

**All statements regarding Hopewell School should be read as covering Hopewell School and motorvations@hopewellschool.**

1. This policy is based on DfE guidance **“Preventing and Tackling Bullying” July 2017** and supporting documents. It also considers the DfE statutory guidance **“Keeping Children Safe in Education” 2019** and **‘Sexual violence and sexual harassment between children in schools and colleges’** guidance. The setting has also read **Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”**.

2. The Hopewell School’s Community

Hopewell School and motorvations@hopewell provides a welcoming, safe and secure environment in which all pupils can learn successfully. We recognise and share the high aspirations that we believe local families have for their children and we will strive to bring out the best in every child through addressing their unique needs, nurturing their talent and developing their ambition.

3. Policy links to Mission, Aims and Values

Hopewell School is a multi-cultural and diverse learning environment at the heart of the community. We promote care and respect, and expect high standards in all aspects of school life.

As a school we aim to build a community clearly based on the value of respect, integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution, protect the weak and are committed to justice and compassion. Mutual respect and trust are central within the school.

This policy, and its associated procedures and protocols, is based on these key principles.

The school will seek to encourage staff and pupils to aspire to fullness of life that they may achieve their potential. The school curriculum policy plays a central role in this by:

- Nurturing pupils; providing opportunities for everyone to reach their potential ; Empowering pupils to become independent and responsible pupils;
- Developing the creative potential for pupils; and providing a flexible framework for pupil achievement aiming at all times to meet the needs of the individual.

4. Statutory Framework

By providing a stimulating and safe environment, the school will develop in its pupils the skills, attributes and knowledge to maximise their potential and encourage them to contribute positively to society.

The Headteacher/Proprietor has a legal duty under the School Standards and Framework Act 1998 and Education Act 2010 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents / carers and pupils. Our work on anti bullying forms part of our commitment to the DfE's aim, as set out in the Guidance *'Keeping Children Safe in Education'* (September 2018).

## 5. Purposes

The purpose of this policy statement is to make clear to the pupils, staff, parents / carers and stakeholders that bullying is a form of anti- social behaviour that the school considers inappropriate and unacceptable in all its forms. We expect all members of our community to accept our definitions of bullying and to work actively with us to eradicate any form of bullying from the experience of staff and learners.

Bullying can include any sort of physical, mental or emotional intimidation of any person by another person (or group) which causes anxiety or damage to the victim. Such behaviour is unacceptable by any member of the school as no person has the right to make another feel uncomfortable, unhappy or stressed.

Bullying consists of actions such as physical intimidation - bullies get involved in hitting, kicking, taking or hiding someone's belongings, spitting, pushing or physically threatening someone. The person who is being bullied may have experienced being touched by someone against their will, being sexually harassed or feeling pressurised into doing something they don't want to.

Bullying can be experienced through verbal abuse - bullies demand money or possessions, tease others to torment them, pick on people because of their race, gender, sexual orientation, social class or their personal appearance, and bullying also includes taunting others about any disability or their school performance.

Some learners are bullied through being called racist names, or being called any names that cause hurt and humiliation.

Indirect abuse - spreading hurtful rumours or stories, sending notes or writing graffiti about someone, mocking, excluding someone from friendship groups.

## 6. Implementation

Bullying is a serious matter and any incidents will be dealt with, as laid down in the anti-bullying procedures. The premise underpinning these procedures is that learners will always be listened to by an appropriate member of staff when reporting incidents of bullying.

### Expectations of staff

Every member of staff at Hopewell is expected to look for signs of bullying as part of their academic and learner support roles and responsibilities.

Members of staff will be alert to and give notice about patterns of attendance and lateness to the School or to lessons, patterns of sickness, how new pupils are received by others or changes in friendship groups.

Subject teachers will be suspicious of any sudden drop in achievement, note instances of withdrawn behaviour and be mindful of unintended consequences when organising groups or teams.

Members of staff on patrol carry out duties patrolling areas of the school, including those not normally observable and note any isolated pupils or instances of inappropriate behaviour.

The relevant staff will ensure that there is action taken in any situation where parents / carers are suspicious that their child may be being bullied.

All incidents will be reported by teachers and staff to the identified person within the school.

### Expectations of pupils

Pupils will be encouraged to follow a code for reporting any incidences of bullying as follows:

If you know about someone who's being bullied or you are being bullied yourself you must tell someone or tell your parents, tell your form tutor or any other member of school staff or tell a friend.

If it is urgent or you are frightened tell the nearest adult you can. If someone is busy ask when you can see them. In any situation which is threatening or dangerous walk away and get help.

You can help our school to avoid bullying incidents by being friendly towards people you think might be at risk of getting bullied, by not laughing if someone is being taunted or teased, by never joining in threatening or insulting behaviour and by saying that you don't like what's happening if you see bullying.

