



Homewood School & Sixth Form Centre

LEARNING · RESPECT · BELONGING

ANTI BULLYING POLICY

Date approved by Governors
November 2016

HOMEWOOD SCHOOL & SIXTH FORM CENTRE

ANTI BULLYING POLICY

This policy will be reviewed every three years

DATE OF POLICY: NOVEMBER 2016

DATE OF REVIEW: NOVEMBER 2019

Member of staff responsible for Policy:

Vice Principal (Students)

Signed.....Headteacher

Signed..... Chairman of Governors

Anti-Bullying Policy

1. Aims:

1.1 Bullying of any kind will not be tolerated in this school. It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the school community.

1.2 In our school students have a right to feel welcome, safe and happy. In our school we will not tolerate any unkind actions or remarks even if these were not intended to hurt.

2. Principles:

2.1 All forms of bullying are unacceptable and will not be tolerated at Homewood School.

2.2 If left unchecked bullying can have tragic consequences. All instances will cause some distress to the victim. Being a victim may result in more severe secondary symptoms developing such as underachievement, depression or truancy.

2.3 The ethos of the school holds that every individual is cared for and valued and this does much to reduce the frequency of bullying. All reported incidents of bullying must be responded to directly.

2.4 Staff, students and parents have a responsibility to tackle bullying.

* Students who become aware of any bullying are encouraged to report their concerns to a member of staff. Structures are in place for students to report any bullying incidents to the College Office.

* All teaching and associate staff having concerns should share them with the relevant Form Tutor and Family Liaison Officer.

* Parents who suspect their son or daughter is either a bully or is being bullied should contact the Form Tutor or Family Liaison Officer.

2.5 As a caring community, Homewood recognises the need to support not only the victim(s) but also those who demonstrate bullying behaviour. Help will be given to all students to overcome relationship difficulties. Full use will be made of the welfare team and student support services both at Homewood and in the local area. Developing assertiveness, building self-esteem and giving advice on anger management are key areas in engendering positive relationships.

3. Definition

Bullying can take a number of forms and includes:

- **Emotional** (being unfriendly, excluding, tormenting, threatening behaviour)

- **Verbal** (name calling, sarcasm, spreading rumours, teasing)
- **Physical** (pushing, kicking, hitting, punching or any use of violence)
- **Extortion** (demanding money/goods with threats)
- **Cyber** (all areas of internet, email and internet chatroom misuse. Mobile threats by text messages and calls. Misuse of associated technology ie: camera and video facilities including those on mobile phones.
- **Racist** (racial taunts, graffiti, gestures)
- **Sexual** (unwanted physical contact, sexually abusive comments)
- **Homophobic** (because of, or focussing on the issue of sexuality)

Bullying is the abuse of power (e.g. position, physical strength, numbers etc.) to dominate or intimidate someone else. It involves the repetitive and intentional hurting of another (others) It can take various forms and may be verbal, physical, psychological or emotional (e.g. name calling, aggression, social isolation, extortion, racial harassment). It may be long-term or short lived; it may involve groups or just individuals.

Behaviour such as the common use of discriminatory or pejorative language, or the inappropriate spreading of jokes and rumours that derives from a lack of understanding of the implications of such behaviour can be seen as unwitting bullying behaviour. This behaviour is a common contributory factor in the embedding of racist, sexist and homophobic cultures, and the proliferation of this behaviour outside school can make it particularly difficult for schools to challenge. However, effective whole school approaches can reduce bullying and bullying behaviour within the community.

Cyberbullying is when one person or a group of people aim to threaten, tease or embarrass someone else by using a mobile phone, the internet or other technologies. There are a number of different forms of cyberbullying and these include: text messaging, picture / video clip bullying, phone calls, e-mail, chat rooms, bullying through instant messaging, via a website or through an extensive range of social media.

4. Persons Involved

The Bully/Bullies – There is no stereotype.

- They may – lack self esteem
- have a difficult background
- have been bullied themselves
- be unpopular / very popular
- be insecure
- lack empathy

The Bullied – Again there is no stereotype.

- They may - be new to the school
- be different (appearance, speech, background)
- have low self esteem
- react in a way which 'rewards' the bully
- have additional learning needs

4.1 What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school or changes route
- Doesn't want to go on the school / public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Does less well at school
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home 'starving'
- Is bullying others
- Changes their eating habits
- Is frightened to say what is wrong
- Is afraid to use the internet or mobile phone
- Is nervous or jumpy when a cyber message is received
- Gives improbable excuses for their behaviour.

The earlier the identification, the better. Once identified the member of staff dealing with the student(s) will establish a link with the home. The Family Liaison Officer and / or Form Tutor will be informed of action taken. Any bullying incidents should be recorded. Details of perpetrators and victims should be recorded along with any sanctions applied in the appropriate school log.

