may be vulnerable:

- All form rooms during breaks – do not hesitate to enter quietly and assess what’s going on
- Toilets used by pupils
- Corridors, especially where pupils have to gain access to their lockers in a thoroughfare. Jostling is sometimes less than innocent

### 7. Outside of School hours or the School context

If bullying of any kind occurs outside of School hours or the School context, the School will support victims, bullies and parents, as appropriate, and under the guidance of the Deputy Head (Individuals) or Assistant Head (Individuals). The aim would be to ensure that bullying ceases and does not impact on any pupil’s wellbeing. Where faith communities use ostracism of families as a way of registering disapproval, the school will try to minimise the impact of this upon children when they are at school, in terms of their treatment by the school or fellow pupils.

### 8. School Buses

The Deputy Head [Individuals] consults with senior pupils wherever possible, and follows up all reports from the pupils and other sources of bullying and other unacceptable behaviour.

### 9. Staff Procedures when dealing with Bullying

The aim of all bullying investigations is to reach a situation in which the bullying ceases and all parties move on with their lives positively and with mutual respect.

Where a member of staff encounters an act of bullying, whether physical or verbal, he/she must act to prevent an immediate recurrence [for example, by separating the individuals concerned].

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Where a member of staff has evidence or grounds for suspicion of an act of bullying he/she must inform the Tutor/HoY of the perceived victim as a matter of urgency – certainly on the same day. A bullying incident should be treated as a safeguarding concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Staff should consider whether the bullying incident is a safeguarding matter and, if necessary, refer to the School's Safeguarding and Child Protection policy for next steps. It would be an expectation that in the event of disclosures about pupil-on-pupil abuse that all children involved, whether perpetrator or victim, are treated as being 'at risk'. Information about the School's anti-bullying and safeguarding policies is provided to staff upon their induction to the School.

If appropriate, the School will report bullying incidents to the police or Local Authority.

### 10. When the alleged bullying involves just two pupils

The victim's Tutor or his/her nominee must:

- Interview the victim, sympathise and encourage him/her to 'open up' about all incidents and to give full details and names of offenders
- Tell the victim that action will be taken and that the situation should improve
- Keep a written record
- Carry out any necessary interviews with witnesses/bystanders as part of the investigative procedure
- Speak to the perpetrator's Tutor and pass on all information
- Discuss ways that the victim can help him/herself [avoiding provocative behaviour etc]
- Suggest others [Parents, Pastoral Support or Nurse] who might listen if victim is unforthcoming
- Contact the victim's parents to ensure that they are fully aware of the situation. If the victim is absent from school, ask the parents if they would like his/her friends to get in touch. Organise this via the friends' Tutors
- Speak to the victim's friends – ask them to be vigilant, protective and to report back on any relevant developments
- Provide support. Suggest the victim talks to the School Counsellor or other adult they feel they can trust. If they suggest someone, let that person know
- Offer advice, if appropriate, on strategies for 'self-help', for example, in not provoking a known situation or in moving forward
- Make a diary note to check whether the situation improves over a period of time. If this does not happen give further support and take further action.

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The perpetrator's Tutor or his/her nominee must:

- Speak to the perpetrator on the same day he/she receives any information
- Listen to the perpetrator's point of view [There may be underlying reasons]
- Keep a written record
- Point out very strongly that bullying is not acceptable
- Stress the importance of not retaliating [a useful strategy may be to imply that the information came from a concerned witness, rather than the victim]
- Appeal to the perpetrator to help the situation, for example, by exerting his/her influence to stop another pupil who might start bullying the victim.
- Consider whether punishment is appropriate in line with the School's Behaviour and Discipline Policy. A minimum response is to issue a ticket and a strong, severe warning about the consequences of a recurrence. Other sanctions may include detention.
- Inform the perpetrator's parents of the situation or discuss with the Deputy Head [Individuals] or Assistant Head [Individuals] whether a meeting with parents is needed. In such a meeting the Deputy Head [Individuals] or Assistant Head [Individuals] will advise parents that suspension from school is a possibility for serious offences and that persistent offenders risk losing their place at the school
- Agree a review date with the victim's Tutor
- The victim's Tutor or person handling any significant incident must write a brief account using the digital Office 365 form (preferably) or the Nottingham High School Record of Bullying form [Appendix 1] and give copies, via admin to the Assistant Head [Individuals], Head of Year and perpetrator's Tutor. A central record of bullying is kept electronically and in paper form by the Deputy Head [Individuals]. Form teachers and teachers of both victim and perpetrator should be informed [usually by email] with a plea for vigilance and assistance with monitoring

