

# Shoeburyness High School



# ANTI-BULLYING POLICY

## February 2018

**Status** : Recommended

**Next revision due** : February 2020

**Reviewed and monitor by** : Assistant Headteacher – Pupil Welfare

**Signed by:** :  
**Chair of Local Governing Body** :

## **1. RATIONALE & PURPOSE**

Everyone at Shoeburyness High School has the right to feel welcome, secure and happy. All members of the school community will only be able to achieve their potential if this is so. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build our anti-bullying ethos in the school. This document outlines how we will make this possible at Shoeburyness High School.

## **2. POLICY**

To prevent bullying occurring both within school and on the journey to and from school

## **3. GUIDING PRINCIPLES**

- To educate staff and parents/carers as to the signs and symptoms of bullying
- To create a culture and ethos in the school where bullying is seen as unacceptable by the school community
- To ensure victims of bullying know how to find help and support
- To educate bullies so that they appreciate the harm they are doing and so stop bullying

## **4. CONSULTATION GROUP**

- Southend Borough Council Anti-Bullying Group
- Download

## **5. LINKS TO OTHER POLICIES AND DOCUMENTS**

- Attendance
- Behaviour Policy
- Child Protection Policy
- Sexual Health & Relationships Education Policy
- Equal Opportunities Policy

## **6. MONITORING, EVALUATION AND REVIEW**

Incidents of bullying are dealt with as outlined in this policy and recorded on the behaviour management system. The recorded incidents are regularly monitored by Senior Management and the pastoral staff.

The Pupil Voice Team members regularly discuss bullying and the team has made significant changes to the Anti-Bullying Policy over the years.

The Governing Body is actively involved in promoting the Anti-Bullying Policy.

## **7. ROLES AND RESPONSIBILITIES**

### **A) For Teachers**

Always watch out for possible signs of bullying. Ask the pupil if there is a problem. If there is, listen carefully and record all incidents.

Offer the victim immediate support by putting the school's procedure into operation.

If you overhear verbal bullying in class, intervene positively on behalf of the victim. Homophobic language and negative stereotyping on the basis of gender should be challenged and followed up effectively. Do not ignore the situation. Make it clear that such behaviour is unacceptable. At the end of the lesson check the position of the child and find out the nature of the problem.

Ensure that all accessible areas of the school are patrolled at break, lunchtime, between lessons and at the end of the day. Make known to the victim where safe areas are and which staff are available for support.

Use all the pupils as a positive resource in countering bullying. Pupils can also be used to help shy children or newcomers feel welcome and accepted. Be aware of the way pupils talk to each other and address any form of sexual harassment as well as other forms of discrimination through taking appropriate action.

### **B) For Pupils**

When someone is being bullied or is in distress, take action. Watching and doing nothing can suggest support for the bullying.

Pupils should inform an adult immediately if they do not wish to become involved themselves. The adult could be your Learning Tutor, a Post 16 Bully Buddy, other teacher, support staff, administration staff, the caretaker, Year Manager or parent/carer. It needs to be someone who will act on the information.

Do not tolerate bullies in your friendship group.

Only accept people who do not bully others. Bullies will soon stop if other pupils do not support them. Supporting a bully means:

- Passing on a message (verbal or notes)
- Having a joke with your friends at someone else's expense
- Going with a friend and watching bullying taking place
- Encouraging the person to have a fight.

As a learning tutor group you could devise some ways of rewarding non-bullying.

### **C) For Parents/Carers**

Watch out for signs of distress in your children. There could be an unwillingness to attend school, a pattern of headaches or stomach aches, equipment that has gone missing, request for extra pocket money, damaged clothes or bruising.

Take an active interest in your child's social life. Discuss friendships, how break/lunchtime is spent and the journey to and from school.

If you think your child is being bullied inform the school immediately and ask for an interview with the Year Manager. When discussing the problem with your son or daughter, follow the advice given for victims (see next section).

With the Year Manager devise strategies that will help your son or daughter and provide support within and outside school.

### **D) For both Victims and Parents/Carers**

First, tell your son or daughter that there is nothing wrong with him/her. Bullying has its causes within the bully rather than the victim.

Advise your son or daughter not to hesitate to tell an adult, for example a liked or trusted teacher. Together identify those places where the bullying takes place and work out a way to avoid them. If this is not possible, offer advice that he/she makes sure that there are other trusted people about. If they are not to be trusted someone should be told.

Advise your son or daughter not to try to buy the bully off with sweets or other "presents" and not to give in to demands for money.

