



Anti-Bullying Policy

Staff member responsible	Mr R Fradley-Assistant Headteacher	Legislation	Legislation: Equality Act 2010: Schedule 10, Paragraph 3.
Date reviewed at last Sub-committee	Curriculum & Pastoral Committee – Spring Term (26 th January 2022)	Last re-adopted at FGB	18/09/2019
Revision	No revisions made	Last revision date	14/01/2021
Review Due	Curriculum & Pastoral Committee Term 2023	Recommended review frequency	Annually

Hodge Hill College Anti-Bullying Policy

1. Introduction

The aim of this policy is to provide a clear definition of bullying; how it can be reported; how it will be dealt with; how victims of bullying will be supported and bullies helped to stop their bullying behaviour.

2. Statement

- Our Care Brand provides the focus for mutual, care, respect and empathy throughout our school community
- All pupils are taught to uphold British Values:
 - The rule of law
 - Individual liberty
 - Mutual respect
 - Tolerance of those of different faiths and beliefs
- We believe that bullying is never acceptable either in the real world or the digital world and we will not tolerate it at Hodge Hill College.
- We promote a culture of 'Telling someone you trust' to ensure pupils feel that they can report bullying to any adult in school and it will be taken seriously and dealt with

3. Definition of bullying

3. Bullying is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at particular groups, e.g. because of body shape, race, religion, gender or sexual orientation

3.2 Bullying can take many forms and can include:

- physical assault
- teasing
- making threats or spreading rumours
- name calling
- cyberbullying
- ostracising someone from a group

3.3 When a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:

- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- Badly different", alone, unimportant and/or undervalued
- Unable to see a happy future for themselves

- Anxious in social situations
- Lacking in confidence

it COULD be bullying. When a person, or group of people, has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner or join in with people who have previously been bullying someone, this IS bullying.

4. Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to Special Educational Needs.
- Bullying related to appearance or special health conditions.
- Bullying related to sexual orientation.
- Bullying of looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying

5. Identifying and reporting concerns about bullying

All concerns about bullying will be taken seriously and investigated thoroughly.

Pupils who are being bullied may not report it.

Staff need to appreciate that someone who reports bullying and says it has been going on for some time yet they have not reported it is not necessarily exaggerating: it may have taken some courage to finally ask for help.

However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of a lack of concentration or there may be truancy from school. *All staff at the school whether they be teaching, non-teaching or ancillary staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.*

All pupils will be encouraged to report bullying by “Telling someone they Trust”

- Talking to a member of staff of their choice.
- Talking to senior pupils in the school such as prefects.
- Contacting local or national support agencies if they feel more comfortable doing so.

Pupils who are aware of bullying (“bystanders”) can be a powerful force in helping to address it and will be encouraged to do so in a safe way.

Pupils who have leadership roles in school (prefects, school council members, student champions etc) will be expected to support the staff by having their eyes and ears open to any bullying and by being prepared to pass on information to a trusted adult.

Staff who are being bullied will be encouraged to report it to a colleague of their choice.

Parents will be encouraged to report concerns about bullying and to support the school in tackling it. It is often the case that when parents try to resolve bullying directly with pupils or their families can lead to problems escalating.

6. Responding to reports about bullying

6.1 School

The school will take the following considerations into account when dealing with concerns about bullying.

- Staff should always remain calm – reacting emotionally may add to the bully’s fun and cede some control and status to them.
- Staff will always take the incident or report seriously.
- Staff should take action as quickly as possible.
- Staff will think carefully about whether their action needs to be private or public taking into account the individual pupils involved.
- A clear account of the concern should be recorded on and handed to the appropriate Achievement Coordinator or Assistant Achievement Coordinator.
- Where necessary, pastoral/senior staff will interview those involved to build up a detailed picture of what has occurred.
- Tutors who have daily contact with a student have a key role to play in making sure that every student is safe in school and will be trained in how to support anyone experiencing bullying.
- Parents and other relevant adults will be informed by the relevant Achievement Co-Ordinator.
- Where bullying occurs outside school, any other relevant schools or agencies (e.g. youth clubs, transport providers) will be informed about the concerns and the action taken.
- Punitive measures against those involved in the bullying behaviour will be used as appropriate. These could be drawn from a whole range including detentions, exclusions from areas of the school, confiscation of electrical equipment such as mobile phones, reflection time, fixed term exclusion and permanent exclusion.
- It should be remembered that reacting aggressively to a bully can convey the message that it is right to bully if you have the power. The punishment should be explained clearly and why it is being given.
- Once the incident is resolved the matter will be closed and not “held” against anyone.
- Colleagues will be informed, especially if the incident arose out of a situation where everyone should be vigilant like duty times, dismissal and start of the day

6.2 Pupils who have bullied others will be helped by:

- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing the wrong-doing and need to change.
- Informing parents to help change the attitude of the pupil.
- The use of specialist interventions and/or referrals to other agencies where appropriate.
- The use of restorative justice if deemed appropriate.

7. Preventative Measures

The school will:

- Raise awareness of the nature of bullying through work on Citizenship/PSHE days, form-time activities such as SEAL, assemblies and in subject areas (e.g. drama) in an attempt to eradicate such behaviour.

- Participate in national activities such as Anti-Bullying Week and make this high profile around the school
- Seek to develop links with the wider community so we are better able to address issues regarding bullying that may arise.

Use specific strategies such as year councils /school council, behaviour panel, buddies and a prefect system to ensure pupils have a major input into modifying the behaviour of other pupils.

8. Promotion of this policy

The policy and methods for reporting bullying concerns will be promoted throughout the school. Each classroom and every pupil passport will display our charter on bullying and all pupils will be made aware of the "Tell Someone you Trust" system they can use to report bullying. Prominent boards will display the avatars and names of key people in both buildings and on the school website. There will be regular awareness-raising of this policy with staff, pupils and parents.

9. Key people:

Form tutors as first point of contact each day.
Class teachers
Teaching assistants
Senior Leadership Team

10. Monitoring of this policy

We will review this policy as required by the DFE guidelines and through reflection.