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## 1.0 LEGAL STATUS

Legal Status: is policy complies with Part 3, paragraphs 10 of the Education (Independent School Standards) 2014 (England)  
Keeping Children Safe in Education (KCSIE) Information for all school and college staff (DfE: 2021)  
Working Together to Safeguard Children (WT) A guide to inter-agency working to safeguard and promote the welfare of children (HM Government: 2018)  
The Equality Act 2010

## 2.0 RATIONALE AND INTRODUCTION

This Policy should be read in conjunction with the following Hillcrest Shifnal School Policies:

**Mobile Phone and Communication Recording Device Policy**  
**Positive Behaviour Policy**  
**PHSCE Policy**  
**Spiritual, Moral, Cultural and Social Policy**  
**Equality Statement**

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying/Discriminatory Behaviour of any kind is unacceptable at our School. If bullying/Discrimination does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* School. This means that *anyone* who knows that bullying/discrimination is happening is expected to tell the staff.

### Aims

The main aim of our Anti-Bullying/Discriminatory Behaviour Policy is to make it clear to students, parents and staff that bullying is unacceptable. The School believes that our students have the right to learn in a supportive, caring and safe environment where independence is celebrated and individuals can flourish without fear of being bullied. Every student also has the right to be protected when he/ she is feeling vulnerable to bullying. It is the duty of all adults on site to help to reduce, and to work towards, eliminating all forms of bullying amongst the students of the school.

Finally, it is intended that this policy will complement other School policies, including the Positive Behaviour Policy and Equal Opportunities, as well as being in line with the School's Ethos and Code of Conduct.

### **Objectives of this Policy**



- Senior Management, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- Senior Management, teaching and non-teaching staff should know what the School policy is on bullying, and follow it when bullying is reported.
- All students and parents/ carers should know what the School policy is on bullying, and what they should do if bullying arises.
- As a School we take bullying seriously. Students and parents/ carers should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

### 3.0 WHAT IS BULLYING

There is no agreed definition of bullying but it can take many forms. It makes other people feel intimidated, threatened or powerless and unable to defend themselves. Bullying results in pain and distress to the victim.

#### Bullying can be:

- Emotional being unfriendly, excluding students from discussions/ activities, tormenting (e.g. threatening gestures)
- Physical taking or hiding belongings (including money), 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 the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse  
Mobile threats by text messaging & calls  
Misuse of associated technology , i.e. camera , consoles & video facilities
- Discrimination This can be any form of unkindness, abuse, or different treatment of someone due to a protected characteristic, age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

#### Why is it Important to Respond to Bullying/Discrimination?

Bullying and Discrimination hurts. No one deserves to be a victim of bullying or Discrimination. Everybody has the right to be treated with respect. Students who are bullying and being discriminatory need to learn different ways of behaving. All schools have a responsibility to respond promptly and effectively to issues of bullying and Discrimination.

#### Signs and Symptoms

A student 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 student:

- is frightened of walking to or from the School
- doesn't want to go on the School's transport / public bus or other mode of transport
- begs to be driven to the School separately/ with certain adults
- 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 perform poorly in class 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 money or possessions continually "lost"
- has unexplained cuts or bruises
- comes home hungry (unable to eat due to anxiety)
- 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 (possible cyber bullying)
- is nervous and jumpy when a cyber message is received (possible cyber bullying)

Whilst some of our more vulnerable students at the School exhibit some of these signs when they come to us for support, we should be vigilant about new signs/ behaviours developing, which could indicate bullying. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

#### **Why does one get bullied or discriminated against?**

- Race/gender/class
- New child in Centre
- Child in crisis
- Disability
- Different in anyway from the presumed "norm"

Individuals who get bullied are likely to be non-assertive (timid), unlikely to fight back, loners with few friends, anxious or fearful children, younger children and those outside of a group.

#### **Bullies in themselves could be:**

- Victims of bullies
- People who enjoy the power it gives
- copying behaviour which they have seen

#### **Bullying can be:**

- Child v Child
- Staff v Child
- Child v Staff
- Staff v Staff

Bullying can be one-off or sustained and damaging either way. It can be obvious or subtle. Direct physical bullying and threats are more often used by boys whereas girls tend to use a more sustained, verbal and intimidating process.

Bystanders often show tacit acceptance to such an extent that victims see them as part of the process.



## Encouragement to Tell

At the School, we recognise that it is important to create an atmosphere in the school where students who are being bullied, or others who know about it, feel that they will be listened to and believed, and that action will be taken. The School works hard through PSHCE, Tutor time, assembly, mentoring sessions and lessons to emphasise that the culture of not “telling tales” or “grassing” fosters bullies. Not telling protects the bullies, conveys the message that they can continue, perhaps bullying others too.

