Archbishop Holgate's School

A Church of England Academy

Anti-bullying Policy and Discrimination

This policy explains how the school aims to stop all bullying and discrimination.

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Member of staff responsible: Fn – Deputy Head Pastoral Care

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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1. 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.

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.

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.

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2.   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.

All staff, parents and pupils must work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

3.   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 ensure those who are identified as bullying are provided with the necessary intervention to change their behaviour, as well as the appropriate sanction in line with the school behaviour policy
- 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.

4.   Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:
- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:
- Behavioural Policy
- Exclusions Policy
- Child Protection and Safeguarding Policy
- Social, Emotional and Mental Health Policy

5.   Definition

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:
- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable pupils may include, but are not limited to:
- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

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

Bullying is acted out through the following mediums:
- • Verbally
- • Physically
- • Emotionally
- • Online (Cyber)

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. Children who have fallen out cannot expect to be completely isolated from one another one and must learn to be in the same environment together without causing any form conflict. We all have to learn how to deal with these situations and develop social skills to repair relationships.

6.   Types of bullying

Many kinds of behaviour can be considered bullying and can be related to almost anything. Types of bullying include:
- *Teasing* another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

- ***Racist bullying***: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- ***Homophobic bullying***: Bullying another person because of their actual or perceived sexual orientation.
- ***Transphobic bullying:*** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
- ***Sexist bullying***: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- ***Sexual bullying***: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- ***Prejudicial bullying:*** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.
- ***Relational bullying:*** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.
- ***Cyber bullying:*** the misuse of all areas of internet, such as email & internet chat room, the use of mobile phone eg text messaging & calls and the misuse of associated technology, i.e. camera &video facilities
- ***Intolerance of faith –*** intolerance of another's religious beliefs or practices

7.   Roles and responsibilities

The governing board is responsible for:
- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

The headteacher is responsible for:
- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping all Bullying Report Forms of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

Heads of year are responsible for:
- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents, when more serious bullying incidents occur.
- Ensuring all Bullying Report forms are completed fully and passed to the Deputy Head for evaluation.
- Providing follow-up support after bullying incidents.

Teachers are responsible for:
- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's heads of year of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:
- Informing their child's head of year or form tutor if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.
- Trusting and working in partnership with staff to ensure the childs best interests.

Pupils are responsible for:
- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.
- Working with the school to resolve the bullying.

8.   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
- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions

- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.

In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:
- They have experienced mental health problems, which have led to the pupil becoming aggravated
- They have been the victim of domestic abuse
- Their academic performance has started to fall, which has meant they are stressed

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's Head of Year, who will investigate the matter and monitor the situation.

9. How the school will work to prevent bullying

The school will aim to ensure that:
- Prevention is a prominent aspect of its anti-bullying vision.
- Staff are available and willing to listen.
- Deal with all observed acts of bullying straight away and offer the victim immediate support by putting school procedures into action.
- They beak up groups of bullies by not allowing them to associate together.
- Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.
- Unpleasantness from one pupil towards another is always challenged and never ignored.
- Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.
- Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.
- Staff help the victim not to feel guilty or responsible by reassuring the victim that all forms of bullying are always wrong.
- Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.
- 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.

Preventing peer-on-peer sexual abuse
The school has a zero-tolerance approach to all forms of peer-on-peer sexual abuse, including sexual harassment and sexual violence.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.

Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual violence refers to the three following offences:
• Rape: A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
• Assault by Penetration: A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
• Sexual Assault: A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

The school's Child Protection and Safeguarding Policy outlines our stance on addressing peer-on-peer sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:
• Healthy relationships
• Respectful behaviour
• Gender roles, stereotyping and equality
• Body confidence and self-esteem
• Prejudiced behaviour
• That sexual violence and sexual harassment is always wrong
• Addressing cultures of sexual harassment

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".

All staff will be aware that peer-on-peer abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers.

Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children.

The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children's social care services (CSCS).

Managing disclosures
Victims will always be taken seriously, reassured, supported and kept safe.

Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.

The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.
Confidentiality

The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation.

If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise.

Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:
•   Parents will be informed unless it will place the victim at greater risk.

- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

More information regarding the school's stance on preventing peer-on-peer sexual abuse is available in our Child Protection and Safeguarding Policy.

