



Anti-Bullying Policy

Executive Summary

This policy sets out a definition of bullying and the school's commitment to responding to and dealing with any incidents and allegations of bullying. It is the responsibility of everyone in the school community to take a proactive stance against all forms of bullying.

Many pupils at Hazel Wood have experienced challenging and complex personal histories. Hazel Wood High School has a high number of pupils in receipt of the pupil premium grant and there are over 34 languages spoken across the community. We have a duty of care to ensure that all pupils are educated free from harassment, intimidation, aggression, discrimination and derogatory language. It is the responsibility of leaders and staff to create a positive environment in which bullying is not tolerated. We want relationships among pupils and staff to reflect a positive and respectful culture and for our pupils to be safe and feel safe enabling them to make a positive contribution to their school and wider community. This policy is underpinned by the policies listed below and the ethos and values of the school community.

Related Policies:

Behaviour Management, Safeguarding, Equality.

Our Commitment

Governors, parents and staff believe that all students have the right to thrive and be safe, and should aspire to be the best version of themselves. It is the responsibility of all adults in the school to ensure that this takes place and that we encourage good behaviour and respect for others in the whole community.

Our vision for our school community is to 'foster a sense of pride and community and provide an opportunity for all to excel'. Our values of respect, responsibility and aspiration underpin the commitment in this policy. All students have a responsibility to contribute, in whatever way they can, to the protection of all our pupils.

The following anti-bullying policy has been created in partnership with families, anti-bullying ambassadors, pupils, staff and representatives from the local authority and local community groups.

Key priorities

- To promote at all times expectations of good behaviour. To ensure that all pupils understand that people do and should care about each other. To establish a system that recognises and rewards good behaviour;
- To be aware of the quantity and particular nature of bullying that takes place in school;
- To apply appropriate rules, sanctions and anti-bullying strategies to ensure that all students feel safe and are confident that bullying concerns are dealt with seriously and sensitively;
- To create and foster a caring community with a listening ethos and encourage pupils to support one another by reporting instances of bullying;
- To further the personal, social, moral, spiritual and cultural development of the individual and community through pro-active strategies to teach about bullying within the wider curriculum;
- To include the school's stakeholders in the development, application and promotion of our anti-bullying policy.

Definition of bullying

It is important that we clearly understand what bullying is. The DfE identifies bullying as:

‘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.’

DfE Prevention and Tackling Bullying (July 2017)

Hazel Wood High School has chosen the following definition:

‘The behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally’

Bullying is not:

- A one-off comment or remark;
- where someone has been hurt unintentionally e.g. falling out within a friendship group

Although such incidents are not necessarily bullying, our pastoral staff will deal with them, as they can be hurtful and upsetting to individuals.

Forms of bullying:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc;
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling;
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion;
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc;
- Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion;
- Racism- bullying related to a person’s colour, race, culture, religion;
- LGBTQ- bullying related to actual or perceived sexual orientation and/or offensive gender related incidents;
- SEND- bullying related to a person’s physical or mental impairment or difference.

Identifying Bullying

We work hard to promote 'it could happen here' culture with staff, parents, students and governors. We encourage the whole school community to be vigilant and to look out for one another. We encourage the reporting of anything which may compromise the safety and welfare of anyone.

The NSPCC advises that there is no single sign which will indicate for certain that a child is being bullied, but some indicators of bullying may include:

- Not wanting to travel to or from school on their own;
- Belongings getting 'lost' or damaged;
- Complaining of not feeling well to avoid school;
- Physical injuries, such as unexplained bruises;
- Refusal or reluctance to attend school;
- A rapid decline in academic performance;
- Asking for extra money or equipment, or stealing money;
- Becoming aggressive, rude or disruptive;
- Being nervous, losing confidence, or becoming distressed and withdrawn;
- Problems with eating or sleeping;
- Exhibiting bullying behaviour to others.

We investigate any of the signs listed above. It is not an exhaustive list; nor do the signs mean that a person is definitely being bullied.