### **11. If several pupils are involved in bullying another/other pupils**

Acting on information received from a victim's Tutor or other sources the Head of Year will conduct interviews, co-ordinate action by Tutors and speak to the whole Year if necessary. If several pupils in the same form are involved in a bullying incident the Form Teacher may need to speak to the form when the victim is not present, in order to reiterate points made by Tutors. Staff should consider whether the bullying incident is a safeguarding matter and, if necessary, refer to the School's Safeguarding and Child Protection policy for next steps.



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If the situation does not improve or is repeated the Deputy Head [Individuals] or Assistant Head [Individuals] will see the bullies, and it is likely that parents will be called into School for a discussion, see above. Significant issues should be raised at the weekly staff briefing.

Any Head of Year handling any significant incident must write a brief account using the digital Office 365 form (preferably) or the Nottingham High School Record of Bullying form [Appendix 1] and copies are given to the Deputy Head [Individuals], Assistant Head [Individuals] and to the Tutors of perpetrators and victims. A central record of bullying is kept electronically and in paper form by the Deputy Head [Individuals]. If necessary, Form Teachers and teachers of both victim and perpetrator should be informed [usually by email] with a plea for vigilance and assistance with monitoring. The record of bullying will be entered onto ISAMS.

### 12. Allegations of Bullying by Staff

Students or parents should raise any allegations of bullying by staff of students with the Deputy Head [Individuals]. These will be investigated under the School's complaints procedures, as detailed in the Complaints Procedure for Parents and, if appropriate, under the Safeguarding and Child Protection Policy.

### 13. Support for Victims and Perpetrators of Bullying

There is extensive support for victims of bullying in School via Tutors, Assistant Tutors, Heads of Year, Assistant Heads of Year and Senior Pastoral Staff. There is access to a School Counsellor and the School Nurse. Support is also offered by the School to perpetrators of bullying to encourage a change in behaviour.

External agencies are also available, including

- NSPCC - <https://www.nspcc.org.uk/> helpline 0808 800 5000
- Childline [www.childline.org.uk](http://www.childline.org.uk) 0800 1111
- Young Minds [www.youngminds.org.uk](http://www.youngminds.org.uk)
- The Samaritans can be called at any time free 116123 or Nottingham 0115 941 1111

### 14. School sanctions used in combating bullying

#### a) Introduction

The purpose of sanctions issued in relation to bullying is:

1. To impress on the perpetrator that what they have done is unacceptable
2. To deter them from repeating his/her behaviour and

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3. To signal to other pupils that the behaviour is unacceptable and that they must avoid it.

*A detailed summation of the sanctions that are applied can be found in the School Behaviour and Discipline Policy and the Misbehaviour and Exclusions Policy*

### **b) Buses**

A ban on travel may be imposed if a pupil does not respond to normal school sanctions in respect of poor behaviour, including bullying other pupils, on a school bus.

## **15. Miscellaneous**

### **a) Central Record of Bullying Incidents**

Central records of bullying are kept electronically on a Year Group basis by the Assistant Head [Individuals] using an online Office365 Form (or, if this isn't possible, a standard 'Record of Bullying' form) and ISAMS. These are reviewed both by the Deputy Head [Individuals], Assistant Head [Individuals] and individual Heads of Year.

