# Anti-Bullying Policy

# Hampton College

| Policy last reviewed: | March 2022 |
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| Next review due: | March 2024 |
| Ratified by: | Local Governing Body |

1. **Rationale** (from the School's Statement of Vision and Values)

   Our vision is to be an outstanding school, and we will promote, and expect, the highest standards of student behaviour, so that high quality learning can take place, and so that all students can feel happy to come to school.

   Hampton College has a positive ethos which emphasises respect, responsibility and participation; we place a high emphasis on establishing positive relationships with students, based on honesty and fairness; everyone will be expected to behave with courtesy and good manners.

   The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at the school.

   It is the intention of this policy that bullying should be rare at the school and that students and stakeholders have faith in the school to deal appropriately and effectively with incidents of bullying when they do occur.

2. **Definition**

   There may sometimes be misunderstanding about the meaning of the term 'bullying'. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

   There is no legal definition of bullying. However, it is usually defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'

   Bullying may take the form of:

   - **Physical** (hitting, kicking, pushing, theft)
   - **Verbal / written** (name calling, threats, producing offensive graffiti, taunting, mocking, making offensive comments, gossiping
   - **Emotional** (excluding people from groups and spreading hurtful and untruthful rumours)
   - **Sexual harassment** (repeated and unwelcome physical contact, comments or suggestions or jokes of a sexual nature)
   - **Racial / cultural / religious** (including language, taunts, graffiti, gestures or comments)
   - **Homophobic** (upsetting comments, gestures, name calling focusing on the issue of sexuality and/or the use of homophobic or transphobic language)
   - **Cyber-bullying** – the use of electronic means to bully others (sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos. See Appendix B
   - **Indirect (**by having nasty stories told about individuals; being left out, ignored or excluded from groups. Indirect could include types of cyber bullying.)
   - **Peer on Peer Abuse** (physical abuse, sexual violence, sexual harassment, sexting and so called 'initiation ceremonies'). See Appendix A
   - Special Educational Needs or Disability (SEND)– focusing on a disability or special educational need
   - **Home circumstance** – targeting individuals who are looked after children, carers or because of a particular home circumstance

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or 'clinging' to adults. There may be evidence of changes in work patterns, students lacking concentration or truanting from school.

Students must be encouraged to report bullying whether it relates to themselves or others.

All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

3. **Our Statutory Duty**

We have a legal duty under the Education and Inspections Act 2006 (Section 89) to draw up procedures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the school's behaviour policy which must be communicated to all students, school staff and parents.

The school is also committed to ensuring the protection and support of groups identified under the Equality Act 2010.

4. **Responding to Allegations of Bullying**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be taken seriously, and dealt with as soon as possible by the member of staff who has been approached or witnessed the concern
- A clear account of the incident will be recorded and given, if necessary to the Student Services Assistant, Form Tutor, class teacher, Key Stage leader/Head of House or senior member of staff to investigate further
- The member of staff will interview all concerned and will record the incident
- Form Tutors and Key Stage Leaders/Heads of House will be kept informed. If necessary, information will also be passed to subject teachers/class teachers
- Parents /carers will be kept informed about the concern and action taken, as appropriate and in line with child protection and confidentially policies
- Sanctions, together with restorative conversations, will be used as appropriate and in consultation with all parties concerned
- The situation will be monitored and support put in place to prevent a reoccurrence of the incident
- In accordance with our Student Behaviour Policy, where the bullying of, or by, students takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the school will collaborate with other schools
- Where appropriate, the school will collaborate fully with, and seek support from, outside agencies, including Childrens Social Care, the Safer Schools' Officer and the police

5. **Roles and Responsibilities**

Hampton College is committed to stopping bullying behaviour and to do this requires everybody's involvement. Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PD / PSHE, Circle time, form time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

The Head of School is ultimately responsible for the well-being of staff and students within the school. All staff, parents, students and governors should be made aware of this policy.

The following are what every member of the school community can expect from the school and the responsibilities that are expected from each member.

## 5.1 Students

Students may find themselves in vulnerable positions sometimes, e.g. when they start a new school or if they are having problems at home, etc. As part of the school community, students have a responsibility to help combat bullying by supporting other students when they are vulnerable.

If students know, or suspect, another student is being bullied (this could be a friend, someone in one of their classes, or someone that they just see around the school and have never spoken to; and where the bullying could be happening at school, or on the way to and from school), students must let a member of staff know about the bullying. This can be done in a number of different ways (telling a trusted member of staff, sending a message via NetSupport on any computer in school or writing a statement at Student Services at Secondary Phase and telling a trusted member of staff or leaving a note in the class Worry box at Primary Phase).

