



# HEBBURN COMPREHENSIVE SCHOOL ANTI-BULLYING POLICY



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## STATEMENT OF INTENT

**AT HEBBURN COMPREHENSIVE SCHOOL, WE AIM TO CREATE A SAFE ENVIRONMENT WHERE ALL MEMBERS OF THE SCHOOL COMMUNITY CAN FEEL SECURE, VALUED AND RESPECTED.**

**HEBBURN COMPREHENSIVE IS A SCHOOL WHERE EVERY CHILD MATTERS.**



Be Healthy



Stay Safe



Enjoy and achieve  
through learning



Make a positive  
contribution to  
society



Achieve economic  
well-being

## DEFINITION

Bullying is a conscious and wilful act of aggression and/or manipulation by one or more people against another person or people. This act may be repetitive, or else the fear of the victim may be that a single act may be repeated. Bullying is an abuse of power by those who carry it out. It may last for a short period or go on for years. It is at times premeditated and often opportunistic: sometimes it is directed mainly towards one victim, and may occur serially or randomly. A bullying incident may be viewed as any incident which is perceived by the target to be bullying, and should be treated accordingly.

## THREE MAIN TYPES OF BULLYING

1. Physical- e.g. hitting, kicking
2. Verbal- e.g. name-calling racist/gender/homophobic comments
3. Indirect- e.g. rumours, excluding from playing, parties, taking equipment, texting, videoing

## IT IS THE AIM OF HEBBURN COMPREHENSIVE SCHOOL

- ❖ To promote a secure and happy environment in our community, free from threat, harassment and any type of bullying.
- ❖ To take positive action to prevent bullying from occurring through personal and social development.
- ❖ To show commitment to overcoming bullying by practising zero tolerance.
- ❖ To inform pupils and parents of the school's expectations and to foster with them a productive partnership: this helps to maintain a bully-free environment.
- ❖ To support pupils in being caring citizens in and out of school
- ❖ To ensure that staff are aware of their role in fostering the knowledge and attitudes which will be required to achieve these aims.

## INDICATORS OF THE CHARACTERISTICS OF BULLYING

Can be mistaken for bullying but it is not bullying	Bullying where harm is intended	Criminal Activity
<p>Playful teasing A one- off fight Rough and tumble or play fighting without real intention to cause damage</p>	<p><b>PHYSICAL</b> Biting Hair pulling Hitting Kicking Locking in a room Pinching Punching Scratching Spitting Any other form of physical attack damaging a person's property</p> <p><b><u>NON-PHYSICAL</u></b> Abusive language Abusive telephone calls Abusive texting Extorting money Intimidation/threats of violence Name calling Racist/sexist remarks Sexually suggestive language Cruel remarks Spreading false/malicious rumours</p> <p><b><u>NON-VERBAL</u></b> Direct Mean faces/rude gestures Indirect Manipulating/ruining friendships Systematically excluding, ignoring and isolating Sending often anonymous poisonous notes Videoing incidents <i>Can be any one or a combination</i> <i>Bullying is usually repetitive</i></p>	<p>Assault with a weapon Grievous bodily harm Seriously threatening to kill or harm Serious theft Sexual abuse Racial abuse</p>
<p>Suggested School Action This should be handled sensitively by the school where appropriate but not treated as bullying</p>	<p>Suggested School Action This should be handled by the school</p>	<p>Suggested School Action This should be handled by the police or other appropriate authorities</p>

## STAFF GUIDANCE ON DEALING WITH BULLYING ISSUES

At Hebburn Comprehensive, we take bullying seriously and provide guidance for all staff. Identifying pupils who are being targeted is often difficult. We use the following indicators as guidelines:

- ❖ The pupil's work may be suffering
- ❖ They appear to have no friends around
- ❖ They appear to be unhappy
- ❖ They are frequently absent
- ❖ They have a tendency to display aggressive behaviour

We encourage all staff to observe general behaviour in and around school.

## DEALING WITH PUPILS WHO HAVE BEEN BULLIED

At Hebburn Comprehensive, we treat targets (pupils who have been bullied) and incidents seriously, whether reported by staff/ parents/ peers. We recognise the fact that anyone can be a target and it is not his or her fault.