Cyber bullying

The school's has a zero-tolerance approach to cyber bullying.

Cyber bullying will be treated the same as every other type of bullying. The difference is that it is carried out using electronic devices. The school will sanction the same as if the offence was committed in the school. However, cyber-bullying is generally criminal in character.

It is unlawful to disseminate defamatory information in any media, including internet sites. The school will therefore refer parents to contact the police directly.

Students will be educated about the dangers of cyber bullying and the repercussions. Students must comply with the schools ICT agreement.

The school will support pupils who have been victims of cyber bullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, the headteacher will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

The school's Searching, Screening and Confiscation Policy will be followed at all times.

Required actions if cyber bullying occurs
- Advise the victim not to respond to the message.
- Refer to relevant policies including e-safety, acceptable computer use, anti-bullying and PHSE, and apply appropriate sanctions.
- Advise the pupil not to delete the message/image.
- Secure and preserve any evidence.
- Inform the students Head of Year
- Notify parents of the pupils involved.
- Consider informing the police, depending on the severity or repetitious nature of the offence.

A cyber bullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include:

- Impact: possibly extensive scale and scope
- Location: the anytime and anywhere nature of cyber bullying
- Anonymity: the person being bullied might not know who the perpetrator is
- Motivation: the perpetrator might not realise that his/her actions are bullying
- Evidence: the subject of the bullying will have evidence of what has happened

Support for the person being cyber bullied

The feelings of the victim are paramount and, as with any form of bullying, support for the individual will depend on the circumstances.

Available support will include:

- Emotional support and reassurance that it was right to report the incident.
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff.
- Emotional support and reassurance that they haven't done anything wrong.
- Advice on other aspects of the code to prevent re-occurrence.
- Advice on how the perpetrator might be blocked from the individual's sites or services.
- Actions, where possible and appropriate, to have offending material removed from the host media.
- Advice to consider changing email addresses and/or mobile phone numbers.
- Discussing contacting the police in cases of suspected illegal content.

10.   Procedures for investigating allegations of bullying

Minor incidents are reported to the victim's Head of Year, who investigates the incident, sets appropriate sanctions for the perpetrator.

When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged bully and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
- If a pupil is injured, members of staff take the pupil immediately to the school nurse for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged bully, the victim and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgmental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned pupils are informed that they must not discuss the interview with other pupils
- 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).

Due to the potential for sexist, transphobic, sexual, etc bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Head of Year completes the 'Bullying Report Form' and returns to the headteacher.

11.   Sanctions

If the Head of Year is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.

The headteacher informs the pupil of the type of sanction to be used in this instance (detentions, isolation, exclusions, etc.) and future sanctions if the bullying continues.

If possible, the Head of Year will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.

The perpetrator is made to realise, by speaking once per week with their PSW, that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.

Parents are informed of bullying incidents and what action is being taken.

The head of year informally monitors the pupils involved over the next half-term.

12.   Support

If the pupil visits the DSL or PSW, they informally checks whether the bullying has stopped.

For a month after the initial complaint of bullying, the PSW holds an informal discussion, on a weekly basis, to check whether the bullying has stopped.

The head of year holds a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the head of year and victim are confident the bullying has stopped.

If necessary, group dynamics are broken up by members of staff by assigning places in classes.

The victim is encouraged to tell a trusted adult in school if bullying is repeated.

The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.

The school, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy.

Follow-up support

The progress of both the bully and the victim are monitored by their form tutors.

One-on-one sessions to discuss how the victim and bully are progressing may be appropriate.

If appropriate, follow-up correspondence is arranged with parents one month after the incident.

Pupils who have been bullied are supported in the following ways:
- Being listened to
- Having an immediate opportunity to meet with their head of year or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

Pupils who have bullied others are supported in the following ways:
- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to the Well-being worker.

In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the headteacher and DSL will look to transfer the pupil to another mainstream school.

Where a child has developed such complex needs that alternative provision is required, the pupil who has been the victim of bullying, their parents, the headteacher and DSL will meet to discuss the use of alternative provision.

13. Bullying outside of school

The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it is investigated and may be acted upon.

In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour coordinator, of the action taken against a pupil.

