Archbishop Holgate's School
A Church of England Academy

Founded 1546

BULLYING POLICY
This policy explains how we aim to stop all bullying in the school.

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Member of staff responsible: Assistant Head: Pastoral Care, Inclusion and Transition

Governing sub-committee: Pastoral

Archbishop Holgate's School is committed to developing to the full, the potential of each member of the school community, within the context set by its mission, its strategic aims, and its Christian values as a Church of England Academy.

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Vision and Values of Archbishop Holgate's School

As a Church of England school we strive to ensure that all of our young people are cared for, given every opportunity to develop through academic study, to grow personally and spiritually and to live into being those Values we hold dear in our community and in wider society. Our role as a Church school is to help nurture both academic excellence and to help shape young people who can make a significant contribution to the community they serve. Key to this is a clear recognition that all students have individual gifts and talents and with support every young person can flourish.

Archbishop Holgate's School is distinctive and effective as a Church of England school because our Christian vision and values are very explicit and drive all areas of school life. Our Vision is one which combines Values, Care and Achievement.

"A threefold cord is not easily broken." Ecclesiastes 4:12

Through this vision we seek to be a Church of England School which is deeply Christian. As such, the three themes of our vision, Values, Care and Achievement are deliberately expressed in that order, our distinct Christian Values help ensure that every child is cared for as an individual and this in turn will help them to succeed academically.

Our school values of *Justice*, *Compassion*, *Forgiveness* and *Trust* have been embedded across our school community and permeate all areas of school life.

Justice
Justice means giving everyone what is right and fair. We act out of concern for each other in our school community and the world in which we live. Working for justice encourages all of us to have hope for the future.

Compassion
As a school community we strive to show compassion in all we do, by being sensitive to the needs of others in our school community and beyond. We want to share with others the compassion that we, ourselves, receive.

Forgiveness
Following Jesus' example forgiveness is at the centre of all we do. Showing forgiveness requires us to have courage and strength, bringing us freedom from anger and a sense of peace. Forgiveness means we take responsibility for what we have done wrong and we desire not to do again.

Trust
Trust is at the heart of all we do and all the relationships that underpin our school community, helping us to live and learn together in harmony. Trust allows us to work together to enrich every member of our community and make the most of our individual gifts and talents.

Our Values

Inspired by the example of Jesus' life, these are the values we seek to nurture as a school community and live out day by day.

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This policy is to complement our vision and values and to enable the school to allow all members of Archbishop Holgate's community to live them into being every day.

BULLYING POLICY

Principles

Archbishop Holgate's is committed to developing to the full the potential of each member of the school community, within the context set by its mission, its strategic aims, and its Christian values as a Church of England school.

In order to achieve this, we believe every member of the school community has a responsibility to respect the rights of others and treat other people with courtesy and respect.

We therefore believe that any form of bullying – verbal, physical, emotional, direct, indirect, overt, covert – is unacceptable, and that all members of Archbishop Holgate's School must follow clear expectations and procedures to ensure the security and welfare of each individual within our school community.

General aims

We aim to ensure that all members of the school community – students, subject teachers, form tutors, other pastoral staff, support staff – take active responsibility for the welfare and security of others and helping them feel secure.

We seek to engender an atmosphere of trust, respect and openness within which students tell staff immediately about any incidents, confident that they will be supported and that the matter concerned will be dealt with promptly and sensitively.

If instances of bullying come to light, we believe in dealing firmly with the aggressor and supporting the victim, to ensure that clear messages are understood that bullying will not be tolerated and that it is a core principle that all members of the school community treat each other with consideration, courtesy and respect.

- To assist in creating an ethos in which attending Archbishop Holgate's School is a positive experience for all members of our community.
- To make it clear that all forms of bullying are unacceptable at Archbishop Holgate's School.
- To enable everyone to feel safe while at Archbishop Holgate's School and encourage students to report incidents of bullying.
- To deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support children displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of our community feel responsible for helping to reduce bullying.

The objectives of our anti-bullying policy:

- To maintain and develop effective listening systems for children and staff within Archbishop Holgate's School.
- To involve all staff in dealing with incidents of bullying effectively and promptly.
- To equip all staff with the skills and information necessary to deal with incidents of bullying.
- To train all staff to confidently challenge homophobic, biphobic and transphobic language.
- To involve the wider school community (e.g. midday supervisors, part-time staff/volunteers) in dealing effectively with, and if necessary referring, bullying incidents.
- To communicate with parents and the wider school community effectively on the subject of bullying.
- To acknowledge the key role of every staff member in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations.
- To promote emotional health and wellbeing across the whole school/setting and for all members of our community to role-model this in all situations.

