

York High School

Resilience – Aspiration - Success

Anti-bullying policy

Adopted by Governors: June 2020

Review timetable: 1 year



Rationale

Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community.

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated. No child deserves to suffer the pain and indignity that bullying can cause. We recognise the negative impact it has on the educational experiences and wider development of so many of our children and young people. Bullying has no place anywhere in the school community, and this applies both to the bullying of pupils and teachers.

Schools need to take an active approach to promoting good behaviour, respect for others and to tackling all forms of bullying — including prejudice-driven bullying and cyberbullying. Schools, with the support of parents, the wider community, the local authority and young people themselves, need to take effective action to prevent bullying happening in the first place. A preventative approach helps schools to safeguard the well-being of their pupils and staff, as well as playing their part in creating a society in which we all treat each other with dignity and respect.

Aims

At York High School, the aim of the anti-bullying policy is to ensure that pupils 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.

This policy will:

- Raise awareness across the school that bullying in any form is unacceptable and that everyone has a shared responsibility in promoting a safe and secure environment.
- Promote a positive ethos where respect, relationships and responsibilities are key to developing social and emotional well-being.
- Ensure a consistent response to bullying, with effective support in place for both the person being bullied and the person doing the bullying.

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Definitions and Signs

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- Repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation
- It takes many forms and can include:
 - physical assault
 - teasing
 - making threats
 - name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger) (.Gov.Uk-Bullying at school 2020)
- Sexual bullying, including the use of such things as derogatory or demeaning sexualised language, upskirting, inappropriate touching, coercion and shaming.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (DFE advice for schools on preventing and tackling bullying 2017)

Cyberbullying can be defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else'. Cyberbullying is a 'method' of bullying. It can be used to carry out all the different 'types' of bullying (such as racist bullying, homophobic bullying, or bullying related to SEN and disabilities), but instead of the perpetrator carrying out the bullying in person, they use technology as a

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means of conducting the bullying. Cyberbullying can include a wide range of unacceptable behaviours, including harassment, threats and insults, and like face-to-face bullying, cyberbullying is designed to cause distress and harm. Cyberbullying can take place between children, between adults, but also across different age groups. Young people can target staff members or other adults through cyberbullying; there are examples of school staff being ridiculed, threatened and otherwise abused online. (DFE Cyberbullying)

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual, transgender (LGBT) people. (DFE Homophobic bullying)

Pupils 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, lacking concentration or truanting from school.

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

Statutory duty of schools

There are various legal requirements on and powers for schools that relate to bullying (including homophobic, racist and cyber bullying). In particular, the Education and Inspections Act 2006 requires that head teachers must determine measures on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles in so doing. The policy determined by the head teacher must include measures to be taken with a view to 'encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils'.

The law empowers head teachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off school site (which is particularly pertinent to regulating cyberbullying) and empowers members of school staff to impose disciplinary penalties for inappropriate behaviour. Further legislation considered are

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into

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force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

Implementing the policy

For the successful implementation of the policy, our school will ensure that the following statements are true.

For pupils who experience bullying:

- they are heard
- they know how to report bullying and get help
- they are confident in the school's ability to deal with the bullying
- steps are taken to help them feel safe again
- they are helped to rebuild confidence and resilience
- they know how they can get support from others.

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For pupils who engage in bullying behaviour:

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused
- they learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge
- they learn how they can take steps to repair the harm they have caused.

For schools:

- the whole school community is clear about the anti-bullying stance the school takes
- pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- every chance is taken to celebrate the success of anti-bullying work
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

For heads, governors and other school staff:

- they develop whole-school policies which meet the law and school-inspection requirements
- they promote a school climate where bullying and violence are not tolerated and cannot flourish
- they continually develop best-practice based on knowledge of what works
- there is a review of the school anti-bullying policy every two years and, as a result, the policy and procedures are updated as necessary
- curriculum opportunities are used to address bullying
- pupil support systems are in place to prevent and respond to bullying
- they have addressed school-site issues and promote safe play areas
- all staff take part in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying
- all staff are aware of the importance of modelling positive relationships
- data systems gather useful information about the effectiveness of the anti-bullying work, and this data is used for monitoring and evaluation, and is shared with the school community
- they work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

For parents:

- they are clear that the school does not tolerate bullying
- they are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure

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- they have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary, and that the school systems will deal with the bullying in a way which protects their child
- they are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

Preventing and reacting to bullying

Our school will adopt a range of strategies to reduce bullying and to tackle it effectively when it does occur.

