



Anti-Bullying Policy

Reviewed by Martin Lucas

Approved by Children, Families & Community
Committee, January 2020

Next review January 2022

Statutory

Hanover Anti-Bullying Policy

This policy is designed to be read along side the principles and practices enshrined in the school's Behaviour Policy and Equal Opportunities and Community Cohesion Policy, which include the responsibilities on all staff to challenge any forms of harassment and discrimination in the school. It is designed to meet Hanover's responsibilities under the Education and Inspections Act 2006 and Equalities Act 2010

1. Defining Bullying

Hanover School acknowledges and agrees with the definition of bullying defined in "Preventing and tackling bullying (2014)" as follows:

"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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences." (our emphasis)

In addition, we acknowledge that individuals may be bullied because of their beliefs and lifestyle (whether religious or non-religious).

Whatever the reason, bullying is never acceptable. Nobody should have to deal with it on their own. It needs to be challenged by all who experience and witness it, with the support of adults in the school.

Bullying can be emotional and/or physical – these are some of the common forms it takes.

Physical: hitting, kicking, spitting, slapping, demanding money (extortion) etc.

Verbal: name calling, insults, racist, sexist, homophobic, transphobic, disablist or sexual remarks, threats etc.

Cyberbullying: bullying that takes place using technology, whether on social media sites, through a mobile phone, on other websites or media. It can include offensive or abusive emails, text messages or posts on websites.

Indirect: excluding or 'blanking', spreading gossip, graffiti, damaging property.

2. Guiding Principles

All children and young people have the **right** to be protected from physical, emotional and mental violence; a right enshrined in the United Nations Convention on the Rights of The Child.

Children also have a right to learn and achieve, to live, travel and play in a secure and supportive environment, where they can thrive, achieve their full potential and enjoy themselves. Bullying is a blight on the lives of children and young people which inhibits full participation in education and learning, cultural, social and leisure activities.

Bullying is never acceptable and will not be tolerated.

We want all children and young people to feel confident to report bullying whenever and wherever it happens, and to get the help they need to feel safe again. We will work with and support both the bullied and bullies in order to end victimisation and to transform the behaviour of perpetrators.

We acknowledge that bullying can and does happen in ALL schools, play & youth settings, as well as in the wider community; and that bullying can happen to adults in the workplace.

We acknowledge that those engaging in bullying behaviour may have problems in their own lives and low self-esteem, that are transferred into bullying behaviour against others. Our most immediate duty is to put the victims first and stop any bullying behaviour. We want to ensure that victims of bullying are given strategies, confidence and the necessary tools to stand up to bullying with the support of adults and other children in the school. But we are also committed to supporting the bullies in understanding the impact of bullying behaviour, raising their self-esteem and transforming their behaviour to others,

We are committed to preventative action. Through our PSHCE work in classes and through assemblies we will aim to enhance an anti-bullying culture throughout the school.

We aim for an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

We recognize that preventing bullying is not just the responsibility of those working in the school, but of the whole of our school community.

We support Islington's "Dignity For All" policy aimed at ensuring that workplaces in Islington are free from bullying and harassment:

[http://www.islington.gov.uk/publicrecords/library/Community-and-living/Information/Factsheets/2013-2014/\(2013-05-10\)-Dignity-For-All.pdf](http://www.islington.gov.uk/publicrecords/library/Community-and-living/Information/Factsheets/2013-2014/(2013-05-10)-Dignity-For-All.pdf)

3. Promoting action against bullying

Hanover School takes all concerns about and claims of bullying seriously, whether made by children or on their behalf by adults, within school or outside the school premises (to such an extent as is reasonable), and the admin team administarting the "Reflection Room Sheets" logs this information into CPOMs.

The school will investigate these claims and concerns and seek to establish whether we are dealing with an isolated incident or sustained bullying in order to deal with it in the most appropriate and effective manner.

In line with the sanctions in our Behaviour policy, the sanctions against bullying may range from referral of the case to the Leadership Team and Learning Mentor, letters to parents or meetings with parents, withdrawal of privileges, through to exclusion from school. These sanctions are at the discretion of the headteacher, taking into consideration frequency, severity of behaviour, and most effective action for behavior improvement.

In line with the Children's Act 1989, a bullying incident will be addressed as a child protection issue in line with Hanover's Child Protection policy 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.

There will be some cases when bullying becomes a crime. Serious physical assaults, sexual assault, and racist or homophobic abuse, for example, can all be criminal activity, under the Protection from Harassment Act 1997, the malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1980.

Under the Education Act 2011, teachers have the power to tackle cyber-bullying by searching for and, if necessary, deleting inappropriate images or files on electronic devices, including mobile phones.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Through this policy we aim to build confidence among children and adults in the school to recognize the signs and indicators that someone is being bullied and to report all bullying. We want to enable children to talk about bullying in a safe and

supportive environment, where they have confidence that something will be done to stop it.

Because we have a school where people trust each other and are committed to supporting each other, we want to ensure that by-standers recognise their responsibility to report bullying even though they are not the direct victims. We expect adults in the school to respond to incidents of bullying following the same principles and in the same way they respond to other incidents of harassment.

Teachers are encouraged to revisit anti-bullying themes and activities on an annual basis through their topics in PSHCE, and through their regular circle time work and may additionally use lesson plans and visits provided by Community Police on these themes.

If parents think that their child is being bullied in school, they should in the first instance discuss their concerns with the class teacher. If the issue is not resolved, it should be referred to the School Learning Mentor who will speak to the children involved separately. After a discussion with each child it may be decided that the children come together through mediation in a safe and structured environment led by the Learning Mentor to discuss what has happened and to try to find solutions together. After this meeting parents will be contacted to share any findings and future actions. Depending on the outcome the Learning Mentor may work with each child separately on issues relating to bullying or being bullied and may involve the Leadership Team.

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. 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 centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

4. Further sources of information

Department for Education advice

- “Behaviour and Discipline in Schools” (January 2016)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

- “Preventing and Tackling Bullying” (October 2014)
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Cyberbullying: advice for headteachers and school staff
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Advice for parents and carers on cyberbullying
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Supporting children and young people who are bullied: advice for schools
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Counselling in schools a blueprint for the future: advice for school leaders and counsellors
<https://www.gov.uk/government/publications/counselling-in-schools>