



# Durrington High School Anti-Bullying policy

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Approved by:	Local Governing Body	Date:
Next review	As and when required	

## Key roles & Acronyms

**School Anti-Bullying Coordinator (ABC):** Mr Poole

**Anti-Bullying Ambassadors (ABAs):** Staff and students with enhanced training and roles as part of the school-wide approach to prevent bullying.



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## **1. Statement of intent**

Durrington High School is committed to creating an environment where our values of Kindness, Aspiration, Perseverance and Pride come to the fore and are embedded in all that we do as a community. This policy will draw upon these core values to illustrate how bullying can be prevented and resolved. We recognise that students will learn best in a safe and calm community that is free from disruption and in which education is the primary focus. Staff, students and parents have a responsibility to report bullying as soon as possible. They also have a responsibility to implement the preventative strategies outlined in the policy. Allowing bullying in our school goes against our values and ethos, sometimes bullying happens, but when it does (and we know about it) we get onto it right away.

## **2. Aims of this policy**

- To enable students, staff, parents and governors to understand what constitutes bullying and their specific responsibilities in addressing this;
- to inform and highlight to all members of the school community that bullying behaviour will not be tolerated at Durrington High School;
- to engage the whole school community in working towards the common aim of eliminating bullying at Durrington High School;

\*indicative list only

- to enhance the Behaviour Policy which confirms the school expectations;
- to ensure that there are strategies to minimise the risk of peer on peer abuse and procedures;
- to enable students, staff and parents/carers to feel confident that concerns about bullying will be taken seriously and firmly dealt with by the school.

Bullying undermines self-confidence, feelings of happiness and can easily create a cycle of poor performance. If not known about and/or left unaddressed the issues caused by bullying can escalate leading to potentially school avoidance, a deterioration in mental health, stress (for the victim and those around them) and loss of learning.

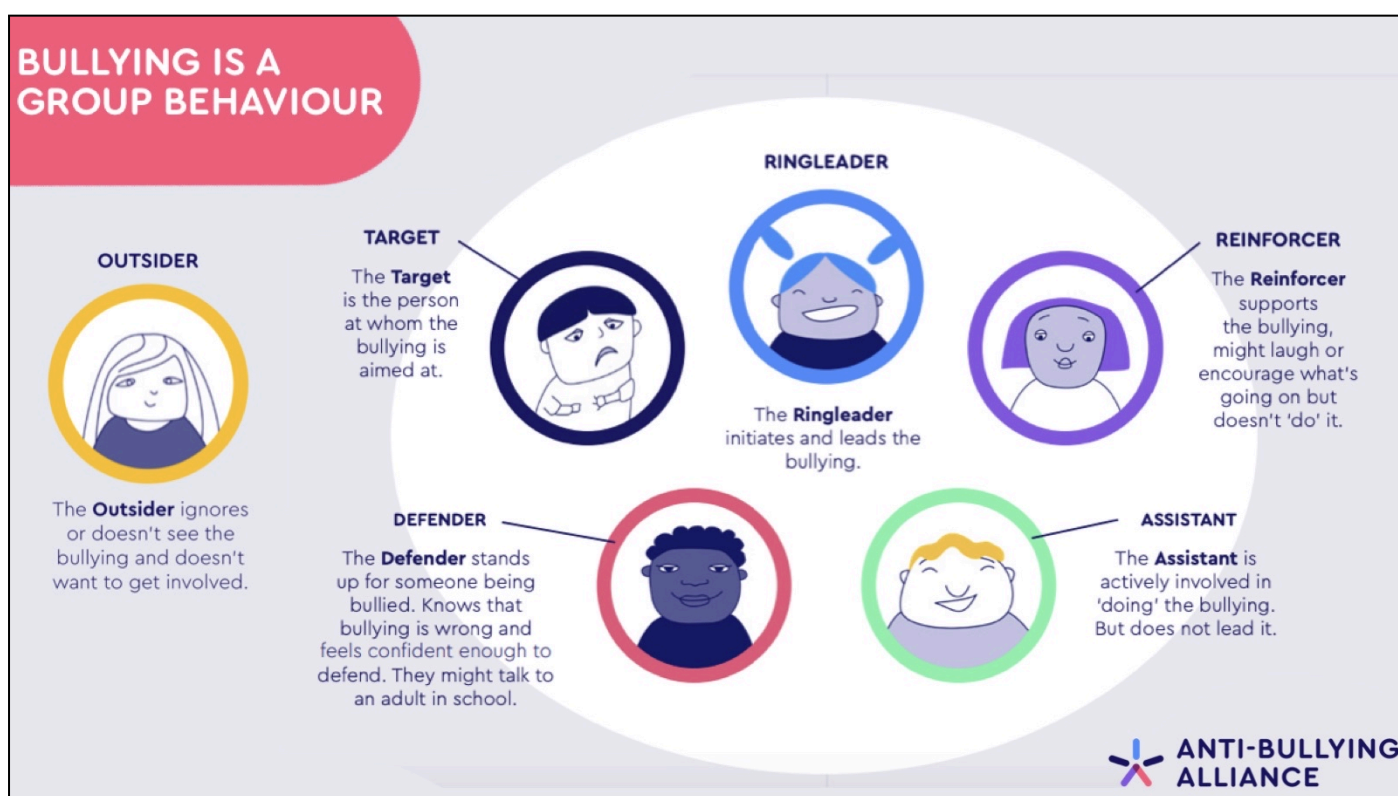
### 3. Creating a shared understanding of the terminology and issue(s)

