HOE VALLEY SCHOOL
ANTI-BULLYING POLICY

Person Responsible: Board of Governors
Date Adopted: July 2016
Date of last review: January 2018
Date of next review: January 2019

To be read in conjunction with the Behaviour for Learning Policy

1.   OVERVIEW

At Hoe Valley School we aim to put learning at the heart of all that we do in order to offer a high quality education which provides a stimulating and successful learning environment. In keeping with the aims of the School, this Anti-bullying Policy seeks to create an environment in which successful learning can take place. Such an environment needs to promote healthy relationships, mutual respect, safety and co-operation between all members of our school community. We believe that students have the right to learn and staff the right to work effectively whether as teachers or as support staff. Threatening or violent behaviour will not be tolerated and may lead to exclusion from the school. We understand this may manifest itself in physical, emotional or sexual behaviours.

As there is no 'average' case of bullying we must ensure we respond appropriately and sensitively to each allegation rather than offering a 'one size fits all' response. We believe a programme including reconciliation and sanctions is the most appropriate approach but that responses need to be bespoke due to the sensitive and unique nature of each bullying incident.

At HVS we believe that we all have a responsibility for implementing this policy consistently and fairly in the classroom and around the school. Only then will we successfully achieve an atmosphere of cooperation and mutual respect conducive to the development of a creative learning environment.

2.   GLOSSARY OF TERMS

We accept the DfE's definitions:

Bullying:
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 or the internet), 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.

Cyber-Bullying:
The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click.

Furthermore, we note:
Safeguarding Children and Young People
Under the Children Act 1989 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'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

It is expected that all staff will follow the school's child protection procedures as set out in the Child Protection and Safeguarding policy.

HVS recognises that there are many definitions of bullying but consider it most commonly to be:
➢ Behaviour which is deliberately hurtful, (including verbal, indirect and physical);
➢ Repeated over a period of time;
➢ Difficult for victims to defend themselves against;
➢ Bullying includes verbal and physical abuse and the inappropriate use of electronic media such as mobile phones or the internet.

The school recognises that there different types of bullying, including:
➢ Bullying related to the race, religion and/or the cultural background of a student;
➢ Bullying that incorporates the use of sexist language;
➢ Sexual bullying;
➢ Homophobic bullying;
➢ Bullying of students with Special Educational Needs;
➢ Bullying of students with a disability;
➢ Cyber bullying;
➢ Bullying where items are stolen;
➢ Bullying which results in the injury to others.
➢ Students should be reminded that all forms of bullying are unacceptable and will not be tolerated.

3. ROLES AND RESPONSIBILITIES

Each member of the school community has a responsibility to fulfil their role appropriately in terms of being vigilant and rapidly responding to potential bullying:

➢ **All Students** work within the guidelines of the School Behaviour Policy, encouraging each other and respecting the contributions that others make in enacting the policy
➢ **All Staff** are responsible for a vigilant approach to student interactions which could be identified as bullying and to promptly reporting such issues
➢ **The Head Teacher** will ensure that procedures are in place to communicate the anti-bullying policy
➢ **The Senior Leadership Team** will monitor the implementation of the Policy through the line management structure of the school and support middle leaders in their role

- ➢ **Middle Leaders and Heads of Year** are responsible for appropriate pastoral and curriculum aspects of anti-bullying in line with all school procedures. Curriculum leaders will ensure that lesson delivery and schemes of learning explicitly teach tolerance, respect and empathy. Heads of Year will work with tutors in ensuring there is effective communication with parents / carers on potential bullying. Heads of Year will also ensure that appropriate action is taken should the behaviour of any student be a significant cause for concern.
- ➢ **The Personalisation Faculty** is responsible for liaising with members of the school community with regard to students on the SEND Plan who have emotional and behavioural difficulties. Key learning support teachers will advise staff on issues relating to bullying
- ➢ **Teaching Assistants** have an important role to play in supporting students to understand and follow the Behaviour Policy, providing additional mentoring to students as and when necessary

4. APPROACH

The policy links to the CIRCLE values outlined in the behaviour policy and to the idea of encouraging responsibility from students to fix their mistakes and 'close the circle'.

