



Teesside High School
Education as it should be

Prevention of Bullying Policy

DOCUMENT CONTROL

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TEESSIDE HIGH SCHOOL

Policy Name	Prevention of Bullying, (including cyber-bullying)
Purpose	To ensure that the School is a happy and safe place. To ensure that if bullying occurs, pupils and parents will be listened to and appropriate follow-up action will be taken.
Applies to	All pupils, including those in the EYFS setting.
Other associated policies and documents	Code of Conduct, Sanctions and Rewards Policy; Safeguarding and Child Protection Policy, Acceptable Use of ICT; Complaints Policy; Data Protection Policy. 'Preventing and Tackling Bullying' (Nov 2014)

INTRODUCTION

Definition

Bullying is repeated acts, by an individual or a group, which intentionally hurts another pupil (physically and/or emotionally). It is often motivated by prejudice against particular groups, for example; colour, nationality, religion, ethnic culture, gender (including gender reassignment), sexual orientation, special educational needs, disability, adopted children, the role of carer as a child. It is also actions which specifically make pupils feel socially excluded, whether intentionally or not and when it is difficult for those being bullied to defend themselves.

Bullying may occur directly or through cyber-technology (including social media, mobile phones, text messages, 'chat' rooms/apps, email and photography.) The consequences of bullying, (physical and emotional), are serious and may cause psychological damage.

A bullying incident will be treated as a child protection concern where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

Deputy Head Pastoral (Senior and sixth form) and director of Prep keep detailed records of all bullying incidents and use the overview to identify trends or repetition. Should a child be at risk of suffering significant harm this would be the threshold for involvement with relevant external agencies e.g. police, social care, CAMHS or other appropriate service.

As well as the specific cases mentioned in the 'definition', bullying may also include the following behaviours (not an exhaustive list, but one by which other behaviours will be judged against):

- Threatening to physically hurt someone, or their belongings.
- Damaging possessions that belong to someone else.
- Name calling.
- Demanding property or favours through frightening or intimidating behaviour or force.
- Stealing, hiding or demanding money or possessions belonging to someone else.
- Deliberately humiliating or embarrassing someone, including sniggering, pulling faces or whispering about them.
- Spreading malicious rumours or gossip.
- Taking someone's best friend.
- Hiding someone's possessions.
- Attempting to blackmail someone.
- Put downs, name calling, insulting, sarcasm, mimicking or making fun of a person or persons' family, culture or religion.

- Inappropriate touching or showing material that may cause offensive.
- Racist, homophobic or sexually offensive remarks and/or behaviour

The School believes that every person is an important member of our School community and that each person within it should feel valued and cared for, and in turn should value and care for others.

We promise as a school that if you feel you are being bullied, or you know someone else is, you will be listened to and appropriate follow up action will be taken.

TEESSIDE HIGH SCHOOL STATEMENT ON BULLYING

- We believe that it is the responsibility of everyone in the school community (pupils, staff, parents, the Senior Leadership Team and Governors) to make sure that the school is a happy place for everyone.
- We aim to create an atmosphere in which individuality is respected and tolerance of others is encouraged.
- We believe that bullying should not be tolerated in any form and that everyone has the right to enjoy school life, free from all harassment.
- We consider that bullying includes all kinds of deliberately hurtful behaviour.
- Anyone who feels they are being bullied or that they have witnessed bullying should report the incident to their form tutor first or another member of staff to whom they feel comfortable talking, or a Year 12/13 student who will then tell a member of staff.
- All reports of bullying will be tactfully and thoroughly investigated and appropriate support given to both the person being bullied and the bully.
- The Head will be made aware of all incidents of bullying. Whilst respecting an individual's wish for confidentiality, we will inform the parents of any cases.
- If the Head decides to use sanctions against a pupil found to have been bullying, it will be in line with the Code of Conduct and Sanctions Policy.

The Deputy Head (Pastoral) and Head of Pastoral (Prep) conducts an annual pupil survey among pupils. This assists the School in identifying any new areas of concerns raised by the pupils; with respect to age, gender, location or level of supervision in the School.

PROCEDURES TO DEAL WITH BULLYING

There is no place at Teesside High School for any kind of behaviour that harms any member of our school. When bullying happens we will work as a community to help both the person who is harmed and to support improved behaviour from the bully.

Procedures for Pupils:

- If you feel you are being bullied, you must try to tell someone you feel it is safe to tell - your form tutor first or another member of staff to whom you feel comfortable talking, or a Year 12/13 student who will then tell a member of staff.
- Remember that you will always be listened to and something will be done about it and only the people who need to know will be told.
- In the case of cyberbullying, keep evidence (print screens or keep the messages) and show them to the person you report it to. All pupils should make themselves and their parents aware of how to take screenshots on devices that belong to them.

