Anti-Bullying Policy

Next Review:	2 yearly – Feb 2024
Last Review:	January 2022
Adopted by HHS governors on:	26th January 2022

Consultation	Guidance Team
	Governors
	Student Leaders

Related Policies	Behaviour
	Complaints
	Acceptable use Policy
	Confidentiality
	Protocol when dealing with incidents of sexting
	Safeguarding

The Hobart High School anti-bullying policy outlines what Hobart High School will do to prevent and tackle bullying.

Anti-Bullying Policy Contents

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1.   Policy Aim

The aim of the Anti-Bullying Policy is to ensure that students learn in a supportive, caring and safe environment without the fear of being bullied.

Bullying is anti-social behaviour that can affect anyone: it is unacceptable and will not be tolerated. Hobart High School is not just a school, it is a community in which students can achieve the sense of responsibility and the ability to care and form relationships which are so important in their development.

The policy aims to have clear procedures for responding to bullying incidents. Sanctions for incidents shall be consistent with the school's Behaviour.

Hobart High School:

- Discusses, monitors and reviews our Anti Bullying Policy on a regular basis (2 yearly)
- Supports 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 and that students abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns and deals promptly with complaints.
- Encourages parents/carers to work with the school to uphold the Anti Bullying Policy.
- Seeks to learn from good practice and utilises support agencies as appropriate.

2.   Legal Framework

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools 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. This anti-bullying policy should be read together with the school behaviour policy.

The Equality Act 2010

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the PSED.

3.   Definition of Bullying

Bullying is the behaviour of an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. (DfE "Preventing and Tackling Bullying", July 2017)
Bullying is often due to an imbalance of power that makes it difficult for those being bullied to defend themselves.

Bullying can also be institutional and can take many forms (non-exhaustive list):

- Physical - hitting, kicking, taking belongings
- Verbal - name calling, insulting, making offensive remarks including comments relating to individual characteristics such as sex, gender reassignment*, race, ethnicity, religion or belief, sexual orientation, maternity or pregnancy, disability or special educational need.
- Indirect - spreading nasty stories about someone, exclusion from social groups, 'virtual bullying': sending malicious emails or text messages on mobile phones or via chat rooms, websites including those used for gaming or other social media. The term 'cyber bullying' is often used when referring to these types of bullying.

4.   Possible Indicators

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. Students who are being bullied may show changes in behaviour such as becoming shy and nervous, feigning illness, an erratic attendance pattern or refusal to attend school or truancy. There may be evidence of changes in work patterns or lack of concentration. Victims of bullying can suffer from low self-esteem and negative self image. They may show a change in behaviour, isolate themselves and suffer with issues around mental health.

5.   Types of Bullying

Racist Bullying

"Any incident which is perceived to be racist by the victim or any other person" MacPherson Report 1999
Incidents can include:

- Verbal abuse by name calling, racist jokes and offensive mimicry.
- Physical attacks or threats.
- Wearing of provocative badges or insignia.
- Bringing racist leaflets, comics, magazines or materials into school.
- Inciting others to behave in a racist way.
- Racist graffiti or other written insults.
- Social media – promotion or discussion of behaviours

Sexual Bullying

Impacts on all students, regardless of sex or gender identity. Incidents can include:
- Abusive name-calling
- Looks and comments about appearance, attractiveness, emerging puberty.
- Inappropriate and uninvited touching.
- Sexual innuendoes and propositions.
- Pornographic material.
- Graffiti with a sexual content.
- In its extreme form, sexual assault, rape.
- Verbal or physical incidents relating to sexual orientation.

Cyberbullying

"Cyberbullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself". Report to Anti-Bullying Alliance by Goldsmiths College, University of London. Incidents can include (but not exclusively):

- Text messages - involving unwelcome texts that are threatening or cause discomfort
- Picture/video clips sent via mobile phone cameras
- 'Happy slapping' - filming and sharing physical attacks via picture or video
- Social Media
- Phone calls e.g. silent calls or abusive messages
- Email bullying - sending threatening or abusive messages
- Group chat bullying
- Instant messaging - internet based bullying, messages are sent in 'real-time' conversations on line.
- Website bullying - using defamatory web blogs; 'blogs', personal websites and online personal polling sites.

Bullying by Text Messages on Mobile Phones, Emails or through Social Media / Networking

Students should be encouraged to be careful who they give their phone number/email address/online personal details or social network details to and to keep a record of the date and time of offensive messages (screen shot where possible).

Students should save messages they are concerned about and let a family member see them or discuss with a member of staff. Do not respond to the message.

The student's family will need to be informed and where incidents have happened outside school may need to contact the police or take appropriate action themselves including reporting it to their on line provider.

If a student has sent messages in school time or used ICT facilities in school for bullying or harassment, the school will take action in line with the Anti-Bullying Policy and use of ICT protocol.

Incidents whilst travelling to school or outside school premises

Students including Student Leaders and parents are encouraged to report all incidents or concerns. Issues created outside school and affecting students inside school are a matter of school concern and teachers have the power to discipline students for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring off school premises such as on school, public transport or in the local area. However, the school is not directly responsible for all bullying taking place off site. Where a report of bullying off the school premises is reported, the school will support students and may

- Rearrange seating/allocate seating on the school bus.
- Talk to the local police.
- Talk to the transport company, LA school transport department.
- Talk to the Head of local schools sharing school transport and work together with parties involved.
- Discuss safe routes with students.
- Inform family of concern/incident.
- Work with students, families and other agencies to stop the incidents of bullying.
- Where appropriate issue a bus behaviour agreement or contact the LA to request a travel ban. Use of CCTV on buses where possible.

