



HENLEY-IN-ARDEN SCHOOL

Achieving Excellence Together

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| Name of Policy | Anti-Bullying | |
| Lead | Mr Ben Taylor; Assistant Headteacher | |
| Governor Committee | BSII | |
| Policy Status | Updated | October 2023 |
| | Governor Approved | Yes |
| | Date Governor Approved | November 2023 |
| Review Frequency | Annually | |

WHO SHOULD I CONTACT AND HOW?

Your first point of contact concerning bullying should be your child's form tutor whose contact details are available through the school website or by telephoning 01564 792364 between 8:30 and 4:00

If they are unable to resolve your concerns, please contact the pastoral manager for your child's year group either by phone or using the contacts page on our website

| Year Group | Member of Staff |
|-------------------|------------------------|
| Years 7, 8, 9 | Mrs Cartin |
| Year 10, 11 | Mrs Pearsall |

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Statement of Intent

We are committed to providing a caring, friendly and safe environment for all members of our community so they can learn and work in a safe and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all individuals should be able to tell someone and know that incidents will be dealt with promptly and effectively.

Bullying hurts and everybody has the right to be treated with respect. People who are bullying need to learn different ways of behaving.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have a shared understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow common procedures when bullying is reported.
- As a school we take bullying seriously. Bullying will not be tolerated.
- Pupils and parents should be assured that they will be supported when bullying is reported

Responding to Bullying

We will guarantee a 'first day' response to all issues of bullying that come to our attention during the academic day.

At Henley-in-Arden School we try to see problems before they arise, we believe that knowing our students well, lies at the heart of being proactive when it comes to dealing with bullying. We start to get to know the students right from the primary transition induction and inform them of the pastoral routes to go down if they are experiencing bullying. We support through: Form Tutors, Pastoral Manager and Progress Leaders. There is an extensive range of mentoring services staff internally who are mental health trained and a significant amount of information for self help on the school website.

All members of our community are encouraged to speak out about any matters of concern. The school website under Advice and Learning has a **Report Bullying** link. This form encourages safe and confidential whistle blowing. An email address (reportbullying@henleyschool.com) is also available; this is monitored by pastoral staff. In addition and in response to extending our provision during the COVID pandemic we have launched the wellbeing module of the classcharts app where any child or parent can privately log the need for support from the tutor in the first instance. The school holds special events such as concerts and drama productions to discuss all forms of bullying, e-safety and online bullying and regularly shares advice from Warwickshire police for example. The school has timetabled weeks and

days with a Kindness theme. The school's rewards system also seeks to reward Character and kindness with termly and annual rewards.

The sanctions system supports identification and escalation of bullying trends within school and a comprehensive record of patterns and behaviour is monitored and analysed.

In addition, there is a carefully constructed induction process for new students; active use of PSHRE and assemblies to develop a culture where peer pressure is against all forms of anti-social behaviour and unkindness. The school actively encourages reward of community considerate behaviours and kindness through the bonus scheme which drives the Character and PRIDE awards. Staff within the Pastoral Care structure work closely together, through our Pastoral care system to respond promptly and effectively to any issues that arise.

What Is Bullying?

Young people sometimes make mistakes in the way they handle disagreements; unkind or hurtful actions will sometime arise, therefore, as a normal part of growing up. The school shares the responsibility with parents and the wider community of helping children find the best way to negotiate disagreement and social issues. It is important to distinguish between one off or short term hurtful actions and bullying. The school actively seeks to support and sanction where appropriate and monitoring of the effectiveness of the restorative work we do is analysed regularly for effectiveness.

Bullying is the sustained use of aggression with the intention of hurting another person, whether physically or mentally. Bullying results in pain and distress to the victim.

Bullying can be:

- Any form of hate language directed at someone for their individuality (including racist, homophobic, biphobic, transphobic language and language which is harassing or denegrating sexually)
- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on an issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: all areas of social media. Misuse of associated technology, i.e. camera & video facilities
- Any other form of repeated unkindness will be investigated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)

- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received
- Change in normal patterns of behaviour regarding the use of social media

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and therefore investigated

Procedures

The bullying behaviour/threats of bullying are investigated and stopped as efficiently as possible, bearing in mind a comprehensive investigation takes time.