Our school will take a preventative approach to bullying in a range of ways:

Leadership:

- Promote an open and honest anti-bullying ethos which secures whole-school community support for the anti-bullying policy.
- Staff actively demonstrate positive behaviour and set a positive context for anti-bullying work in the school.
- Link with other schools in a local school partnership and with LA strategies
- Work with nationally recognised frameworks such as the Diana Anti - Bullying award to promote whole school and community understanding of the issue of bullying..

Use of curriculum opportunities:

- PSHCE classes can be used to discuss issues around diversity and draw out anti-bullying messages. .
- The use of creative learning through art, music, poetry, drama and dance can develop understanding of feelings and enhance pupils' social and emotional skills.

Use of other opportunities to raise awareness:

- Anti-bullying ambassadors can be utilised to raise awareness of the issue and 'signpost' help to students who may be victims/protagonists of bullying

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- Anti-Bullying Week (ABW) events in November of each year
- Targeted small group or individual learning can be used for those who display bullying behaviour as well as those who experience bullying
- Whole-school assemblies can be used to raise awareness of the school's anti-bullying policy and develop pupils' emotional literacy
- Events which can prompt further understanding of bullying, such as theatre groups, exhibitions and current news stories.

Pupil voice:

- Utilise anti-bullying ambassadors in raising awareness and in garnering student views
- Engage pupils in developing anti-bullying policy and practice is an effective form of prevention.

Structured data gathering:

- Gathering information and data on the views and experiences of pupils, staff and parents in relation to bullying will enable the school to monitor and evaluate its anti-bullying work better.

Improving the school environment:

- Use available data to identify how the school environment can be made safer to reduce incidents of bullying. E.g staff-supervision patterns in the playground, school buildings, the physical design of the school building(s), including investigating 'blind spots' where bullying could take place, whether 'quiet-play' areas could be established in playgrounds or short-term safe rooms for use at break-times

Professional development:

- Schools ensure that appropriately targeted information or professional development, including information on legal responsibilities, is available for: all staff teachers, support staff, temporary staff (including student teachers), and governors

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Working with Children's Services:

- School will work with the LA to ensure that partner agencies such as the Behaviour Support Service, Behaviour and Attendance Consultants, Education Psychology Service, Child and Adolescent Mental Health Services (CAMHS) and are engaged with anti-bullying work and pupil safeguarding has a high priority.

Our school will take a proactive stance against bullying in a range of ways:

- Clear and effective pupil-reporting systems:

Our school has systems in place to enable pupils to report bullying incidents. Pupil-reporting systems include:

- ⇒ confidential and varied routes to report bullying
- ⇒ Bullying Box
- ⇒ Online bullying reporting system
- ⇒ Text messaging service
- ⇒ Email link
- ⇒ Facebook link

- Clear and effective follow up and resolution systems.

- ⇒ effective and fair investigation
- ⇒ statement process
- ⇒ listening strategies
- ⇒ recording system (via CPOMs)
- ⇒ Escalatory consequence system
- ⇒ Bullying log to check resolutions and identify patterns of behaviour

- Use of sanctions and learning programmes:

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At our school sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children, and it should be made clear that their actions are wrong and appropriate sanctions imposed.

Sanctions have a number of purposes:

- ⇒ to impress on the perpetrator that what he/she has done is unacceptable
- ⇒ to deter him/her from repeating that behaviour
- ⇒ to signal to other pupils that the behaviour is unacceptable and deter them from doing it.

In reviewing sanctions, school will ensure that it addresses bullying behaviours in a way which does not lead to escalation but resolution and which gives the best chance that bullying will not be repeated.

When other strategies and sanctions do not resolve the problem e.g:

- restorative practice
- telephone contact with parents
- verbal warning
- detention
- internal exclusion
- fixed term exclusion
- formal letter to parents
- meeting with parents

then permanent exclusion may be justified in the most serious and persistent cases, particularly where violence is involved.

