Highlands School

Anti Bullying Policy

Date of Last Review	September 2018
Next Review Due	To be agreed by Governing Body
Governors Committee	Strategic Projects

HIGHLANDS SCHOOL
ANTI-BULLYING POLICY

Contents

1. Introduction

Highlands school is a mixed, inclusive, community, comprehensive school for students aged 11 – 18 years. Our success is built upon our values: determination, aspiration, **respect** and **equality** (DARE).

It is within this whole school Values, philosophy and background that the school anti-bullying policy has been developed.

Our bullying policy covers incidents inside and outside school.

Respect
Working individually and with others to uphold the rules and laws of our community whilst listening to and respecting the views of others.

Equality
Working to protect the rights and opportunities of every member of our community so that we all have a fair chance to participate, succeed and enjoy life.

2. What to do if you or someone you know is being bullied

- ***Tell** the Teacher or Classroom Assistant in the room at the time of the incident, or*
- ***Tell** to your Form Tutor, Form Captain or Head of Year at the next appropriate opportunity and time, or*
- ***Tell** someone that you are confident in speaking to such as a member of your Student Leadership Team, Prefect or Peer Mentor*

If you are an adult you can confidentially share your concerns about a young person known to you by;

- ***Dialogue** with their Form Tutor if known to you by calling the schools contact number on 020 8370 1100, or*
- ***In writing** to the pupils Pastoral Head of Year via our website; http://www.highlands.enfield.sch.uk/form/?pid=2&form=18*

3. Anti-bullying mission statement

Highlands School is committed to ensuring that all students are able to learn in a supportive, caring and safe environment without the fear of being bullied. Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at Highlands

School. If bullying does occur, all pupils should know who to tell and know that incidents will be dealt with promptly and effectively.

By having clear policies on vital issues such as behaviour and anti-bullying we aim to create a safe climate where
- ***emotional health and well being can flourish***
- ***children can learn well and achieve their potential free from intimidation***
- ***reduce incidences and address the fear of bullying***

4. Law and Guidance
Since September 1999 schools have had a legal duty to take measures to prevent all forms of bullying. It is statutory to have a behaviour policy including bullying.

In September 2007 The DFE launched Safe to Learn: embedding anti-bullying work in schools" guidance, which is the new over-arching anti-bullying guidance for schools. The Safe to Learn package of guidance also includes specialist advice on cyber-bullying and homophobic bullying, as well as the existing guidance on tackling bullying related to race, religion and culture which was issued in 2006. Guidance on tackling the bullying of children with SEN and disabilities will be issued next year.
The DCSF have also produced:

- ***Do not Suffer in Silence Pack and Guidance***
- ***Promoting Mental Health within Early Years and School Settings***
- ***Social, Emotional, Behavioural skills (SEBS) materials***
- ***KS3 Behaviour and Attendance strategy***
- ***Beat the bully - Anti–Bullying packs for Anti-Bullying week***

We have signed up to the anti bullying charter:
http://www.teachernet.gov.uk/docbank/index.cfm?id=11912

Highlands School aims to maintain its policy in line with the latest guidance from the DCSF on this important issue.

5. Definition of bullying and types of bullying
What Is Bullying?
"Bullying is deliberately hurtful behaviour repeated often over a period of time or on isolated occasions, where somebody deliberately intimidates or harasses another". Bullying can be peer-on-peer or include groups of students.

Bullying can be:
• Emotional…	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures, spreading rumours.)
• *Physical…*	pushing, kicking, hitting, punching or any use of violence
• *Racist* …	racial taunts, graffiti, gestures
• *Sexual…*	unwanted physical contact or suggestive/sexually abusive comments
• *Homophobic…*	because of, or focussing on the issue of sexuality
• *Verbal…*	name-calling, sarcasm, spreading rumours, teasing
• *Cyber…*	All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated Technology i.e. camera or video facilities.

6. Procedures for dealing with bullying
We expect every member of staff to challenge bullying behaviour at our school. The school will react firmly and promptly where bullying is identified. A range of strategies is available to staff, according to the nature of the behaviour and incident.
Following referral for bullying the school's Pastoral Staff and Senior Management Team have the following procedures in place:
Investigate the situation by talking to all the
- children involved
- witnesses
- staff members

Record Evidence – as appropriate in oral, written or picture (CCTV) form, the situation from
- children involved using blue incident report forms or pink racist incident forms

- witnesses involved using blue incident forms

Respond – to the bully by

- Ensuring that they recognise, own, and reflect on their behaviour/s and how it affects others
- Applying appropriate sanctions e.g. Year detention or Community service
- Guiding, supporting, advising and offering them strategies to change their behaviour including time with the behaviour mentor.
- Insisting that they take responsibility for their actions and help them to actively make amends through community service
- Involving parents in any incident of bullying as appropriate.
- Involving outside agencies when necessary

Respond to the child who is bullied, hurt or upset by

- Actively listening to the child
- Offering support and strategies to deal with unwanted behaviours
- Protecting the child and ensuring their safety as and when necessary
- Involving parents in any incident of bullying as appropriate.
- Involving outside agencies to support the child as appropriate

Respond to the situation and prevent other situations by providing a foundation for children to explore issues through the curriculum.

Review – the situation with

- Children involved
- Parents and others as appropriate

N.B

All staff <u>must</u> liaise with Form Tutors or Head of Year before contacting home regarding bullying issues.