Introduction

The nature of bullying

Bullying is defined as:

> *"deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves".*

Emotional Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical pushing, kicking, hitting, punching or any use of violence
Sexual unwanted physical contact or sexually abusive comments
Racist /racial taunts, graffiti, gestures
Homophobic/biphobic: when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality.
Transphobic: purposefully hurtful behaviour targeting an individual's gender identity
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 &video facilities

We consider bullying to be anything which is

- deliberately hurtful
- repeated over a period of time
- difficult for victims to defend themselves against

We consider the three main types of bullying to be

- verbal – name calling, insulting, making offensive remarks

- physical – hitting, kicking, taking belongings, deliberately pushing into
- indirect or covert – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious gossip

By placing verbal bullying first we acknowledge that it is the most common form. This may be because of individual characteristics, but can also be because of ethnic origin, nationality, colour and sexuality. Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual (LGB) people. (DCSF Homophobic bullying).

Transphobic bullying is a range of negative attitudes, feelings or actions toward **transgender** people, or toward transsexuality. **Transphobia** can be emotional disgust, fear, violence, anger, or discomfort felt or expressed towards people who do not conform to society's gender expectation.

We are also aware that, with the increase in text messaging, mobile phones are increasingly used as a bullying tool – this should be read in conjunction with the E-Safety Policies.

Bullying is not:

It is important to understand that bullying is not occasional falling out with friends, name calling, arguments or when the occasional joke is played on someone.
Children do sometimes fall out or say things because they are upset.
When occasional problems of this kind arise it is not classed as bullying.
It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank.
We all have to learn how to deal with these situations and develop social skills to repair relationships.

Possible signs of bullying

Even where students who are being bullied are too scared to come forward, there are often quite visible signs of bullying:

- items of clothing and property may be damaged or lost more often than normal
- frequent injuries
- student may become withdrawn but reluctant to say why
- the student may often appear tired
- educational attainment may be slowly or suddenly reduced
- the student may always be hungry
- reluctance to attend school
- change of route to school or requests to be accompanied
- money going missing
- depression

Implementation

Strategies for staff

- Deal with all observed acts of bullying straight away.
- Offer the victim immediate support by putting school procedures into action.
- Help the victim not to feel guilty or responsible by reassuring the victim that all forms of bullying are always wrong.
- Be available and willing to listen.
- Break up groups of bullies by not allowing them to associate together.
- Use the peer group as a positive resource in stopping bullying.
- Help the bully to realise the hurtfulness of his/her actions
- Look for the reason why the bully bullies.

Staff procedures

For all incidents:
- Investigate every complaint as soon as possible.
- Make sure a written record is kept on a gold incident form.
- Decide whether the incident is isolated, or is a repeat of a previous incident.
- Decide whether the incident is of a very serious nature (e.g. repeated name calling or of a physical nature) or of a less serious nature (e.g. an isolated incident of name calling).

For isolated incidents of a less serious nature:

- Speak to the student/s involved in the incident and issue a verbal warning to the bully.
- Follow up the incident by referring the matter to the Form Tutor to speak to all involved and check a week later to make sure the situation is resolved.

For any incident where a verbal warning has already been given or the bullying involves physical violence:

- Inform the Head of Year.
- Inform the parents of both the bully and the victim.
- Isolate the bully and interview him/her about his/her actions and the consequences.
- Give an appropriate sanction (e.g. if incidents are happening at break, then remove the bully from circulation during critical times).
- Make clear to both bully and victim that any further bullying will lead to fixed term exclusion.
- Ensure that all incidents are followed up by the Head of Year and/or Form Tutor.

Whole-school approaches

The following are not incident-specific, but are general strategies to reduce bullying:

- ensure students stay in their separate recreational areas for different year groups
- inform and encourage support staff in their whole school role
- take the issue of bullying seriously where it is integrated into the curriculum through assemblies and RE

- ensure communication is as easy as possible
- encourage students constantly to report the issues
- ensure information on what to do in the case of a bullying incident is freely available in reception and the Learning Support Centre
- welcome information from those outside school
- continually update and train staff regarding all issues related to bullying, including: homophobic, biphobic, transphobic, racial and faith based bullying.
- if in doubt, check with the member of staff who monitors all incidents of bullying
- consider whether an external mentor is appropriate