School will also ensure that the needs of the pupil who has experienced bullying are addressed. It is not advisable to force them into situations where they have to face their bullies in isolation. It is good practice to keep disruption to their learning to a minimum; allow them to retain access to their friends and make them aware of the punishment that the pupil who bullied them will receive, as well as the support they themselves are being given.

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The legislation on exclusion makes clear that 'exclude...means exclude on disciplinary grounds' Pupils will not be excluded from school for being bullied, even if this may appear to be for the child's benefit.

Strategies are also in place to provide an opportunity for the pupil to put right the harm they have caused.

- Use of reward and celebration strategies:

Our school uses a range of rewards and celebration strategies to encourage pupils to behave well and take care of each other, including:

- ⇒ Reward stamps for contributions in class and around school
- ⇒ Rewards for individual pupils who take a specific role in anti-bullying work, e.g. as peer mentors or 'listeners'.
- ⇒ Rewards for good behaviour
- ⇒ Rewards for improved behaviour
- ⇒ Rewards for good and improved attendance
- ⇒ Weekly reward postcards for different groups of pupils
- ⇒ Additional rewards at the end of each half term/term for pupils who have great attitudes to learning and behaviour

- Developing the roles pupils can play

Our school involves pupils in promoting a positive whole school ethos (including the prevention of bullying) in a number of ways:

- ⇒ Through pupil voice surveys carried out each half term
- ⇒ Through class, or tutorial time in understanding the needs of their peers.
- ⇒ As 'defenders' in the bystander terminology.
- ⇒ As members of the anti-bullying ambassador group that supports pupils who have been bullied, where the ultimate responsibility lies with those involved in the bullying
- ⇒ Through being encouraged to have a say about the reward and sanction policy of the school to ensure they view sanctions as fair and make them feel they have an influence over tackling the issue.

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▪ Engaging parents/Carers

We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the pupil being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved.

We have a well defined complaints procedure and we make our parents aware of this in line with our statutory duties.

▪ Parenting contracts and orders

Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help including the Local Area Team, CAMHs and Social Services.

When parents refuse to engage voluntarily and where their child's behaviour has led to, or has the potential to lead to, exclusion, then a court-imposed parenting order may be sought.

Reporting and recording incidents of bullying

We encourage pupils to report bullying in confidence using a variety of methods. However, if pupil safety is at risk then school staff cannot keep the information confidential. Staff will use their judgement as to how to speak to the pupil about this.

A range of strategies are used in school to encourage reporting:

- Highly developed and respected Pastoral system
- Tell someone bullying box
- Confidential web-based reporting systems at school Tell someone web site
- Anti- bullying ambassadors
- E mail system
- Tell someone text message service

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- Messaging through school facebook site
- Adult counsellors or drop-in facilities to talk with home-school workers and mentors.

These systems work well because:

- pupils have confidence that their concerns will be treated promptly and seriously, and that action will be taken which will not make their situation worse
- pupils can access reporting routes easily
- pupils know who will deal with their concerns, and have trust both in them and the systems which the school uses
- pupils are aware that malicious reporting relating to pupils or staff will be taken seriously and could incur a disciplinary sanction.

Reporting arrangements for parents

Parents are frequently the ones to report bullying incidents to the school. If a parent contacts the school:

- ⇒ Reception staff and other staff taking phone messages, notes or receiving visitors have been trained in school systems and procedures, and are clear about steps to be taken.
- ⇒ Reception and other staff are sensitive to the emotional needs of parents making contact with a school about incidents of bullying.
- ⇒ Parents will have confidence that staff will act promptly, take the concern seriously and not take action which makes the situation worse for their child.
- ⇒ Staff will take actions to agreed timescales and report progress to parents.
- ⇒ Parents are clear about how to take further action if they do not feel that their concern has been properly addressed.

Data-collection management

The DFE recommends that schools should record all incidents of bullying, including by type, and report the statistics to their LA. The purpose of reporting incidents to the LA is to enable the gathering of information on the number and nature of bullying incidents, and to identify any developing trends.

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The LA can analyse the information gathered from schools to identify any issues of particular concern. The data will also enable LAs to support and challenge schools in their duties to promote the welfare of pupils.

Schools have a specific legal duty to have a race equality policy and monitor its impact on pupils, staff and parents. Schools also have a specific duty to eliminate disability-related harassment under the Disability Discrimination Act 1995/ 2010.