**Students who have been bullied will be supported by:**

- Offering an immediate opportunity to discuss the experience with a class teacher, form tutor, Student Services Assistant, Student Mentor or member of staff of their choice
- Reassuring the student and providing continuous pastoral support.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- The offer of safe areas to go if the student feels vulnerable at particular times in the school day.
- Offering continuous support to restore self-esteem and confidence
- Invitation to attend 'friendship' sessions (supported by the ELSA team and the Pastoral teams)

**Students who bully will be helped by:**

- Discussing what happened with a class teacher, form tutor, Student Services Assistant, Student Mentor or member of staff of their choice
- Discovering why the student became involved
- Establishing the wrongdoing and need to change
- If online, requesting that content be removed
- Informing parents or carers to help change the attitude of the student
- Offering appropriate education and support with the class teacher, student mentor and other outside agencies to help change the behaviours of the student

The following **disciplinary steps** can be taken:

- Official warnings that the bullying must stop
- Detention
- Exclusion from certain areas of school premises
- Internal exclusion
- Short fixed-term exclusion
- Extended fixed-term exclusion
- Permanent exclusion

As part of our commitment to the principles of Restorative Justice, (See Behaviour Policy) we will always consider the use of a Restorative Conference after a bullying incident has been resolved, in order to avoid any repercussions as students continue their lives in school. In some cases, parents/carers may be involved in such meetings.

### 5.2 Parents/Carers

Our commitment to parents is that if they raise the issue of bullying with a member of staff, we will endeavour to get back to them **within 24 hours** to let them know what we have found out about the situation, and what we intend to do about it. Dealing with bullying is a very high priority for the school. All parents should feel confident that concerns will be dealt with seriously. We ask that parents contact their child's class teacher, Key Stage Leader, Form Tutor or Student Services Assistant in the first instance.

If their child is suspected of bullying, parents can assume that their child will be listened to, treated fairly and will be expected to change their behaviour. Parents will be asked to support the school in bringing about this change.

Our induction processes, prospectus and website help parents/carers to know what to do if they have bullying related concerns.

### 5.3 Staff

All staff can expect to be properly trained and supported in dealing with bullying.

All staff will be expected to:

- Promote an environment that is constructive and safe for all students through their own teaching practice and actions.
- Follow the procedures set out in this policy when they are dealing with bullying

### 5.4 Governors

Governors will monitor that this policy is being implemented and will evaluate its effectiveness by receiving data from the Head of School from the incident log, parent and student surveys.

### 6. Anti-bullying strategies

In addition to dealing with incidents of bullying or possible bullying in a timely and appropriate way, the school utilises a number of active anti-bullying strategies. These include:

- Promoting an inclusive culture where everyone is valued and feels listened to
- Encouraging students to let us know if they are a victim of, or a witness to, any unkindness
- Use of the class Worry boxes at Primary Phase
- Use of a NetSupport 'Logging a Concern' facility allowing students to report issues that they are concerned about.
- Anti-bullying included as part of the PD / PSHE programme
- Participation in national anti-bullying events
- Assembly programme

7.    **Additional Documentation**

- School Code
- Classroom Code
- Student Behaviour Policy
- Rewards and Sanctions
- Equal Opportunities Policy
- Home School Agreement
- Safeguarding and Child Protection Policy

**Policy review**

This policy is reviewed every two years, or sooner if there are statutory guidance updates

**Appendix A**

**Sexual Violence and Harassment**

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of pupils sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Hampton College is committed to creating a working and learning environment that is free from sexual harassment and violence and where all members of the community are treated with courtesy, dignity and respect. Sexual harassment and sexual violence are specific areas of bullying which potentially create an atmosphere that, if not challenged, can normalise inappropriate behaviours and attitudes.

Sexual violence and harassment are not behaviours based on mutual attraction, friendship or respect. If the interaction is consensual, welcomed and reciprocated it is not sexual violence or harassment. Sexual violence and harassment are unlawful and will not be tolerated, and action will be taken against those who commit such acts.

Sexual violence, for the purpose of this policy, is defined as any sexual offence covered under the Sexual Offences Act 2003. For the purpose of this policy when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

● Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

● Sexual "jokes" ' banter' or taunting;

● Physical behaviour, such as: deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; intimidation by individuals or groups based upon gender.