*“Behaviour by an individual or group of students that is repeated over time and 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 or name calling), and is often motivated by prejudice against a particular group/person, 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”*

(Source DFE guidance July 2017)

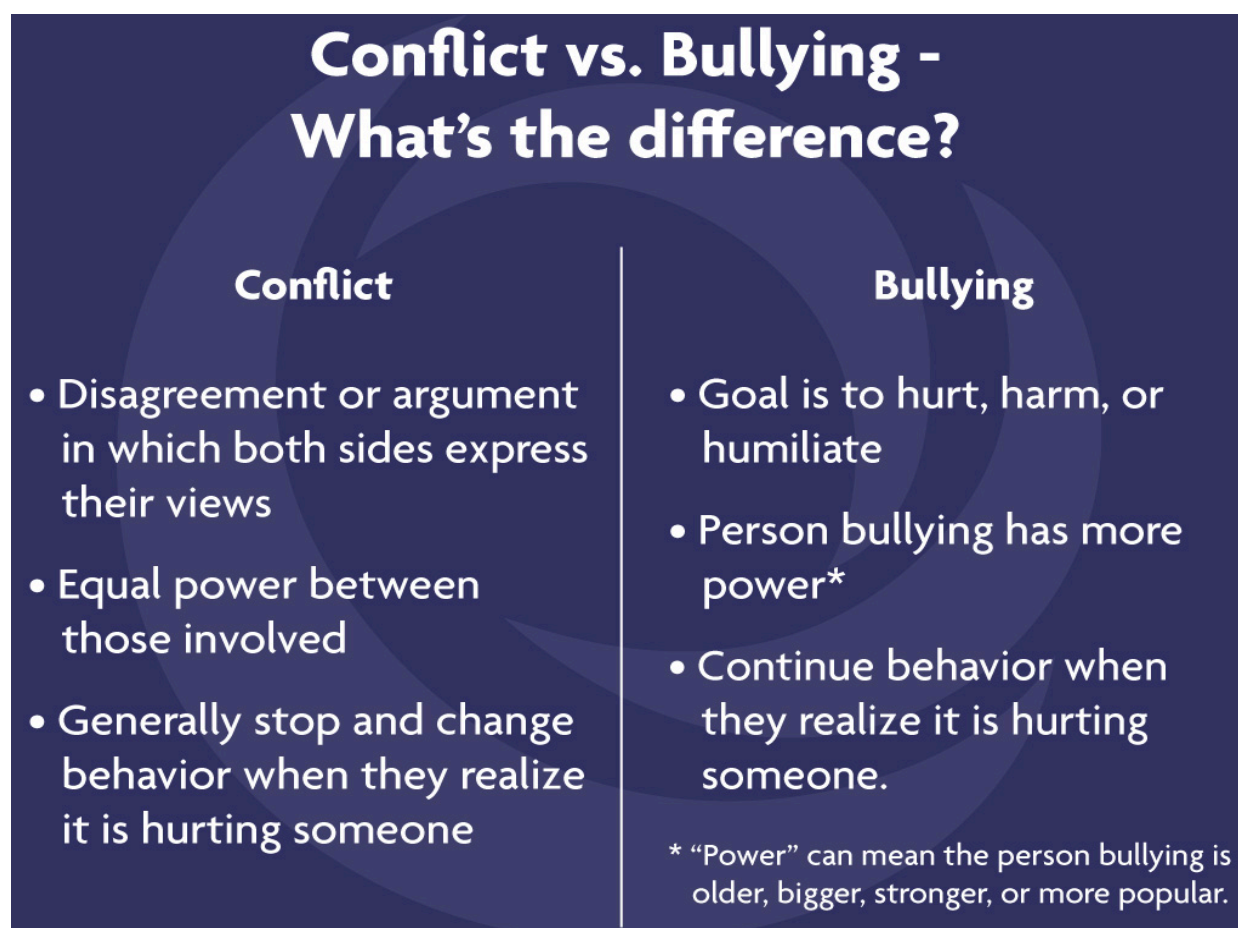
Bullying is not always 1:1 and will often involve others in various roles. Students may be part of the issue and adopt different roles within the incident. By being part of a situation (even in the role of reinforcer or assistant) a student is part of the bullying.