- If you are aware of another pupil being bullied, you must tell someone straight away - your form tutor first or another member of staff to whom you feel comfortable talking, or a Year 12/13 student who will then tell a member of staff.

Procedures for Staff:

- Deal with the situation immediately; delaying leads a bully to believe they have got away with it.
- All staff will aim to be good role models in their behaviour.
- All staff will aim to be approachable.
- The teacher's first reaction must be positive.
- The teacher will initiate an investigation and information gathering process or inform the relevant person ie form tutor. All incidents will be recorded and kept in a central file electronically by the Deputy Head Pastoral in the Senior School, and by the Head of Curriculum (Prep) in the Prep School. A hardcopy of the Bullying Incident Folder will also be kept in the Head of Curriculum (Prep)'s office – see 'Bullying Incident Report Form' (Appendix). These records will be monitored half-termly by the Deputy Head Pastoral (Senior School or Head of Pastoral (Prep) to check for patterns of behaviour.
- Any evidence (from Cyber bullying incidents) to be attached to the Report form where possible.
- The bully and the bullied will be interviewed separately initially.
- If more than one pupil is accused of bullying they will all be interviewed separately in the first instance.
- All staff will adopt the same approach so that pupils can learn to understand and to police themselves. [See Appendix 1]. They will also use various other strategies to resolve the situation as they feel necessary.
- All staff have a responsibility to monitor and evaluate the situation thereafter.
- If the incident cannot be resolved at Form Tutor level, it will be referred to the Pastoral Support Officer, and subsequently the Deputy Head Pastoral or Head of Pastoral (Prep), and the Director of Prep School if necessary. The emphasis will be to deal with the incident as quickly as possible. The staff concerned will use their professional judgement to determine at what point parents should be informed.
- Cases of serious and/or repeated offences will be referred to the Head. In these cases, sanctions could include fixed term or permanent exclusion. The safety and wellbeing of the bullied must always take precedence. Governors will be informed of serious incidents via the Head.

Procedures for Parents:

- Stay calm, listen and talk with your child.
- Turn to the teacher of your child's choice as your first port of call. That teacher will use his/her professional discretion to inform those who need to know. Bearing in mind the need for confidentiality, they will make an appointment if possible, or try to arrange a private time in which to speak confidentially about the situation.
- In the case of cyberbullying, keep evidence (screenshots or keep the messages) and show them to the person you report it to.
- A meeting, or a letter, or completion of the attached 'Parental Bullying Concern Sheet'.
- Support the school in agreed actions that the school sees as appropriate to resolve the situation.
- Encourage your child's self-esteem and confidence, and try to establish some support networks at home.
- If action cannot be agreed, the Assistant Head Pastoral or the Director of Prep School has the authority to resolve the situation as he/she sees fit. On rare occasions the Deputy Head

Pastoral may refer the matter to the Head. If a parent feels unable to support the decision of the Deputy Head Pastoral or Director of Prep, at that point they may discuss further with the Head.

- If a parent, for whatever reason, prefers to contact the Head directly, the Head will then be responsible for passing the information on to the appropriate person or persons.
- If a parent is unhappy with the decision of the Head, they should use the School's Complaints Policy to seek a resolution.

A procedure known as 'The Support Group Approach' is used in some circumstances. This procedure is set out in Appendix 1.

CYBER-BULLYING

Cyber-bullying is generally criminal in character. The law applies to cyberspace, and in particular, the following:

- It is unlawful to disseminate defamatory information in any media including internet sites.
- The Public Order Act 1986; section 4a states that a person is guilty of an offence if, with intent to cause a person harassment, alarm or distress, he uses threatening, abusive or insulting words or behaviour, or disorderly behaviour, or displays any writing, sign or other visible representation which is threatening, abusive or insulting, thereby causing that or another person harassment, alarm or distress.
- The Malicious Communications Act 1988 states that any person who sends to another person a letter or other article which conveys a message which is indecent or grossly offensive; a threat; or information which is false and known or believed to be false by the sender; or any other article which is, in whole or part, of an indecent or grossly offensive nature, is guilty of an offence if his purpose, or one of his purposes, in sending it is that it should cause distress or anxiety to the recipient or to any other person to whom he intends that it or its contents or nature should be communicated.
- The Protection from Harassment Act 1997; section 1 states that a person must not pursue a course of conduct which amounts to harassment of another, and which he knows or ought to know amounts to harassment of the other.
- The Communications Act 2003; section 127 states that a person is guilty of an offence if he sends by means of a public electronic communications network a message or other matter that is grossly offensive or of an indecent, obscene or menacing character; or causes any such message or matter to be so sent. A person is guilty of an offence if, for the purpose of causing annoyance, inconvenience or needless anxiety to another, he sends by means of a public electronic communications network, a message that he knows to be false, causes such a message to be sent; or persistently makes use of a public electronic communications network.