● Online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

**Appendix B**

**Cyberbullying**

We recognise that online technology plays an increasing part in the lives of young people. We aim to ensure they recognise the need to use this technology responsibly, and to act online in a way that is safe and respectful towards others. The rapid development of technology means that these areas are always under review. However, general advice is listed below.

**Key Safety Advice for Children and Young People**

- Always respect others – be careful what you say online and what images you send.
- Think before you send – whatever you send can be made public very quickly and could stay online forever.
- Treat your password like your toothbrush, keep it to yourself. Only give your mobile number or personal website address to trusted friends.
- Block the bully – learn how to block or report someone who is behaving badly. • Don't retaliate or reply!
- Save the evidence – learn how to keep records of offending messages, pictures or online conversations.
- Let someone know
- Finally, don't just stand there – if you see cyber-bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

**Key Safety Advice for Parents and Carers**

- Be aware, your child may as likely cyber-bully as be a target of cyber-bullying. Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.
- Talk with your children and understand the ways in which they are using the internet and their mobile phone.
- Use the tools on the service and turn on in-built internet safety features.
- Remind your child not to retaliate.
- Keep the evidence of offending emails, text messages or online conversations.
- Report cyber-bullying:
  - Contact your child's school if it involves another student, so that they can take appropriate action.
  - Contact the service provider.
  - If the cyber-bullying is a potential criminal offence, you should consider contacting the police.

| Technology | Great for: | Examples of misuse: |
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| Mobile phone | Keeping in touch by voice or text, taking and sending pictures and film, listening to music, playing games, going online and sending emails. Useful in emergency situations and for allowing children a greater sense of independence. | Sending nasty calls or text messages, including threats, intimidation, and harassment. Taking and sharing humiliating and/or inappropriate images. Videoing other people being harassed and sending these to other phones or internet sites. |
| Social media (Snapchat, Instagram, Twitter) | A quick and effective way of keeping in touch even while working on other things. Allows images, sounds, videos and text to be shared with others. | Sending nasty messages or content. Using someone else's account to forward rude or inappropriate messages via their contacts list. |
| Chatrooms & message boards | Groups of people around the world can text or voice chat live about common interests.  For young people, this can be an easy way to meet new people and explore issues which they are too shy to talk about in person. | Sending nasty or threatening anonymous messages. Groups of people deciding to pick on or ignore individuals. Making friends under false pretences – people pretending to be someone they're not in order to get personal information that they can misuse in a range of ways – e.g. by spreading secrets or blackmailing. |
| Webcams | Taking pictures or recording messages. Being able to see and talk to someone live on your computer screen. Bringing far-off places to life or video conferencing | Making and sending inappropriate content. Persuading or threatening young people to act in inappropriate ways. Using inappropriate recordings to manipulate young people. |
| Social network Sites | Socialising with your friends and making new ones within online communities. Allowing young people to be creative online, even publishing online music. Personalising homepages and profiles, creating and uploading content. | Posting nasty comments, humiliating images / video. Accessing another person's account details and sending unpleasant messages, deleting information or making private information public. Groups of people picking on individuals by excluding them. Creating fake profiles to pretend to be someone else, e.g. to bully, harass or get the person into trouble. |
| Video hosting sites | Accessing useful educational, entertaining and original creative video content and uploading your own | Posting embarrassing, humiliating film of someone |
| Virtual Learning Environment | College site, usually available from home and school, set up for tracking and recording student assignments, tests and activities, with message boards, chat and IM. | Posting inappropriate messages or images. Hacking into someone else's account to post inappropriate comments or delete school work. |
| Gaming sites Consoles & Virtual worlds | Live text or voice chat during online gaming between players across the world, or on handheld consoles with people in the same local area.  Virtual worlds let users design their own | Name-calling, making abusive / derogatory remarks. Players may pick on weaker or less experienced users, repeatedly killing their characters. Forwarding unwanted messages to avatars – a figure that represents them in the virtual world or other devices in the immediate vicinity. |

**Appendix C**

**Useful Websites**

NSPCC: Helping Children Deal with Bullying & Cyberbullying | NSPCC
Anti-bullying Alliance: Our definition of bullying (anti-bullyingalliance.org.uk)
Childline: Bullying and advice on coping and making it stop | Childline
National Bully Helpline: About the National Bullying Helpline
Family Lives: Cyber bullying | Bullying UK | Family Lives
The Children's Society: Bullying | The Children's Society (childrenssociety.org.uk)
Kidscape: Help With Bullying (kidscape.org.uk)