- ❖ Reassure the pupil they have done the right thing by telling someone, praising their courage for telling.
- ❖ Establish details without making the pupil feel responsible for being bullied
- ❖ Identify areas of the environment where bullying occurs: corridors, classrooms where the teacher is absent, playgrounds. Once identified, these areas will need to be managed effectively.
- ❖ Let the pupil know what is being done. Set a time and date for a meeting.
- ❖ Parents should be informed of procedures in place and actions taken.
- ❖ Appropriate strategies will be used and reviewed regularly.
- ❖ A comprehensive log of incidents and actions must be maintained.
- ❖ Summary information will be provided for the termly meetings of the Governing Body.

## DEALING WITH A PUPIL WHO IS A BULLY.

We are aware a pupil may bully for a variety of reasons: because of the family/life events/power of an anti-social peer group/surrounding community/personality characteristics or a combination of these and other factors. Some bullies may have low self-esteem that often manifests itself in violence. Some bullies are extremely manipulative of people and/or situations. Bullies' behaviour needs to be handled sensitively, but firmly.

## WHEN DEALING WITH A PUPIL WHO IS A BULLY, STAFF AT HEBBURN COMPREHENSIVE ARE ENCOURAGED TO:

- ❖ Diffuse the situation and remain calm and non-judgemental.
- ❖ Separate the bullying actions from the person who is bullying (allows a way out and becomes a win-win situation)
- ❖ Explain clearly to the pupil what is going to happen to ensure they understand rules, responsibilities and consequences that the school expects and applies.
- ❖ Inform parents of events and consequences that may follow.
- ❖ Decide which strategy is effective and appropriate.
- ❖ Involve outside agencies if deemed appropriate e.g. EWO, Educational Psychologist, Police and Social Worker.
- ❖ Where serious violence is involved, the Head Teacher may exclude the pupil immediately, pending further investigations.

## EXPECTATIONS

Our aim at Hebburn Comprehensive is to have preventative measures, constantly re-evaluated, through the following expectations:

### EXPECTATIONS OF STAFF AND GOVERNORS:

- ❖ To embrace a whole-school approach that celebrates individuals and provides support for all pupils.
- ❖ The school will have an effective anti-bullying policy in place that is an integral part of school life.
- ❖ A supportive governing body that encourages the involvement of parents in the school.
- ❖ A clear system of rules, rights, responsibilities and consequences.
- ❖ To provide an environment that is stimulating and enjoyable.
- ❖ To recognise that the responsibility for dealing with bullying incidents rests with the school and governing body.
- ❖ To know that the school has no responsibility to deal with bullying incidences occurring outside the school premises; however, the school will endeavour to support the child and parents.
- ❖ To respond to parental queries and concerns positively and as soon as possible.

### EXPECTATIONS OF PARENTS

- ❖ To be involved in their child's school life and attend parents' evenings etc.
- ❖ To be supportive of the school's expectations of behaviour.
- ❖ To respond to school concerns positively and as soon as possible.
- ❖ Parents will make appointments where and when possible.
- ❖ To know that the school has no responsibility to deal with bullying incidences that occur outside school premises; however, they will endeavour to support the pupil and parents.

### EXPECTATIONS OF PUPILS

- ❖ To be involved in a proactive school council.
- ❖ To support the school rules, rights, responsibilities and consequences.
- ❖ To take responsibility for their behaviour.
- ❖ To respond to school concerns positively and without delay.

## ACTION UNDERTAKEN BY HEBBURN COMPREHENSIVE TO COMBAT BULLYING

- ❖ Regular staff training to address policy issues provided by inset via the LA or outside agencies.
- ❖ Termly meetings to assess and review procedures/ incidents.
- ❖ Address issues through PHSEE Tutorial periods and assemblies
- ❖ Training pupils to peer mentor
- ❖ Effective deployment of learning mentors and other support staff

Other providers of staff training:

- ❖ SCUK (School Council UK)
- ❖ South Tyneside Healthy Schools, Education for Health Coordinator
- ❖ Support and advice from EWO, Community Police

## MONITORING AND EVALUATION

Monitoring of the policy is annually by the Pastoral Heads, Head Teacher and the Chair of Governors. The Chair of Governors will be kept informed of repeated incidents of bullying.