Together with the relevant Year Manager/appointed teacher and your son/daughter work out a plan of action. Should the bullying persist let the school know so that they can take the necessary next step.

### **E) School Governors**

Be aware that there is a written policy, endorsed by Governors, on preventing and dealing with bullying. This policy is available for inspection by all staff, pupils and parents/carers

Ensure that all pupils, parents/carers and adults in the school know that bullying is completely unacceptable and that they will be supported in carrying out the school's policy against bullying.

Ensure that within the curriculum there are opportunities for combating bullying.

Set up procedures for dealing effectively with specific complaints from parents.

## **APPENDIX I            SYMPTOMS**

Watch for early signs of distress in pupils – deterioration of work, spurious illness, isolation, arriving early/late to class to avoid contact with other pupils, the desire to remain with adults, erratic attendance. Although this behaviour may be symptomatic of other problems, it may be early signs of bullying.

## **APPENDIX II            PROCEDURES**

The following procedures are designed to combat bullying.

The school includes the issue of bullying in its personal, social and health education programme (SCOPE). All pupils must be made aware of what constitutes bullying, including racial and homophobic bullying. A member of staff (Amanda Treherne,) leads the whole school anti-bullying programme and leads assemblies and group discussions at key points throughout the year.

The 'Buddy Mentor' system has been put into place at Shoeburyness High School by the Post 16 Year Manager and the Senior Prefect Team. The aim is to target students within KS3 and KS4 that may feel anxious, stressed or worried about specific aspects of school life and that may feel uncomfortable speaking with a member of staff. The system is also used for students that are perhaps new to the school, or still a little worried about the transition from primary and would feel 'safer' having an older face that they recognise in the corridors at break and lunch times. This is used when it is deemed by school staff to be the best solution to support the victim.

If bullying occurs a range of procedures may be used and these should be widely known to all staff, parents and pupils:

- Pupils should report bullying to their Learning Tutor or any other appropriate person as soon as possible. The important thing to do is to take action by talking to someone and seeking advice and help. Early intervention is important.
- Pupils should report bullying to their parents and if necessary ask them to contact the school.
- All incidents of bullying must be reported to the Year Manager who will co-ordinate action. They will keep a record of bullying incidents via our behaviour monitoring system and their own year group monitoring logs.
- The bullied pupil should record the events in writing using our standard pupil incident report pro forma.
- The pupil accused of bullying will be seen by the Year Manager and should also record the events in writing.
- The relevant person dealing with the issue of bullying (Learning Tutor / Year Manager, etc.) should record their discussions with both parties.

- The parents/carers of all the parties involved should be informed of the situation and the action taken and invited to respond to the above in writing.
- The Learning Tutor/Year Manager will provide opportunities for monitoring and counselling of both the victim and bully.
- If the bullying persists further statements will be made and parents invited into school to discuss the situation. The same procedures for monitoring will continue.
- Where appropriate the school will involve outside agency support by requesting a Restorative Justice Representative to set up a planned meeting of all parties involved. These meetings will always be chaired by the relevant Year Manager but may include a representative for Essex Police Community Policing Team for the Shoeburyness area.
- If all the above procedures are not successful the Headteacher will involve the Chairman of Governors or other nominated Governor who may issue a warning to the pupil and his/her parents/carers. A report will be kept of the verbal warning and go on the pupil's file. The parents/carers of the pupil will receive a copy of this. It should specify some targets within a set time frame.
- Should this fail to resolve the issue then a period of exclusion may be resorted to, supported by outside agency help to counsel both the victim and bully.

### **APPENDIX III      DEFINITIONS**

Bullying is the wilful, conscious desire to hurt, threaten, intimidate or frighten someone.

It may range from teasing to serious physical or psychological harm. It may be short or long term.

Bullying is an aggressive act conveying hostility and rejection. Bullying seeks to demonstrate that the victim has no friends, while the instigator of the bullying can mobilise a group of supporters.

Bullying takes many forms:

- Sexist/homophobic comments, or comments which relate to disability, race or religion
- Name calling
- Ganging up on an individual
- Passing messages/untrue stories about pupils
- Passing unkind personal comments
- Laughing at a person or mocking them

- Isolating a person
- Asking for money/equipment
- Threatening or intimidating
- Hitting or other types of physical abuse
- Using text/e-mail to transmit messages

Bullying succeeds because the victim believes that it will get worse if he/she tells a teacher or parent. Bullies try to intimidate their victims so that they keep quiet and don't report the bullying.

The use of text messaging, email or social networking sites to convey unsavoury messages will be considered as bullying and appropriate action will be taken, including the involvement of our school police liaison officer if deemed appropriate.