#### Roles that individual students play (purposefully or incidentally) as part of group-based bullying behaviour



### 3.1 How conflict and bullying differ

Whilst recognising that interaction between students can often be quite complex the following infographic gives a broad guide as to the differences between individuals having conflict with one another and bullying.  
(Source:<https://www.pacer.org/bullying>)



### 3.2 Types of bullying

Bullying can be categorised in many different ways the main categories into which it falls are:

- **Psychological** - can include deliberately excluding an individual from groups, spreading rumours, intimidatory behaviour e.g using a physical presence to cause worry or distress\*
- **Online/Cyber** - can include abusive behaviour conducted via any electronic media/messaging including posting on social media, sharing photos, sending nasty texts and social exclusion\*
- **Verbal** - can include threats, name calling, repeated unkind remarks, racism, homophobia\*
- **Physical** - can include punching, kicking, scratching, pushing, throwing objects at someone\*
- **Sexual** - can include unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse\*
- **Indirect** - can include spreading rumours, purposefully excluding another person, damaging or stealing someone's property, or cyberbullying\*

\*indicative list only

### 3.3 Victims of bullying

Anyone could become a victim or perpetrator of bullying. When it comes to victimisation, statistics show that having one or more protected characteristics~ could make an individual more vulnerable to bullying. Examples of characteristics that may make a person more prone to being a victim of bullying include:

<b><i>Their race/ethnicity and/or religious belief(s)</i></b>	Bullying that is directed against someone because of the colour of his or her skin, his or her ethnic background or a group of people they represent. A racist incident is defined as any incident, which is perceived to be racist by the victim, or any other person.
<b><i>Their gender identity</i></b>	Bullying aimed at someone specifically because of the gender they identify with.
<b><i>Their sexual orientation</i></b>	Bullying of someone because of being attracted to someone of the same or both sexes.
<b><i>Their personal needs</i></b>	Bullying of someone because of their ability, them having a known or perceived additional educational need, them having a known or perceived medical condition and/or they are disabled.
<b><i>Their sex</i></b>	Bullying due to them being a male or female.
<b><i>Their age</i></b>	Bullying of someone due to them being younger or older.
<b><i>A perceived or actual power imbalance</i></b>	Bullying where the victim feels (or actually is) physically, emotionally or actually (in terms of age) weaker/younger than the perpetrator(s).

~ protected characteristics worded as defined in law

### 3.4 Recognising the signs

A student/students who experience bullying may show changes in behaviour, these can include\*:

- becoming quieter and more withdrawn
- being increasingly nervous
- feigning illness(es) or giving excuses to not attend lessons and/or school
- changes in their work patterns or avoiding certain situations/places/events
- increased trouble with their concentration and/or disruption to sleep
- truanting from school.

## 4. Our approach as a school

Durrington High School will not tolerate any form of bullying and is proactive in its approach so as to reduce the likelihood of bullying occurring; this is predominantly achieved through work on educating students but also through the building of strong student-student and student-staff relationships.

Our message to our students is that:

If you are being bullied, or you know that someone else is, please tell staff straight away and it will be dealt with. Not telling means the victim will continue to suffer and the bully will carry on bullying. Ensure that, if the bullying is occurring over social media, messages are kept/images stored to show to an adult. We all have a responsibility to make sure that bullying is not allowed to continue in our school. Do not suffer in silence.