- ❖ Records will be kept for up to three years, or longer, if required.
- ❖ Annual review and up date of policy by governing body.
- ❖ The policy will be shared and reviewed with staff/pupils/parents.
- ❖ We will involve school council/governors where appropriate in reviewing the policy

## CASUAL TRANSFERS

It is a statutory responsibility for all schools to have an Anti-Bullying Policy. This policy will explain how they will respond to all incidences. If you are worried or concerned about bullying issues, or your child has reported bullying to you, it is important that you make contact with the Head Teacher of the school, who will ensure a member of staff follows up your enquiry, as outlined in their schools policy. Schools will endeavour: to meet with you to discuss your concerns so that they can work with you and your child to resolve the issues. If the matter remains unresolved, the next step would be to refer the matter through the schools complaints procedure, which would involve the School's Governing Body. If you are requesting a school place because of alleged bullying, you must submit confirmation in writing from your child's Head Teacher that the in-school procedures have been fully exhausted. Your application will NOT be processed without this information.

Hebburn Comprehensive will communicate clearly to parents the Authority's position in this matter.

## PARENTS/ CARER GUIDANCE

At Hebburn Comprehensive, we believe parents and carers have a vital role in ensuring their child adheres to the school rules and supports the school when dealing with contentious issues. These guidelines and information are available to parents and are displayed in and around our school.

### SIGNS TO LOOK FOR IN YOUR CHILD.

- ❖ Common symptoms may include:  
headaches, stomach aches, anxiety, irritability, stress.
- ❖ They may refuse to attend school
- ❖ They may have few or no noticeable friends around
- ❖ They may lose money or property
- ❖ They may have unexplained bruises etc.
- ❖ They may be unwilling to talk about school.

### ADVICE FOR PARENTS:

1. Obtain from school a copy of the national parent anti-bullying leaflet; consult supportive web sites: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk); [www.actagainstbullying.com](http://www.actagainstbullying.com)
2. Support your child: tell him/her it is not his/her fault; he/she can't choose the way people behave towards her/him, but he/she can choose how she responds.
3. Find time to talk to your child: empathise with his/her situation, although he/she can't choose what happens in his/her life, being happy is a positive personal choice.
4. Remind him/her how resilient and strong he/she is in keeping going to school despite facing daily bullying.
5. Remind him/her that he/she is a unique and wonderful person, with the same rights as everybody and that he/she can use the power of anger to protect him/herself without having to attack any one else.
6. Speak to the Head/Assistant Head of Learning about the problem; the senior member of staff with overall responsibility for responding to issues of bullying is Mrs B Anderson, who has oversight of all safeguarding issues.
7. If not resolved, see the Head Teacher.
8. Request the initiation of an action plan and time line to monitor the bullying.
9. If you feel the matter is still not resolved, then you can contact the Chair of Governors. It is the parents', pupils', school and governors' responsibility to try and resolve bullying incidents that may occur.

## IF YOU FEEL YOUR CHILD IS BULLYING OTHER CHILDREN

Look out for signs of bullying by your child or from others:

- ❖ Your child may have more money than usual.
- ❖ Your child may have property that does not belong to him/her.
- ❖ Your child may display aggressive behaviour and belittle others.

These are only guidelines; your child may display some or all of these and not be bullying.

## WHAT CAN YOU DO?

If you are concerned, do make an appointment to meet your child's Head/Assistant Head of Learning.

## WITH YOUR CHILD.

- ❖ Talk with him/her to discourage this behaviour.
- ❖ Discuss how it makes other children feel.
- ❖ Give praise when your child displays cooperative behaviour and kindness to others.
- ❖ Monitor the use of MSN and other forms of communication e.g. mobile phones

A suggested resource for parents/carers:

Parentline

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

Free Helpline

0808 800 2222

## APPENDIX

### FURTHER IDEAS

- ❖ Counselling - using peers, school council, a professional
- ❖ Learn new behaviour through PHSEE; working with other children 1 to 1
- ❖ Use the "No Blame" approach (7 Step- George Robinson)
- ❖ Learning Mentors
- ❖ Anger Management
- ❖ Circle Time
- ❖ Assertive Training
- ❖ Circle of friends

### ANGER MANAGEMENT

<http://www.kidshealth.org>

### BOOKS

Tackling Bullying in Your Schools: A Practical Handbook for Teachers, Routledge London & New York.

### CIRCLE TIME /PEER COUNSELLING

Peer Counselling in Schools: A Time to Listen David Fulton London (1996)

Should We Blame the Bullies? Peter K Smith in The Psychologist Vol: 14 No 2  
Lucky Duck Publishing Ltd.: [www.luckyduck.co.uk](http://www.luckyduck.co.uk)

### PARENTS

Your Child Bullying Alexandra Jenny Element 1998

Feel the Fear and Do It Anyway Jeffers, Susan Arrow 1991