## 4.0 PROCEDURES FOR TELLING AND RECORDING

### Action to be Taken When Bullying is Identified

**Purpose:** To identify students that have bullied another student or have been involved in a bullying incident in school and to provide the appropriate support to all students to resolve any personal issues that are effecting their education and to ensure all students feel safe and are safe whilst in school.

After ensuring all students are safe and the incident is controlled by staff, staff are required to report, inform and act.

**Key person:** Report to behaviour coach, tutor and head of year complete form on Clearcare and include Dave Smith into the report, Tutors to hand over to carers/parents at the end of the day details of the incident and email/post the report home.

**Step 1:** A meeting to be held the following morning with the student, behaviour coach/head of department and key worker to confirm incident and or to explain complaint.

Ensure the student is able to express their views and are aware of the processes we will carry out within our bullying watch system.

Within this meeting discuss restorative work between the students involved, this could be a simple chat so the perpetrator can have chance to apologise for their behaviour and a plan to move forward is discussed.

The Key worker is to report home how this process went and any further plans to resolve the situation.

A record of the meeting should be kept on Clearcare for further reference and shared with staff.

**Step 2:** A meeting with the head of year, behaviour coach and representative from home or parent where a restorative pack will be discussed and agreed.

Staff will make students aware in assembly mentioning no names but reinforcing that any kind of bullying is unacceptable.

**Step 3:** A report card will be issued to the student to carry to each lesson. Staff are to report any issues on the card and ensure the information is reported on the student’s daily record and Clearcare.

**Step 4:** A case conference can be called to discuss the steps that have been implemented and further steps that can be taken this is to share information and record opinions of the professionals involved with the students concerned. Detention can be used at this point if it is deemed necessary and agreed.

**Step 5:** Isolation of the perpetrator in social times and possible extra support from home could be a possibility.

**Step 6:** Head Teacher involvement with home manager/parent, to discuss further interventions.

Each incident will be reviewed on the facts and may start from different intervention points due to the severity of the incident or prolonged incidents that have occurred.



As a school we will tackle bullying through our curriculum and take part in positive group events such as anti-bullying week, sports days and fund raisers.

## **5.0 OUR ACTIONS**

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### **Combating Bullying**

There are many informal and formal structures in places:

1. The Anti Bullying and Discrimination Policy will be reviewed annually.
  - reviewing the School Rules and/ Code of Conduct
  - signing a Behaviour Contract upon admission to the School
  - using the curriculum to raise awareness about bullying, the Anti-Bullying and Discrimination Policy; how students can constructively manage their relationships with others (e.g. assertiveness training)
  - having discussions about bullying and why it matters during School Council Meetings, Tutor time/ assembly times and PSHCE
  - holding special assemblies about bullying, (e.g. inviting outside agencies to speak to students)
  - Increasing awareness amongst staff via INSET training sessions and support from clinical team
2. Questionnaires will be used as a basis to further monitor and develop strategies for combating bullying.
3. Procedures are in place to put consequences in place for the aggressor and support the victim.
4. Support mechanisms include teachers, Tutors, Peer Support and external agency support
5. The School follows an agreed Code of Conduct.
6. There is a reward and sanction system in place.
7. Records of students' behaviour are kept in order to monitor behaviour, set targets, provide support and form the basis of discussion with parents/ carers.
8. There is an efficient duty system with regular patrols especially toilets and secluded areas. There is a staff presence at the start and end of the day at the School entrances and gates.
9. Incidents are dealt with promptly with effective sanctions.
10. The Behaviour Coach leads mentoring sessions with students showing bullying behaviour
11. Less tangible but still present, the School works to create a sociable atmosphere amongst students encouraging teamwork and good relationships.
12. Incidents of staff/ staff bullying are dealt with by formal procedure via the Head Teacher and Senior Management.

### **Prevention**

We use DfE recommended methods for helping students to prevent bullying. As and when appropriate, these may include:

- reviewing the School Rules and/ Code of Conduct
- signing a Behaviour Contract
- using the curriculum to raise awareness about bullying, the Anti-Bullying Policy; how students can constructively manage their relationships with others (e.g. assertiveness training)
- having discussions about bullying and why it matters during Centre Council Meetings, registration time, PSHCE and assemblies
- holding special assemblies about bullying, (e.g. inviting outside agencies to speak to students)



**APPENDIX 1-REFERENCES AND LEGAL CONTEXT**

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