Cyber-bullying by its very nature, shares the same definition of bullying as at the start of this policy. It is treated with the same seriousness as other examples of physical or emotional bullying.

Teesside High School embraces the advantages of modern technology in terms of the educational benefits it brings. However, we are mindful of the potential for bullying to occur using the same technology. We also recognise that bullying which is perpetrated outside school affects the well-being and safety of pupils in school.

Parents and pupils are aware of their responsibilities in this area by agreeing to, and signing the School's Acceptable Use of ICT Policy. This gives clear guidance on the use of technology in school, at

home, and whilst using school equipment or internet access.

Staff are regularly reminded about their responsibilities in this area during regular Safeguarding and Child Protection training. Tutors will regularly remind pupils of their responsibilities in tutor time, PSHE lessons, and the subject is featured in whole school assemblies. The emphasis is on both protecting themselves in school, but building resilience in them so that they also recognise right and wrong outside school.

The School uses filtering, firewall, anti-spyware and anti-virus software, with secure connections to safeguard pupils. Electronic controls alone can never be 100% effective, and the use of methods to bypass the School's security (including the use of VPNs) are dealt with in line with the School's Sanctions Policy.

A record is kept of breaches of the security by staff and pupils. Parents receive written reminders when this subject is covered in school, and when their child is found to have breached the Acceptable Use Policy.

The management of any personal data collected or used by the school is covered in the School's Data Protection Policy.

PREVENTION OF BULLYING: A WHOLE SCHOOL APPROACH

We aim to keep an awareness of the issues surrounding bullying at the forefront of the School's operations and relationships, and to develop a positive approach to handling its effects by:

- Revisiting the Anti-Bullying Policy each year in PSHE lessons and considering issues relevant to bullying, using a variety of approaches designed to prevent familiarity and instead to promote 'ownership' and understanding [e.g. form assemblies, circle time, visiting speakers, drama and role plays, literature].
- Improving self-esteem, confidence and social skills generally through a variety of approaches [e.g. in PSHE lessons, one-off activities for team building].
- Using School assemblies to raise issues and encourage reflection.
- Publicising the Policy wherever possible [e.g. through the 'Welcome packs' for new parents and new pupils and including it in planners].
- Providing training for form tutors and the Pastoral Support Officer to enable them to handle issues more effectively; so they know the policy and procedures and apply them consistently. Where appropriate school will invest in specialised skills to understand and support the needs of our pupils including those with SEN, LGBT or disabilities.
- Encouraging every member of staff to use opportunities to promote the anti-bullying ethos, whenever they may arise in lessons.
- Building up a staff resource of successful activities.
- Sharing information about the safer use of ICT. Social networking sites and mobile phones on a regular basis with pupils and parents to reduce incidents of cyber-bullying.

Some other strategies:

- Create a safe space
- A suggestion box
- Hold class meetings
- Assign an older 'friend' or buddy
- Change the seating in class or tutor time

- As a tutor group: Kindness campaigns, Art project, Drama project
- Student helpers/counsellors
- Weekly assemblies
- Circle time
- Support of Mentors

APPENDIX 1

The Support Group Approach

When bullying has been observed or reported then the 'Support Group Approach' offers a simple seven-step procedure which can be used by a teacher or other facilitator. Note that each step has been carefully planned as a single part of the whole and variations may undermine the success of the method. The steps are summarised below:

Step one - talk with the victim

When the facilitator finds out that bullying has happened, he/she starts by talking to the victim. During this conversation the listener encourages the victim to describe how they feel with reflective comments such as, "That must be very hard for you ...So you have felt really upset".

The purpose is not to discover factual evidence about this or other events; if the victim wants to include evidence in the account this is always reframed to establish the resulting distress. For example a comment like, "They have all been ignoring me, nobody will talk to me" might be replied to with a response like, "So you felt really lonely and you were upset that you had nobody to talk to".

It is important that the victim understands and gives consent to the process. Sometimes there may be a fear that it could lead to further victimisation but when the non-punitive aspect is fully explained the victim usually feels safe and relieved that something is being done. They may want the perpetrators to understand how much distress has been caused. Talking to someone else who has been through the experience might give further reassurance.

The facilitator should end the meeting by:

Checking that nothing confidential has been discussed which should not be disclosed to the group.

Asking the victim to suggest the names of those involved, some colluders or observers and some friends who will make up the group.

Inviting the victim to produce a piece of writing or a picture which will illustrate their unhappiness.

Offering the victim an opportunity to talk again at any time during the procedure if things are not going well.

The victim is not invited to join the group to present their own account as it is possible that they will make accusations, provoke denial or justification and undermine the problem-solving approach.

Step two - convene a meeting with the people involved

The facilitator arranges to meet with the group of pupils who have been involved and suggested by the victim. A group of six to eight works well.