Racist Bullying

Racist bullying is unacceptable, and in some instances criminal. Schools are required under the Race Relations (Amendment) Act 2000 to have a Race Equality Policy, to actively promote race equality and to record and report racial incidents.

Racist bullying can be very complex, rooted in historic cultural beliefs or current events, and it may not be apparent to outsiders. If the victim or anyone perceives an incident as racist, it will be investigated and reported as a potential racist incident. . Any racist incidents should be recorded in the appropriate school log. Details of perpetrators and victims should be recorded along with any sanctions applied.

Homophobic Bullying

This type of bullying is unacceptable. Any homophobic incidents should be recorded in the appropriate school log. Details of perpetrators and victims should be recorded along with any sanctions applied.

5. Bullying and the Curriculum

Bullying is one of the first topics addressed with Year 6 students during induction week.

The topic is covered again at appropriate times through the PSHRE programme and through assemblies.

Caring for each other is a constant and common theme promoted by Tutors and other staff.

The issue of the abuse of power, which includes bullying, and its consequences is also explored in other areas of the curriculum.

6. Support for Students

Some students may experience difficulties in forming positive relationships with their peers. Support for these students can be provided via Form Tutors or via college Family Liaison Officers. Some students may find it beneficial to talk to a peer mentor. Lunchtime provision is also provided to support vulnerable students in developing their social interaction skills

7. INSET

Training will be provided for all staff to enable them to identify bullying, investigate incidents and intervene appropriately. All staff will complete a training session on e-safety which includes aspects of cyberbullying.

8. Reporting

Students should be encouraged to report all incidents to a member of staff (Subject Teacher, Tutor, and Family Liaison Officers) and to their parents. They need to be confident that their concerns will be taken seriously – what may seem trivial to adults might well be a major concern to them. They also need to know appropriate action will be taken quickly. This will reinforce the fact that unpleasant behaviour is not acceptable and that authority will respond and support.

The same applies to reports received from parents/carers.

9. Dealing with a Complaint or Known Incident

9.1 First Reports / Offence

- * The student or staff member reports the incident(s) of bullying to the College, Family Liaison Officer and Form Tutor. The Family Liaison Officer / Form Tutor / teacher interviews all concerned, victim(s) first, then the aggressor(s) and witnesses.

Staff should:

- * Emphasise mutual respect and the School's caring ethos.
- * Write down accounts, Students should sign and date their own accounts.
- * Investigate inconsistencies if necessary.
- * Bring parties together (restorative justice procedures) and review the scenario * highlighting differences i.e. actions, interpretations. (*If agreeable allow the victim to explain their complaint to the bully – this is empowering and can build self-esteem.)
- * Explain your interpretations and views, remembering to condemn the action not the individual.
- * Seize opportunities to build rapport.
- * Try to build bridges if this is appropriate but issue verbal warnings as appropriate and telephone parents involved.
- * State that the incident is to be recorded.
- * Record the incident and action taken on the School's Bullying Log. Ensure that incidents are also recorded in the student's file
- * State that parents are to be informed.
- * Outline the expected future behaviour between parties.
- * Openly invite each party to return to you if they feel the friction is continuing.
- * Praise all parties if they have been responsive (even though you may have condemned their previous actions).
- * Inform both parties you will contact them in the future to reassure yourself that the matter has been cleared up. Be sure you do – make a diary note.
- * Inform Form Tutor and other staff concerned.
- * Investigate further support e.g. counselling or peer group mentoring as appropriate.

Please note – the Family Liaison Officer should use his / her discretion. A falling out / disagreement / argument between friends should not in most cases be deemed to be a 'bullying incident'.

9.2 Second Offence or Persistent Bullying

If the aggressor re-offends or if there has been persistent abuse which has only just come to light then this information should be recorded in the same way as for the first offence by the Family Liaison Officer / Tutor/ Teacher.

The matter is then passed to the aggressor's Assistant Head of College or Principal Teacher (issues in lessons) who should apply appropriate sanctions as set out in the School's Ethos for Learning Policy. Counselling or peer mentoring should be offered to support the aggressor(s) and victim(s) as required. The aggressor may be asked to write a letter of apology to the victim.

9.3 Recording

Each incident will be recorded on one of the School's Bullying Logs. All accounts of incidents will be recorded, placed in student files and given to relevant staff, as appropriate.

9.4 Follow-up

This is essential because it demonstrates continued concern, not only for the victim, but also for the bully.

Follow-up may take the form of:

- 1) brief checks in passing
- 2) informal chats (separate / joint)
- 3) formal and recorded meetings
- 4) phone calls to home (possibly at agreed intervals)

The nature and frequency will depend upon the severity of the incident and the nature of the student(s) involved.

10. This Policy Links to:

The Ethos for Learning Policy
Safeguarding Policy

11. This Policy was reviewed by:

Vice Principal (Students)
Family Liaison Team
Designated Child Protection Coordinator