Preventing Bullying

Anti-bullying has a high profile within our school community. We take all reports of bullying seriously and everyone in the school community has a role to play in preventing bullying and in showing care, respect and concern for each other.

As a school, we encourage anti-bullying and a positive culture in the following ways:

- The ethos and positive achievement culture established within our community promotes good behaviour, tolerance, and respect;
- The delivery of anti-bullying messages overtly in the curriculum is clear, well-presented and respected by students. The ways in which this is achieved include the implementation of a comprehensive PSHCE curriculum, including a timetabled weekly PSHCE lesson, Super Learning Days, an anti-bullying week, relevant assemblies and form activities;
- Encouraging the School Council to be actively involved in anti-bullying policies and procedures;
- Encouraging parents and carers to be involved in developing policies and procedures for behaviour and anti-bullying including understanding the home school agreement and the information in the school planner;
- Working with Bury Curriculum Language Access Service (CLAS) to ensure we promote equality, cohesion and respect for others so that all students feel part of the school community and prejudice does not impact on learning or wellbeing;
- By running drop-in sessions and clubs and holding integration meetings to support the learning and wellbeing of recent arrival and vulnerable students (e.g. EAL, refugees and asylum seekers, GRT pupils);

- The maintenance of good order and a safe environment in and around the school including the approach to school on Hazel Wood Avenue and the local vicinity, in classrooms, corridors and social areas and around the site prevents bullying;
- Providing a range of curriculum opportunities to develop students' social & emotional skills, including resilience & fostering positive relationships;
- Using well-being ambassadors and adopting restorative justice practices;
- Safeguarding training for new staff as part of their induction programme;
- Very strong, highly skilled pastoral work intervenes effectively to ensure that potentially difficult situations are 'nipped in the bud' when issues are brought to the attention of staff at the school. The school has appointed heads of year and pastoral year leaders (non-teaching) to each year group, an AHT responsible for behaviour, an AHT SENCO and a pastoral deputy headteacher who is also the Designated Safeguarding Lead;
- We support all staff to establish calm, purposeful learning environments and receive behaviour management and anti-bullying training and awareness raising training as part of their induction programme and continuing professional development;
- Training of reception staff to respond to parents and pupils raising concerns;
- Working collaboratively with our EAL staff, our family and community engagement officer and CLAS to develop links with parents and carers so that they can support their children's learning and wellbeing in addition to providing interpreters and translators when required".

Preventing bullying is everyone's responsibility.

Responsibility of the Headteacher

The Headteacher has a legal duty to draw up procedures to prevent bullying /harassment among pupils.

- Determine the appropriate strategies and procedures alongside the SLT and school staff;
- Ensure appropriate training is available to all relevant adults and students;
- Ensure that a system for recording bullying is in place;
- Ensure that the procedures are brought to the attention of all staff, parents and pupils and report termly to the governors and student council;
- Ensure that no forms of discrimination are tolerated.

Responsibility of the Deputy Headteacher

- Be responsible for the day to day management of the policy and systems;
- Ensure that there are positive strategies and procedures in place to help both those being bullied and those exhibiting bullying behaviours and ensure that these are implemented quickly and effectively so that they are not allowed to spread;
- Maintain the school's record of incidents of bullying and to ensure all incidents are recorded appropriately;
- Inform the headteacher of all incidents and support the headteacher review process;
- Arrange relevant staff training;
- Implement a trust survey of students' views and act on the findings;
- Promote a culture of anti-bullying through the curriculum and planned events ensuring that pupils understand that no forms of discrimination are tolerated.

Responsibilities and response of students

- Talk to an adult you can trust; this may not necessarily be a teacher;
- Write down what has happened and how you feel – be 100% truthful;
- Challenge bullying and do not be a bystander;
- Do not try to deal with the problem on your own;
- Do not use violence against those exhibiting bullying behaviour;
- Report to a member of staff any witnessed or suspected instances of bullying;
- Listen respectfully to views, beliefs and opinions that are different from your own in considered ways;
- Show respect for the different protected characteristics as defined in law.