Keeping records of bullying incidents enable us to:

- ⇒ manage individual cases effectively
- ⇒ monitor and evaluate the effectiveness of strategies
- ⇒ celebrate the anti-bullying work of the school
- ⇒ demonstrate defensible decision-making in the event of complaints being made
- ⇒ engage and inform multi-agency teams as necessary.

We use bullying data to:

- ⇒ provide monitoring reports to pupils (e.g. through assemblies and YHS thinks) and staff
- ⇒ create evaluation reports for:
 - pupils, parents and staff in order to demonstrate openness and to celebrate progress
 - governors in order for them to monitor the anti-bullying work of the school
- ⇒ inform the evidence presented in the school Self-Evaluation Form (SEF), which forms a key part of the evidence for Ofsted's inspection of schools.

What sort of data can be collected and used?

We keep information on the date and type of incident as standard but also record data on:

- information on what action the school took and the impact this had on the bullying
- a range of data from pupil surveys including quantitative data and perception data
- parental complaints to the school or LA regarding bullying

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- exclusions data related to bullying
- transfer and admissions data, specific requests for transfer due to bullying or harassment
- data from Ofsted reports
- information contained in school-improvement plans.

Staff professional development

The DFE recommends that schools review general and specific staff induction and continuing professional development (CPD), and identify how to ensure staff training reflects the anti-bullying policy and practice of the school. Where specific training needs have been identified for particular members of staff through school self-evaluation and individual-performance management reviews, the head teacher must ensure that those members of staff have access to the advice, training and development opportunities appropriate to their needs.

We ensure that supply teachers, temporary support staff and volunteers are clear about their responsibilities in relation to reporting any incidents of possible bullying behaviour.

Communicating the policy

As a school, we summarise the behaviour and anti-bullying policies within staff and governor handbooks, and include them within induction programmes for all staff (including voluntary, temporary and supply staff).

The policy is always accessible to parents/carers and can be found on the school website

Pupils are made aware of the policy through a range of means including assemblies, tutor times, lessons, school council meetings, notice-boards, planners etc.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

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Links to whole school policies

This policy links to other whole school policies on:

- ⇒ School-improvement policies and plans
- ⇒ Curriculum policies, in particular Personal Social, Health and Citizenship Education (PSHCE), and Creative and Expressive Arts,
- ⇒ Pupil support and safeguarding policies.
- ⇒ Behaviour policy
- ⇒ Staffing policies
- ⇒ Site policies including those for before/after school clubs, break-times, lunchtimes and travel-management supervision routines.
- ⇒ Equality and diversity policies (e.g. disability-equality scheme and race-equality policy).
- ⇒ School-communication policies and celebration of achievement practices.
- ⇒ Abusive Parents Policy

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Additional Information

Establishing Safer School Partnerships (SSPs)

Establishing a Safer School Partnership (SSP) with the local police can be an effective prevention strategy and effective reaction tool. The aims of an SSP are to:

- Reduce the prevalence of crime, anti-social behaviour and victimisation amongst children and young people, and to reduce the number of incidents in schools and their wider communities.
- Provide a safe and secure school community which enhances the learning environment.
- Engage children and young people, challenge unacceptable behaviour, and help them develop respect for themselves and their community.
- Ensure that children and young people remain in education, are actively learning, healthy and achieving their full potential.

In terms of dealing with incidents of bullying at the time they occur the vast majority can be handled by the school. However, if a serious assault or injury occurs as a result of bullying the police should be involved.

Restorative justice

The use of restorative approaches in schools developed from experience of restorative justice in the youth and criminal justice systems. The principle is that the pupil causing harm is held to account for their behaviour. This means:

- accepting responsibility for the harm caused to the individual being bullied
- accepting responsibility for the harm caused to others (e.g. staff, friends or family)
- recognising the need to take action to begin to repair the harm caused
- agreeing a range of actions in conjunction with all those involved which will be monitored over an agreed period of time.

There are a range of restorative approaches, from informal meetings with pupils where they can talk through their issues in a structured way, to, at the

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most formal end, a restorative conference with an independent facilitator. Restorative approaches can be effective when the requisite time and resources are invested, but it is important that they are used in conjunction with, not in place of, sanctions.

Support for parents

Within the LA, Parents can contact the Family Information Support Team at:

01904 554444 / 01904 555400

fis@york.gov.uk