If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

14.   Appendix 1: Student friendly version

Archbishop Holgate's School
Anti-Bullying and Discrimination
Student Version 2020-21

This school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect. We have a zero-tolerance approach to all forms of discrimination. This includes disabilism, racism, homophobia, biphobia, transphobia and religious discrimination.

It is the responsibility of all members of the school community to work together to ensure everyone is free from any bullying and/or discrimination; there is no place at Archbishop Holgate's School for bullying or discrimination in any form.

What is bullying and discrimination?

The Anti-Bullying Alliance (AGA) defines bullying as:

"the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power."

It can happen face to face or through cyberspace

The types of bullying can be:

Verbal bullying
- name calling
- spreading rumours
- derogatory or offensive language
- threatening someone

Physical bullying
- hitting
- physically intimidating
- using inappropriate or unwanted physical contact

Cyber bullying
- texting, emailing or using social media to write or say hurtful things about someone

Social bullying
- deliberately excluding or ignoring people
- manipulating friendship groups

Remember: *Falling out with your friends is not bullying.*

We operate a zero tolerance approach to any form of bullying, harassment, and discrimination. This includes disabilism, racism, homophobia, biphobia, transphobia and religious discrimination.

Why do people bully or discriminate?

Feeling powerless in their own lives	Someone else is bullying them	Jealousy or frustration	Lack of understanding or empathy
Looking for attention	Mimicking behaviours of family	Bullying behaviour gets rewarded	Inability to regulate emotions

The cycle of bullying

**There are different roles played in bullying.
What role do you play? What role should you play?**

Ringleader — Starting and leading the bullying but not always the person 'doing' the bullying.

Outsider(s) — Ignores any bullying and doesn't want to get involved.

Assistant(s) — Actively involved in 'doing' the bullying.

Target — The person who is being bullied

Reinforcer(s) — Supports the bullying, might laugh or encourage other people to carry on what is going on.

Defender(s) — Stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult in school.

What we can all do to stop bullying and discrimination?

Be kind, Be respectful

TO DO Today And repeat

- Be kind
- Be considerate
- Be respectful
- Be honest/authentic
- Think beyond yourself.

- Choose kindness, as you never know what someone else is going through
- Saying something nice can bring a smile to someone's face
- Being kind can help others feel happy and confident

Live our school values into being

JUSTICE COMPASSION FORGIVENESS TRUST

- **Compassion:** understand what someone else is feeling.
- **Forgiveness:** Show forgiveness to others and make friends.
- **Trust:** Trust that when you show how to be kind, others will follow.
- **Justice:** Stand up and Speak out!

Stand up, Speak out

STAND UP! SPEAK OUT!

Weak people put others down. Strong people lift them up.

Stand up and say no to bullying and discrimination. Make lots of noise!

If you are being bullied or discriminated against do not accept it. Tell someone!

Report it

STOP BULLYING REPORT IT!

If you are being bullied or discriminated against or see any it you must report it. Either:
- Speak to a trusted adult
- Tell a friend
- Email school: antibullying@archbishopholgates.org
- Phone Childline: 0800 1111
- Anonymous reporting form

Every member of the school community must work together to stop bullying and discrimination.

What to do if you are being bullied or discriminated against?

1 — Tell someone you trust

2 — Keep a record of what's happening. Save the evidence.

3 — Report it, block it

4 — Don't retaliate (often that's what they want!)

5 — Surround yourself with people that make you feel good

6 — Don't blame yourself, remember the problem is with them not you.

What to do if someone tells you they're being bullied or discriminated against

1 — Listen

2 — Praise them for speaking out!

3 — Calmly work with them to resolve the problem

4 — If needed, get help from a trusted person

How to report bullying or discrimination?

Talk to someone

If you are being bullied or discriminated against
Talk to a trusted adult or if you cannot do that a trusted friend.

If you see bullying or discrimination
You must SPEAK OUT and say something. You must tell a member of staff in school.

Email the school

You can email school to report any bullying or discrimination at:
- antibullying@archbishopholgates.org

Please provide as much information as you possibly can.

Use the schools 'anonymous' reporting form

You can use the schools 'anonymous' reporting form:
- https://sites.google.com/archbishopholgates.org/anti-bullyinganddiscrimination/

We do not know who you are so please provide as much information as you possibly can.

"If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality." *Desmond Tutu*