If further intervention is required the school's staff are to refer the incident on to Head of Year who will pursue a suitable course of action depending upon the needs of the case, which could include referral to

- a member of Senior Leadership Team including the Head Teacher
- convene a 'Restorative Justice' meeting with all protagonists led by a member of Senior Staff
- an officer of the Metropolitan Police's Safer Neighbourhoods Team
- an appropriate member of staff from the Enfield Borough Pupil Referral Unit

7. Guidance about dealing with specific types of bullying

Given the diverse nature of types of bullying it is very difficult to include explicit reference to all the different types and do them all justice. Schools are already aware of their rights and responsibilities in relation to racial bullying, verbal, physical and emotional bullying. However there are three very specific types of bullying (Cyber-bullying, homophobic bullying, and sexual bullying) that have more specific issues that need to be addressed within this policy so that the school community can gain a deeper understanding of these types of bullying than they have previously.

Cyber bullying

Cyber bullying is the use of information communications technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. Hurtful messages may be received at home as well as school, by text and email, and insulting statements and photos taking by digital cameras or mobiles may be spread to a very large community of users via email and websites, especially social networking sites. A victim may be "set up" with a plan to take and distribute an embarrassing photo. One may not even find out the name of an electronic bully. Chat rooms may be frequented by people with fake identities, some of whom know the victim and try to trap him/her. Others may be strangers – even paedophiles. Cyber bullying is most commonly student to student, but may also concern student to teacher bullying.

N.B. We require students to sign an Acceptable Use Contract covering all aspects of use and misuse of the school computer network, which would thus include cyber bullying.

The victim should be advised to save and write down all previous incidents and record new ones, but not to reply to the messages. Any electronic equipment used in cases of Cyber Bullying will be confiscated and used as evidence until further notice from the Head Teacher. Punishment could include denial of internet access.

Some forms of cyber bullying may actually break the laws against harassment and malicious communications, which staff should point out to students. If the cyber-bullying is occurring out of school-the parents are advised to contact the relevant authorities who will in turn attempt to trace senders of insulting text messages and emails, and it is possible to report the incident to the network provider and get unflattering statements and videos taken off websites. Students will also be taught in PSHE lessons about the unacceptability of cyber-bullying.

Homophobic bullying
Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

> *Who experiences homophobic bullying?*
> • Young people who are lesbian, gay or bisexual.
> • Young people who are thought to be lesbian, gay or bisexual.
> • Young people who are different in some way – they may not act like the other boys or girls.
> • Young people who have gay friends, or family, or their parents are gay.
> • Teachers and school staff who may or may not be lesbian, gay or bisexual.

As a school we agree that homophobic bullying is wrong and will not be tolerated. This message will be clearly spelt out to students and incidences of homophobic bullying will be dealt with in exactly the same way as other types of bullying.

Casual homophobic language is common in schools but, if it is not challenged, pupils may think that homophobic bullying is acceptable. It is therefore important to challenge homophobic language when it occurs:
> • Ensure that pupils know that homophobic language will not be tolerated at Highlands School.
> • When an incident occurs, pupils should be informed that homophobic language is offensive, and will not be tolerated.
> • If a pupil continues to make homophobic remarks, explain in detail the effects that homophobic bullying has on people.
> • If a pupil makes persistent remarks, they should be removed from the classroom and teachers and staff should talk to him or her in more detail about why their comments are unacceptable.
> • If the problem persists, involve SLT. The pupil should be made to understand the sanctions that will apply if they continue to use homophobic language.
> • If appropriate the parents/carers to school to discuss the attitudes of the pupil.

The issue of homophobia will be discussed within specific curriculum opportunities including form time, assemblies and PSHE lessons.

Sexual bullying

Both genders can be subjected to sexual bullying, led by either gender. A case of proven sexual assault is likely to lead to the fixed term exclusion of the perpetrator and the intervention of the Metropolitan Police. In general, sexual bullying is characterized by:

- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Inappropriate and uninvited touching
- Sexual innuendoes and propositions
- Pornographic material, graffiti with sexual content
- In its most extreme form, sexual assault or rape

8. Staff Training
All Highlands School staff are trained to use the processes for dealing with bullying. The staff training needs will be reviewed regularly, in consultation with the staff concerned. Training will

be delivered either by staff within the school or by external trainers on INSET days or as part of Pastoral meeting schedule.

9. Dissemination of the policy
A copy of the policy will be made available to all staff and Governors. Additional copies will also be made available in the school office and on the school website.

10. Monitoring and review
To monitor the effectiveness of the schools provision pupils will be required to complete a survey to demonstrate trends or patterns in bullying behaviour not only in but also outside the school.

To that effect the findings of various exercises designed to 'snapshot' pupils' feelings about not only the nature of bullying behaviours but also the impact of staff intervention.

To gain insight into the perception of our local community – specifically the views of pupils from our "feeder primary's" a conference of school councils was held at Highlands to establish the exact locations where the pupils feel safe or unsafe.

Furthermore pupils are annually surveyed,

This policy will also be reviewed biennial with governors, staff, students and parents.

11. Policy Formation and Consultation
The Anti-Bullying policy was formulated in line with the DFES Safe to Learn: embedding anti-bullying work in schools (Sept 2007), Advice from the Anti-bullying Forum, and Enfield LEA. The governing body, parents and students will regularly be involved in reviewing the school Anti Bullying policy.

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Date for next Review: To be agreed by GB