

# **Great Baddow High School ANTI-BULLYING POLICY AND PROCEDURE**

## **1. Statement of Intent**

**1.1.** The aim of Great Baddow High's anti-bullying policy is to ensure that our students are safe from bullying and discrimination and that students report potential bullying in the knowledge that concerns will be investigated and dealt with in line with the school's behaviour policy. Great Baddow High School aims to comply with Section 22 of the Education (No 2) Act of 1986 by maintaining an ethos and environment which will encourage and foster acceptable standards of behaviour, good personal relationships and respect for the individual. To this end, bullying of any form is not tolerated by the school, and all staff and students are expected to be committed to this policy. This policy contains advice articulated in guidance document and reflects the aims of the new Equality Act 2010 and the Children Act of 2004.

**Everyone at Great Baddow High School has the right to participate in any activity and attend classes without being hindered by the behaviour of any other person or group.**

## **2. Definitions:**

**2.1.** Although there is no legal definition of bullying, the DfE guidelines state that bullying is any pattern of behaviour which repeatedly, over time, sets out to physically or emotionally hurt or belittle someone; that makes them feel ashamed, unhappy or afraid. Bullying can occur through several types of anti-social behaviour.

It can be:

- physical – when a person is, for example, punched, kicked, pushed, hit, spat at;
- verbal – which can take the form of name-calling, the use of aggressive language or tone or laughing at and/or ridiculing someone. It includes harmful comments about a person's appearance, race, religion, sexual orientation, etc.;
- exclusion – a person is bullied if s/he is excluded from discussion/activities with those they believe to be their friends; by being excluded from group work; by being ignored;
- damage to property or theft – a person's property is intentionally damaged, hidden or stolen; verbal or physical threats to coerce the person to hand over property to the bully/bullies;
- threats – to hurt someone, damage their property, get them into trouble, etc.;
- cyber-bullying – where ICT, particularly the internet, social media platforms & mobile phones, is used to deliberately upset someone else.

**2.2** Normally when behaviour is identified as bullying there will be some aspect of inequality between the bully and the victim. Conflict between equals, where poor behaviour is exhibited by both sides, while it can still be hurtful and damaging, can be classed as peer conflict rather than bullying. This is still unacceptable and will be dealt with seriously by the school. However, it may not necessarily be dealt with in the same way as more one-sided bullying.

**2.3.** If there is a racist element to the bullying, this should be recorded as a racist incident.

**2.4** Similarly, if there are homophobic or other hate elements to bullying this should be recorded as such.

**2.5** All staff and students should show respect to each individual and aim to make everyone feel comfortable both on their way to and from school and within it. There must not be any fear of, or intimidation from, other people either physically or psychologically. Staff must be aware of their own actions; language and body language, and the effects these can have on a student's confidence or self-image.

## **3. Great Baddow High School will:**

- Inform parents of the school's attitude towards bullying at, for example, Open and Intake Evenings.

- Ensure that all staff are aware of the anti-bullying policy and procedures for its implementation and are trained to deal with incidents.
- Ensure that all students are aware of the nature of bullying, the school's anti-bullying policy, and measures that will be taken against bullying.
- Ensure that students are aware that if they are part of a group that makes anybody feel ashamed, unhappy or afraid, they are involved in bullying. The pastoral day programme, year assemblies, Personal Development schemes of work and special in-house events will be used to educate students about bullying
- Ensure that staff are fully aware of students with disabilities and special educational needs and that they may be adversely affected by negative attitudes to disability and perceptions of difference.

#### **4. As a school Great Baddow High School will:**

- Treat all individuals fairly by making it clear that the allegation/incident is being taken seriously and that appropriate action will be taken
- Fully investigate any reports of bullying and act to resolve issues
- Make a distinction between bullying and other forms of poor, unpleasant or inappropriate behaviour, e.g. peer conflict, but deal with all such behaviour quickly and fairly
- Record all instances of bullying/suspected bullying or allegations of bullying in the school's bullying log
- Encourage students/staff to demonstrate positive attitudes towards others through being a role model and through tutor time, and by treating students respectfully
- Ensure that bullies are counselled and/or sanctioned in line with the school's behaviour policy; bullies often lack self-esteem and/or are repeating negative behaviour
- Ensure that victims of bullying are given help, advice and support by appropriate staff (Head of Year, Assistant Head of Year, Tutor, SENCO, mentors) or appropriate outside agencies
- Ensure that all staff are given appropriate information and training where necessary, in respect of the school's anti-bullying policy and that the school remains abreast of new developments, research and initiatives
- Ensure that the school uses any opportunity to discuss aspects of bullying and the appropriate way to behave towards one another e.g. through pastoral days, drama and assemblies
- Ensure that the school strives to raise the self-esteem, confidence and assertiveness of all students through the celebration of success, provision of a wide range of extra-curricular opportunities and through the development of interpersonal skills

#### **5. Action to be taken by a member of staff if bullying is suspected:**

Help, support and guidance will be given, as appropriate, to both victims and bullies. Talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, actions from the list below will be taken.

##### **5.1 The victim will be supported by:**

- Being offered the immediate opportunity to talk about the experience
- The school informing parents/guardians
- The school offering support
- The Head of Year / Assistant Head of Year / Tutor/Teacher taking appropriate and reasonable steps to ensure that they are safe
- The Head of Year / Assistant Head of Year / Tutor taking disciplinary action to prevent a recurrence of bullying
- Being given feedback and assurance that action has been taken and how to respond to any future incidents
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##### **5.2 The bully/bullies will be disciplined and helped in the following ways:**

- By the Head of Year/ Assistant Head of Year/Tutor/SLT member talking about what happened in order to discover the reasons they became involved and identifying strategies to support change. These may include raising self-esteem and offering counselling and/or anger management strategies
- By the school informing the bully's parents/carers who may be invited into school to discuss the issue
- By all staff continuing to work with bullies to eliminate prejudiced attitudes and inconsiderate and unpleasant behaviour
- By the Head of Year/ Assistant Head of Year/Tutor/ SLT member taking one or more disciplinary steps described below to prevent more bullying

## 6. Disciplinary steps:

- An official warning to stop offending with possible sanctions in place should this warning be defied
- The instigation of a report (Tutor, HOY, SLT or PSP)
- Inform parents/guardians
- Formal meeting with student, parents/guardian and members of the pastoral team
- Use of school behaviour policy BFL
- Fixed term exclusion
- Permanent exclusion if the behaviour is very serious or persistent

N.B. These steps are not necessarily sequential e.g. in very serious instances a fixed term exclusion may be deployed before a report is put in place.

## 7. Monitoring and Review

An annual report will be made to the Governing Body on the extent of bullying in the school and the steps taken to prevent it. The School Council, Pastoral Team and SLT will discuss bullying as a regular agenda item. An anonymous questionnaire will be issued to all students at least annually to audit the extent of bullying in and around the school.

For further advice, support and guidance on bullying:

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

Cyberbullying:

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

LGBT

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

## Racism and Hate

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)