4.1. Reporting Bullying

All members of HVS are regularly reminded that all bullying must be reported and that it only takes 'one good person to do nothing for evil to triumph'. Students are provided with an anonymous email address whereby they can report bullying if they are too nervous to do so in person. This will be checked daily by a member of the Business Support team and any incidents will be forwarded to the Head of Year for appropriate action. A poster is displayed in all classrooms including the confidential email address encouraging students to inform the school if they are being bullied – stopbullying@hoevalley.sch.org

Students and staff can also report bullying by seeking out an adult they trust who will take a written statement from the student reporting the issue and any other witnesses named. All students will be instructed not to inform their peers they have given the statement.

4.2. Action on a report of bullying (see flow chart appended)

If the bully and bullied are in the same tutor group, the tutor will be the initial lead. If not, the tutors will agree who will be the lead person based on the person who feels they have the best relationships with the students involved. There should only be one lead adult who takes all statements and reports the issue to the relevant Head of Year. The Head of Year should deal with the issue as promptly as possible and always within 24 hours.

Statements should be written, signed and dated by students and the lead professional should read it out loud asking and questions of clarification. They should remind students not to discuss the issue with their peers. They may inform home at this stage if appropriate. When asking the named bully for a statement they should ask them to write about their relationship with the student claiming to be bullied rather than accusing them.

The Head of Year will then select one of the following actions in terms of sanctions and reconciliation based on the nature of the incident:

Sanction	Reconciliation
Detention	Friendship contracts
Removal of a privilege	Circle time

Recommend a fixed term or internal exclusion	Fresh start agreement
Confiscation of handheld devices where cyberbullying is an issue	Peer mediation
	Buddying

If the situation is then resolved the case is closed. If not, the process is escalated to the Associate Head Teacher. The following may then occur:

Sanction	Reconciliation
Recommend an increased fixed term exclusion	Friendship contracts involving parents,
Change tutor groups	Personalised Support Programme
Alternative timetable	Working with appropriate external agencies: police, CAMHS, social services, childline, educational psychologist
	Programmes of self-esteem building / reflection work / restorative justice

If the situation is then resolved the case is closed. If not alternative schools may be discussed with parents by the Head Teacher.

4.3. Prevention of Bullying via the Curriculum
Respect, tolerance and empathy are skills taught across the curriculum along with the School's CIRCLE values. They are explicitly taught in PSHE but are developed in all subjects through content material, core skills and through the modelling of exemplary behaviour from staff.

Bullying is specifically targeted during anti bullying week. During this week all tutor periods, PSHE lessons and assemblies will be used to discuss, study and participate in practical anti bullying workshops as well as ensuring all students are absolutely clear on the steps they can take in order to report cases of bullying (either themselves or others). Students are provided with an anonymous email address whereby they can report bullying if they are too nervous to do so in person. This will be checked daily by the Head of Year and appropriate actions.

5. ANALYSIS

The Associate Head Teacher will report each term to the Head Teacher and the Board of Governors on patterns of bullying. They will look at trends in terms of age, gender, ethnicity and other relevant student data. They will review how quickly and effectively cases are resolved, and feedback to SLT.

They will also access parent and student views as a means to review the effectiveness of the policy.

Bullying incident reported

Statement taken from reportee and named students

Tutor leads reconciliation programme (circle time / contracting) and formal consequence

Bullying stops. Close case

Bullying continues

Head of Year involves parents – fixed term exclusion issue and placed on Head of Year report

Bullying stops. Close case

Bullying continues

AHT involves parents – extended fixed term exclusions issued and placed on AHT report

Bullying stops. Close case

Bullying continues

HT and AHT who will consider Permanent Exclusion