This is an opportunity for the facilitator to use his/her judgement to balance the group so that helpful and reliable young people are included alongside those whose behaviour has been causing distress. The aim is to use the strengths of group members to bring about the best outcome.

Step three - explain the problem

The facilitator starts by telling the group that he/she has a problem – she is worried about 'Jenny' who is having a very hard time at the moment. He/she recounts the story of the victim's unhappiness and

uses the piece of writing or a drawing to emphasise her distress. At no time does he/she discuss the details of the incidents or allocate blame to the group.

Step four - share responsibility

When the account is finished, the listeners may look downcast or uncomfortable and be uncertain about the reason for the meeting. Some may be anxious about possible punishment. The facilitator makes a change in the mood here by stating explicitly that:

- no-one is in trouble or going to be punished
- there is a joint responsibility to help 'Jenny' to be happy and safe
- the group has been convened to help solve the problem.

Step five - ask the group members for their ideas

Group members are usually genuinely moved by the account of 'Jenny's' distress and relieved that they are not in trouble. No-one has been pushed into a defensive corner by accusations and the power of the group has shifted from the 'bully leader' to the group as a whole, whose members withdraw consent for the behaviour to continue.

Each member of the group is then encouraged to suggest a way in which the victim could be helped to feel happier. These ideas are stated in the "I" language of intention. "I will walk to school with her." "I will ask her to sit with me at dinner." Ideas are owned by the group members and not imposed by the facilitator. He/she makes positive responses but he/she does not go on to extract a promise of improved behaviour.

Step six - leave it up to them

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. No written record is made - it is left as a matter of trust. He/she thanks them, expresses confidence in a positive outcome and arranges to meet with them again to see how things are going.

Step seven - meet them again

About a week later, the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

These meetings are with one group member at a time so that each can give a statement about their contribution without creating a competitive atmosphere. It does not matter if everyone has not kept to their intention, as long as the bullying has stopped. The victim does not have to become the most popular person in school, just to be safe and happy.

APPENDIX 2

Useful additional resources

Phone Lines:

- Childline - 0800 1111
- Get Connected - 800 096 0096
- Samaritans - 0345 90 90 90
- Young People's Advice Service - 01642 606101
- Parentline Plus - 0808 800 2222

Websites:

- www.bullying.co.uk
- www.DfE.gov.uk
- www.childline.org.uk
- www.opheliaproject.org
- www.kidscape.org.uk
- www.stopcyberbullying.org
- www.cyberbullyhelp.com
- www.thinkuknow.co.uk

Organisations:

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here

<http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Cyber-bullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen: provides online safety information for educators, parents, carers and young people.

The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers

on keeping children safe online.

LGBT EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the **Anti-Bullying Alliance** on developing effective anti-bullying practice. Anti-bullying Alliance SEND programme of resources:

Racism

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity

Literature:

- Safe to Learn: Embedding anti-bullying work in schools. Dept for children, schools and families; 2007
- DfE: Preventing and Tackling Bullying, Nov 2014
- DfE : Advice for parents and carers on cyber bullying
- DfE: Supporting Children and young people who are bullied: advice for schools
- DfE: Cyber bullying: advice for headteachers and school staff.
- 'How to Stop Bullying' - Kidscape, 2 Grosvenor Gardens, London, SW1W 0DH, Tel: 020 7730 3300
- 'Safe to Tell' - Maines & Robinson, Lucky Duck Publishing Ltd., 3 Thorndale Mews, Clifton, Bristol, BS8 2HX, Tel: 0117 973 2881
- 'Bullying in Schools - a positive approach' [Pub. 1991]: Cleveland County Council, Education Department, Woodland Road, Middlesbrough, Tel: 01642 264128
- 'The Support Group Approach' - Maines & Robinson, Lucky Duck Publishing Ltd., 3 Thorndale Mews, Clifton, Bristol, BS8 2HX. [Pub. 1992] Tel: 0117 973 2881



Against Bullying at Teesside High School

We believe Bullying is
behaviour which is:

S	SEVERAL
T	TIMES
O	ON
P	PURPOSE

**If you believe you are being bullied, you
must:**

**Tell a trusted person – a teacher, parent,
older student**

They will

Listen to you, Investigate, Help

TEESSIDE HIGH SCHOOL

Bullying Incident Report Form - Confidential

Name of bullied pupil..... Form..... Date.....

Brief detail of the incident(s)

Action taken [include names of those involved]

Was information passed on? [Names & dates]

Staff

Parents/Guardian

Others

Immediate outcome

Comments from:

Bullied pupil:

Parents/Guardian:

Signed[Staff] Date

..... [Pupil]

FOLLOW UP WORK [WHERE REQUIRED]

Additional support for bullied pupil:

Additional support for bully/bullies:

Evaluation of the success of the intervention:

Signed [Staff]

Date

..... [Pupil]