### **b) Involvement of External Agencies**

Where necessary the School will refer victims of bullying/perpetrators to external agencies. These may include local CAMHS and organisations such as those listed at the end of the Safeguarding and Child Protection policy document.

### **c) Appeals Procedure for Pupils**

Following discussion with their Tutor, all pupils have the right to appeal to the Deputy Head [Individuals] if they feel a sanction is unreasonable, or if they feel a member of staff has treated them unfairly.

### **d) Appeals by Parents**

Very occasionally parents may wish to query a sanction and in the first instance an approach should be made to their child's Tutor then, if necessary, to the Assistant Head [Individuals]. Hopefully these steps will lead to clarification and resolution of any issues. Beyond this an appeal may subsequently be made to the Headmaster or ultimately – via the Complaints Procedure published separately – the School Governors.

### **e) Signs of bullying – some points for parents**

Parents occasionally ask for advice on changes in behaviour that may indicate that their child is being bullied and the following pointers may be useful:

- Unwillingness to return to school
- Displays of unexpected anxiety, becoming withdrawn or unusually quiet

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- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (eg giving up music lessons, change to accent or vocabulary)
- Psychological damage and diminished levels of self-confidence
- Frequent visits to the Medical Centre with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be considered by parents and reports to Tutors.

### f) Staff Training

All staff have a responsibility to prevent all types of bullying in school and take action to help resolve any bullying issues. Academic staff have termly meetings as Year Teams where information about bullying trends can be cascaded. Support is offered to staff when dealing with bullying incidents by Heads of Year, Assistant Heads of Year and members of the Senior Management Team. The Assistant Head (Individuals) has sight of all the bullying reports and, when necessary, discusses the possible support and sanction options with the members of staff involved. Specialist training is offered to staff where necessary, for example, on LGBT and needs or issues affecting SEND pupils. Pupils with protected characteristics (as defined by the Equality Act 2010), such as LGBT pupils and SEND pupils may be at higher risk of bullying and staff should be alert to pupils and their peers who therefore may be more vulnerable.

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### Appendix A: Record of Bullying Form

UPDATED MARCH 2018

REVIEW DUE MARCH 2021

<b>NOTTINGHAM HIGH SCHOOL RECORD OF BULLYING</b> Bullying is aggressive or insulting behaviour, often repeated over a period of time, that hurts, harms, humiliates or causes distress. All forms of bullying are unacceptable at Nottingham High School. This brief record of bullying investigation is used by the Deputy Headmaster/Heads of Year to maintain an overview			
<b>Date of Investigation</b>			
Where did the original information come from?			
Perpetrator 1	Name	Form	Tutor
Perpetrator 2	Name	Form	Tutor
Perpetrator 3	Name	Form	Tutor
Victim 1	Name	Form	Tutor
Victim 2	Name	Form	Tutor
Victim 3	Name	Form	Tutor
Investigator 1			
Investigator 2			
Investigator 3			
<u>Summary of Investigation</u>			
Nature of bullying:		Period of time:	
Facts and conclusions established			
Any previous history relating to perpetrator/victim(s)?			

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<b>Outcomes agreed with perpetrators(s) and victims(s)</b>	
<b>Details of support offered to victim(s)</b>	
<b>Name of person holding full details of investigation</b>	<b>Tick here.....if further sheets attached to this record</b>
<b>Date for follow up or review with victim</b>	
<b>Copies to :</b>  <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <span>MLS &amp; Tutors (initials please)</span> <span>JH School Counsellor</span> <span>School Nurse</span> </div>	

PLEASE RETURN THIS FORM TO CLF ONCE COMPLETED

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### Appendix B: Further sources of information

#### Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011. 17

#### Cyber-bullying and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen: provides online safety information for educators, parents, carers and young people.

Internet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

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The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

### LGBT

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

### SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

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### Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

### Race, religion and nationality

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

*Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings*

### Sexual harassment and sexual bullying

EndViolence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect NoBody: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.