Special Educational Needs including Disability

The Equality Act 2010 defines a disabled person as someone who has a 'physical or mental impairment' which 'has a substantial or long-term adverse effect on the persons ability to carry out normal day to day activities'

Some students with SEN and disabilities are less likely than others to recognise and report bullying behaviour or that their own behaviour may be seen by someone else as bullying and may need support and help to do this.

Children with SEN and disabilities may
- Be adversely affected by negative attitudes to disability and perceptions of difference
- Find it more difficult to resist bullies
- Be more isolated, not having may friends
- Not understand that what is happening is bullying
- Have difficulties telling people about bullying.
- Find communication or sustaining relationships to talk about things difficult.

A whole school, positive culture and anti-bullying message is essential in supporting all students but particularly those with SEN and disabilities.

Bullying due to Religion / Belief

Bullying in relation to belief or religion / religious belief may include that linked to; perspectives linked to a particular religion, religious practices such as not eating meat or drinking alcohol, or clothes or symbols linked to belief such as wearing a headscarf, cross or kara. This list is not exhaustive. Bullying linked to religion / belief is discrimination and will be addressed in line with policy.

Bullying due to Maternity / Pregnancy

Bullying of this nature may include derogatory comments linked to appearance or the pregnancy itself.

6.   Procedures

Hobart is an open and 'telling' school and students are encouraged to report all incidents, whether as someone being bullied or observer.

The school aims to take a positive approach to bullying behaviour by encouraging a friendly, responsible atmosphere allied with swift action when required. All staff, students and parents/carers are encouraged to share these values and translate them into action. A number of students will be trained to offer extra support to their peers to help.

- Defuse the situation. When discussing the incident with the bully, staff should try not to be aggressive themselves and give time for the student to talk.
- Students/parents/carers report bullying incidents to staff who will record incident, action and key points from any discussion, including an Action Plan.
- Incidents of a prejudicial nature linked to protected characteristics are to be recorded and monitored.
- Cases of serious bullying will be referred to Head of Year/Senior Leadership Team as appropriate, who will work with parents/carers to resolve the situation and support students affected.
- When a parent informs the school of an incident, concern or complaint, the child(ren) will be interviewed and if necessary parents contacted and informed of action taken.
- If necessary and appropriate, (where criminal behaviour is alleged), the police will be consulted/informed and school staff will work with the Local Safer Neighbourhood Team/Safer School Partnership.

7. Sanctions and Other Actions

Sanctions and other actions might include:

- Removal from a group or lesson
- Withdrawal from lunch or break time.
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum.
- Withdrawal of ICT use in school.
- Then offer of advice/counselling/support to the bully in an attempt to change their behaviour.
- The offer of counselling and support from relevant agencies to the victim.
- If possible, attempts will be made for students to reconcile their differences. Support for the victim may be needed for this process. This will only happen if the victim is willing to discuss incidents and reconciliation with the bully.
- The bully will be encouraged to offer an apology and guarantee their behaviour in the future
- The situation will be monitored and within 2 weeks of an incident, checks will be made to see that the bullying has not started again.
- Monitoring checks may also be needed to be made within the next half term or review meetings held for as long as necessary to prevent further incidents.
- Details of incidents are recorded and kept on student file.
- Bullying may lead to internal isolation and fixed term exclusion or in serious cases permanent exclusion.

8. Anti-bullying Strategies

A range of strategies may be used to support staff, students and parents/carers and to raise awareness of bullying and its impact on people.

It is important that all staff act in a consistent manner so that students and parents/carers have confidence in school practice and policy.

- Incidents to be recorded and filed in student's file and/or relevant incident logs.
- Multi-Agency work e.g. Police, Safer neighbourhood team, School Nurse, Attendance Officer, Chet Health etc.
- Working with parents.
- Use of Student Leaders, Buddies, Anti-Bullying Ambassadors and Student Mentors.
- Carrying out surveys, interviews and discussions to review policy and practice. Students will be involved in this process and a student Anti-Bullying group will meet regularly and discuss.
- Recognising and challenging sexist, homophobic or racist bullying or language within verbal abuse/general conversation.
- Use the curriculum (eg drama), assemblies and PSHE, to explore relevant issues and raise awareness, e.g. diversity and difference, discrimination, bullying and raise awareness of the Anti-Bullying Policy.
- Teaching assertiveness and social skills to students with low esteem.
- Use of role play to deal with situations and issues.
- Providing opportunities for staff inset.
- Exploring alternative strategies for supporting students, e.g. Peer mentoring, 'fogging', circle of friends. ZAP/BIT programmes.

- Work with other agencies to identify and all forms of prejudice driven bullying and to address these within all aspects of school life.
- Actively create 'safe spaces' for vulnerable young people, encourage students to attend lunchtime clubs.
- Involve students in anti-bullying campaigns and events in school.
- Anti-Bullying Ambassadors - are a group of students, from all year groups, who receive extra training to help support other students. They listen, advise and help their peers, bridging the gap between adults and young people. Students will be recruited and trained annually.
- Campaigns and Diversity week.

Monitoring

The relevant Assistant Headteachers and Guidance Team will maintain a bullying incidents log and regularly review reported cases to look for patterns or trends and to provide relevant training or support.

Bullying logs and data will also be discussed at Senior Leadership Team Meetings.

The policy will be reviewed two yearly.