## 7. How the policy will be put into practice

The school will work consistently to promote an anti-bullying message to learners. Bullying will always be treated as a problem and a 'problem solving' approach adopted. It is important that we do not bully the bullies. If there are repeated incidents, sanctions will need to be employed. Learners must recognise that the school will not accept bullying.

All staff will praise and encourage positive behaviour and will recognise and promote examples of caring and co-operative relationships.

Through our own behaviour and attributes we will show how much we respect every learner in our school and how we appreciate and tolerate diversity and difference.

We will consistently remind our learners that we are committed to providing an environment where all children feel accepted and valued and where they can learn together in safety and security.

These positive strategies will be exemplified in all of our interactions with pupils and we will explicitly teach topics as part of our tutorial curriculum that are aimed at promoting understanding of bullying and the harm it can do. Through these areas of the curriculum we will also teach assertive strategies and skills for pupils to draw on.

We will ensure that any sanctions imposed are fair and appropriate and understood by other learners.

We will use assemblies to promote our positive ethos and to make all pupils aware of this anti-bullying policy.

Each curriculum area will - where appropriate - incorporate this anti-bullying message into their teaching and learning practice.

A log of incidences of bullying will be kept and a record of the incident will be recorded.

### Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems;
  - identifying and interviewing possible witnesses;
  - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.

- Requesting the deletion of locally-held content and content posted online if they contravene

school behavioural policies.

- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed. o
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:

- advising those targeted not to retaliate or reply;

- providing advice on blocking or removing people from contact lists;

- helping those involved to think carefully about what private information they may have in the public domain.

### Sanctions for pupils

In every case the incident of bullying will be taken seriously and the responses can include some or all of the following.

All pupils involved will be interviewed and their statement recorded. This information will always be treated seriously.

The member of staff who has witnessed an incident will make a referral to a member of SLT who will arrange for all learners to meet together with them. At this meeting the pupils will each be given the opportunity to talk about their perceptions of the incident and their feelings.

The situation between two or more learners requires careful monitoring. Any further incidents must be immediately followed up.

Staff will always be informed and whenever possible involved in the discussion. Parents/ carers will be informed of the incidents and any action taken.

In certain cases of repeated bullying the following sanctions will be applied to those pupils who have been carrying out the bullying behaviour.

A record of the incident will be recorded in the pupil's file.

The bully will have to apologise to the person bullied and will have to replace or repair any possessions damaged.

They will also have to do something to improve things for the person bullied.

Depending on the severity of the bullying incident one or a combination of the following will apply:

- The bully may be placed in detention after school hours or at break or lunchtime and / or put on daily or weekly report.
- She / he may have to be isolated from lessons for a specified limited period.
- In severe cases she / he will be excluded from for a fixed term or in the worst case permanently.
- She / he may be reported to the police if they assault another pupil or member of staff by the Headteacher/Proprietor.

## The Role of parents /carers

All staff at Hopewell are alert for signs of bullying. Our parents / carers will be able to see signs that may make them suspicious about the possibility of their child being bullied.

The following advice is provided for parents / carers:

- You know your child best and some signs you might see are that he or she is regularly feeling sick or unwell in the mornings or is reluctant to make the journey to and from the School.
- Some money or possessions may have gone missing or an item of clothing or a bag gets torn. Sometimes a child wants extra pocket money for no particular reason or has unexplained cuts and bruises.
- You will know if your child has unexplained behaviour changes, e.g. becomes moody, bad tempered, tearful and unhappy.
- Some children stop sleeping or have nightmares and don't want to leave the house.
- Bullying can mean that your child is reluctant to talk openly about School friends and what they do at break times.

## 8. Links with external partners / agencies

We believe that effective partnership working is key to the implementation of our aims, values and policy aspirations. In particular this policy relates to our working closely with community groups, the LA and the local police.

## 9. Monitoring and evaluation

Monitoring activities will focus on the extent to which provision for pupil well-being enables all pupils to learn in a safe and secure environment. Therefore, monitoring and evaluation will include quality of provision and impact in relation to:

- Within and beyond the school
- Views of pupils / parent / carers
- Views of stakeholders / partner schools / community groups Views of hard to reach groups
- Views of pupils accessing additional services Incidents of bullying
- Incidents of racism
- Incidents of sexism / homophobia Religious intolerance
- Feelings of safety / threat / challenge / support

The SLT is accountable for policy and procedures to support anti-bullying and all staff will adhere to systems for providing evidence in relation to the above criteria for benchmarking improvement.

## 10. Links with other policy areas

This policy should be read in conjunction with the following related policies:-

- Safeguarding and Child Protection Policy
- Behaviour Policy
- E-safety Policy
- Equality and Diversity Policy

Policy Reviewed: Sept 2019

Policy Reviewed by: Susan Douglas

Ratified by Governors: *Sept 2019*