Responsibilities and response of teachers and other adults

- Refer **serious or ongoing cases** of bullying to the Designated Safeguarding Lead/DHT Julie Holden or the Headteacher Paul Greenhalgh (other members of SLT in their absence or unavailability). In all other instances bullying can be reported to form tutors, pastoral year leaders or Heads of Year;
- When speaking to parents always ensure that they have introduced themselves and their role. This should also be the case if they leave a message via telephone or email. Follow unanswered telephone calls up with an email or request that pupil services assist with this;
- Watch for early signs of distress in pupils – deterioration of work, reduced attendance, sudden illnesses, isolation, the need to stay close to adults. These concerns should be passed on to the relevant Head of Year, pastoral year leader or form teacher;
- The form teacher or pastoral staff should listen and record all incidents and place on the school recording system (CPOMS);
- Respond to the victim, offer help and put the school's procedures into action;
- Make it clear to those exhibiting bullying behaviour that this kind of behaviour is not acceptable;
- Use all pupils as a positive resource in the stopping of bullying. Peer groups will often be willing to help and support victims once recognised by a teacher. They can also help newcomers to feel welcome and accepted. Well-being ambassadors will support the harmed person and hold restorative meetings. These will only take place with staff supervision in 2020-2021;
- Foster in our students self-esteem, self-respect and respect for others;
- Demonstrate by example the high standards of personal and social behaviour we expect of our students;
- Deal with observed instances of bullying promptly and report promptly and fully on the action which has been taken.

Responsibilities of parents

If a parent thinks that their child is being bullied then they should contact the school immediately. They should contact either the form teacher, pastoral year leader, head of year, Julie Holden Deputy Head teacher or Headteacher Paul Greenhalgh. Parents should also encourage their child to talk to an adult they trust about bullying incidents that have taken place.

- Advise their child not to retaliate violently to any form of bullying;
- Keep a written record of any reported incidents of bullying;
- Co-operate with the school if their child is accused of bullying to try and ascertain the truth. Point out the implications of bullying for all concerned.

Reporting and recording bullying – courses of action

All reported concerns are dealt with swiftly and sensitively and communicated to parents within 24 hours or sooner depending on when the concern is raised.

When a bullying incident is reported, staff will act upon the report:

- The immediate physical safety of the pupil / pupils is the priority and the individuals identified will be placed in a safe place from that point onwards;
- Giving reassurance that the person has done the right thing by telling someone;
- Listening to the views of all sides involved, and taking a written record of events;
- Reporting to parents within 24 hours of the incident or sooner depending on when the incident is reported;
- Serious issues of bullying should be referred to the Designated Safeguarding Lead/DHT Julie Holden or the Headteacher Paul Greenhalgh;
- Informing relevant form tutors, pastoral year leaders and Heads of Year who will carefully triage, investigate, liaise with families and follow our procedures working under the direction of the Deputy Headteacher Julie Holden;
- When consulted about a bullying incident, the member of staff handling the matter will interview separately to the victim, the pupil exhibiting bullying behaviour and any witnesses, in order to establish an accurate account of events. A written report from those exhibiting bullying behaviour should be made and kept (records placed on the school recording system CPOMS);
- Implementing sanctions to ensure that the bullying stops;

Sanctions

- Imposing sanctions, where appropriate, in line with the behaviour policy;
- Taking steps to change the attitude and behaviour of the pupil exhibiting bullying behaviour as well as ensuring access to any support that is required;
- It is essential that both the victim and those exhibiting bullying behaviour are seen later to see if the issue has been resolved. If there is a continuation of the problem, then further action needs to be taken;
- Anti-bullying contracts will be drawn up in some instances, under the direction of the DHT Julie Holden;
- The school is committed to attempting to create empathy amongst those exhibiting bullying behaviour by asking them to reflect on the consequences and effects of their actions to discourage bullying tendencies. Well-being ambassadors will hold restorative meetings in some instances supervised by a member of staff;

- At whole school level, the prevention of anti-social behaviour lies at the heart of the pastoral system. The best protection is our first-class positive achievement system where we aim to create a climate where anyone who is bullied will report it in the certainty of a sympathetic hearing;
- The school refuses to accept bullying and if all else has failed sanctions will be applied within the parameters of Hazel Wood High School behaviour management and discipline system.