- Bullying reported. Any issue raised will be recorded and investigated. Appropriate consequences will be applied and communicated. The behaviour system will be used appropriately and escalated where relevant. The views of the student are paramount to encouraging a 'listening' policy. Through supportive Pastoral Care we would seek to bring about change in behaviour and outlook going forwards, both of the victim and perpetrator.
- If problems are not resolved using 'low key' restorative approaches, sanctions will escalate through the consequence system and parents will be informed via the school gateway.
- In serious cases of student bullying, a C4 (Head Teacher Detention or isolation) will be issued and parents and students will have a reintegration meeting following a referral meeting and isolation.
- Cases of racism, homophobia, or against members of the LGBTQ+ community will receive an instant C4 pending investigation and potential further sanction.
- Cases of Misogyny or other forms of hate towards differences will also receive a C4 pending further investigation.
- Any incident that causes harm or risks harm either physically or due to a need for instant investigation will receive a C4 pending investigation.
- If necessary and appropriate, the police will be consulted. The school actively encourages parents to report incidences of cyber bullying to the police. The students are not allowed to use their phones during the school day, therefore cases where this has happened will be dealt with appropriately. The school's computer network and internet access is filtered and constantly monitored for inappropriate use. Whilst we do all we can to counteract the impact of hurtful use of social media outside of school, the school is not in a position to police the online activities of pupils where such activity takes place outside of school time.
- In cases where staff are involved, advice should be taken from an appropriate member of the leadership team and if necessary the chair of governors

Outcomes

- Inappropriate language will not be tolerated and as such will receive serious sanction . However a sanction will always be supported appropriately though informally or formally with mentoring through restorative practice in which all of the pastoral team and tutors are trained.

- Where C4 investigations prove further sanctions are worthy, fixed/permanent exclusion will be considered. The school will also support police intervention where appropriate.
- If possible, the pupils will be reconciled using one of our restorative programmes or referrals.
- After the incident / incidents have been investigated and dealt with, each case will be monitored. All incidents are recorded to effect recognition of patterns

(A reminder that the system is escalatory. Further sanctions may generate, lunchtime (C2) : Loss of Social Time (C3) : after school (C3): Head Teachers (C4): refocus sanctions – please see the behaviour policy))

Prevention

Behaviour data indicates that the restorative work we are doing is impactful, reducing the escalation of Bullying. This data is monitored regularly.

Particular strategies differ according to circumstances; as and when appropriate, these may include:

- Signing a behaviour contract – the contract for behaviour is in the student booklet received on the first day of the academic year.
- Form groups will agree a Charter in form time on return to school.
- Termly, students complete Safe and Happy Questionnaires to ensure that any historical bullying has the opportunity to be formally reported. Any previously unreported inferences of bullying are investigated at this point.
- Other indications from the safe and happy questionnaire will be met with proactive interventions in the forms of Year group assemblies, initiatives and adaptation of the Character programme.
- Year group pupil voice meet weekly to discuss Character topics and other issues of note. Voted candidates will form the School council. Governors are asked to take part in forums to discuss Anti-bullying initiatives.
- Bourne out of the COVID period, the worry box will continue to be monitored by senior prefects. The Senior student team will also continue to be actively involved in the delivery of proactive intervention particularly where antibullying is the theme. (via you tube videos, assemblies etc) This team will also be visible through their piped blazers and purple bibs worn at social times on a duty basis.
- Prefects also support Kindness Initiatives, followed in Novembers Mental Health/Antibullying week.
- Bullying will be a specific covered through the Character schemes of work as well as in relevant subject areas. Character will also be responsive to

support current issues through lessons and assemblies and form time activities.

- Each year, assemblies and Kindness events will be planned. Trends in the community and developments in Social Media will be shared via School Comms and the website.
- Student Council will discuss and seek to proactively counteract bullying as well as share any concerns in the student community.
- Year 10 students will continue to mentor Year 7 students to foster kindness and peer mentoring for all from the outset of secondary school life. They receive training for this.
- The school continues to seek to work with the Diana award and are in active discussion about the launch of this post COVID.
- Prefects will be trained after their appointment, in the recognition of and procedures to be followed in possible cases of bullying . They also receive training to become mentors.
- Staff are trained in restorative practice and the cascading of this is ongoing through the CPD programme.
- The PRIDE and Character Awards seek to proactively reward and recognise positive behaviours throughout the year. Schools drive to reward positive behaviour is also reflected in the 1000 Getting It right points students receive annually.