All incidents of bullying are recorded on a bullying log. This will ensure that all incidents are monitored, identifying patterns of students involved and retaining cases as open and closed. We can monitor our procedures to ensure they are effective. The maintenance of the bullying log is the responsibility of the Designated Safeguarding Lead / Deputy Headteacher Mrs J. Holden.

There may be circumstances where the bullying incident is addressed as a child protection concern under the Children Act 1989. If this is the case, because there is reason to suspect that the child may be suffering, or is likely to suffer significant harm, the incident will be passed to the Designated Safeguarding Lead /Deputy Headteacher Mrs J. Holden. This may then involve liaison with Social Care and/or the police.

Please see Appendix 1.0

Case review system

- Pastoral Managers / Year Leaders –2 Week Case Review
Review individual cases every two weeks and liaise with families and the harmed person prior to closing cases. Closed cases signed off on CPOMS and conversations with parents logged;
- Inclusion Meeting Review
Monthly review of all cases including update check on contracts. Cases will remain open and active until all parties are confident there are no issues;
- Headteacher Review
The Headteacher reviews all cases with contracts. The Anti-Bullying Log is reviewed on a half-termly basis. The closure of cases is the sole responsibility of the Headteacher;
- Trust / Governor Review
The Anti-Bullying Log Review is scrutinised and monitoring termly to ensure that school leaders are addressing the key priorities in the policy. The views of pupils are undertaken termly in 2020-2021 and the findings are acted upon.

Complaints

If a parent or carer is dissatisfied with the response made by the school following a reported incident of bullying he/she may make a complaint in accordance with the school's complaints policy.

Equal opportunities

In implementing this policy all members of staff must take into account the school's Equal Opportunities Policy. Staff must ensure that no pupil involved in any incident of bullying is disadvantaged on the grounds of gender, race, disability, sexual orientation, age, religion or belief.

Additional Information

This policy is a co-produced anti-bullying document for Hazel Wood High School. It has been created in partnership with the school council, parents and community representatives (Bury LA Well Being Co-ordinator, representatives from Bury Asian Women's Group, the Community Development officer from East Ward, Hazel Wood High School Community Policing Team) who attended a family consultation event in December 2019.

Hazel Wood High School Staff Reporting System

Initial Report

Bullying concern raised

Ensure the pupil is safe



Concern on CPOMS Immediately

Initial incident report completed and attached to CPOMS

Make report available to Form Tutor / Head of Year / Pastoral Year Leader and Deputy Headteacher



Collect the following information:

Statements should be taken from the harmed person, suspected wrong doer and any witnesses – place on school recording system (CPOMS).

Before leaving school on the day share concern - staff identifying the issue MUST see Year Leader / Pastoral Manager and discuss. OUTCOMES of discussion and actions to be recorded on CPOMS.



Pastoral Managers / Year Leaders / SLT Link – Update DHT

Review statements and develop action plan – inform families of issue within 24 hours of the incident being reported or sooner depending on the time of day the incident is reported

All information MUST be placed on the school recording system CPOMS.



Actions in place may Include:

- Liaise with Deputy Headteacher to discuss appropriate actions
- Informing and liaising with families / Developing agreed protocols with students involved / Informing classroom teachers and Form Tutors of issues /Altering Seating Plans / Adding pupil's name to the Anti-Bullying Log
- Anti-bullying Contract
- Meeting with the Deputy Headteacher – harmed and wrong doer – with family.
- Meeting with the Deputy Headteacher