\*indicative list only

## **4.1 How we are proactive in preventing bullying from occurring**

Our approach to preventing bullying is to be as proactive as possible to, where possible, identify situations that may trigger bullying and act preemptively, where possible. This is coordinated through our Anti-Bullying strategy and ambassador program. Some of the actions we take to prevent bullying include:

### **4.1.1 Learning for all students (period 1, assemblies and lessons)**

- The issue of bullying is included in the curriculum and classwork e.g. Drama, English.
- Students are taught about bullying, how to recognise this and what to do in a range of curricular areas including SME and Computing lessons.\*
- The form time and assembly programmes reinforce British Values and the ethos of the school.
- Seating plans and (at times) form/lesson groupings are carefully considered using any relevant information about the relationships between specific pupils.
- External speakers (in lessons and assemblies) raise awareness of issues such as racism and homophobia.

### **4.1.2 Training a specialist team of students and hearing student voice**

- A team of specialist ABAs (from within our student body) have received further training and operate at a ground-level amongst their peers to look out for and what to do next. The ABA's meet regularly with Mr Poole and members of our staff ABA trained team to provide feedback and updates.
- Surveys are used to collect a wider student voice with specific questions asked regarding safety and bullying.
- The Senior Students Leadership Team (SSLT) meet with the Co-Headteachers and senior leaders within the school weekly to raise any urgent concerns/issues.

### **4.2.3 Training staff**

- All staff are trained in a consistent way using an external specialist provider in relation to bullying, what it is, what to look for and how to respond. This is part of our Anti-Bullying strategy.
- A team of more than 20 staff (from a wide variety of roles and teams in school) have received additional training and, led by the school ABC (Mr Poole, leader of Angelou), meet regularly to review our approach, and make any necessary changes.
- Other front-facing teams of staff (for example teaching assistants and pastoral managers) engage in role-specific anti-bullying training.
- A team of pastoral and senior staff will receive specific training on running the student mediation meetings; these taking place as part of our approach to stopping any bullying incidents from occurring again.

### **4.2.4 Work with external organisations:**

- Working with professionals from within our wider community (such as the police/social workers/family support workers) to garner their support in cases of bullying that are:
  - particularly serious
  - potentially linked to or a direct breach of the law

\*indicative list only

- occurring and/or persisting outside of the school site/grounds

These actions aim to send an even stronger and clearer message that bullying in our school and the wider community is unacceptable.

- When it is judged necessary/appropriate, contact will be made with social media companies/sites to request action to address specific issues. We also encourage parents/carers and students to do the same.

#### **4.2.5 Working with parents/carers:**

- Publishing this policy so we are transparent and open in our approach to tackling bullying.
- We will identify key contacts that parents/carers can reach out to (outside of our set pastoral structure) if they have worries or concerns that have not yet been resolved. This team are led by our ABC Mr Poole.
- Create opportunities for parents/carers to hear and feedback on our approach via open access focus groups.
- Providing a range of links in the policy/on our website as to where they can access high quality and useful information on the topic of bullying; this with a focus on supporting their child.

#### **4.2.6 Improving our physical environment and in-day staff presence/supervision of students**

We are also proactive in how we supervise and monitor the school site so as to minimise the opportunity for bullying to take place. Examples of this include\*:

- Having an extensive network of CCTV which are highlighted to students. The location of cameras is reviewed regularly (and changed where necessary) to ensure the best coverage possible of areas that students have identified as being of concern to them.
- Renovating toilets on a cyclical basis with a move towards individual cubicles and centralised “open” sink areas that are easier for staff to supervise.
- Defining specific areas of the school for individual year groups to use; this reduces the chance of older students bullying younger students at social times.
- Enacting and monitoring staff break and lunchtime supervision rotas. The locations and personnel are regularly reviewed to ensure that we have the best coverage of the site.
- Experienced senior staff being allocated to the front and back gates before and after school.
- Designated spaces are open at breaks and lunches (e.g. LRA) where the staff ratio is increased and provision is welcome to any student seeking a calmer/quieter space away from others.
- Locking rooms when not in use/not leaving students unsupervised in classrooms. This reduces the opportunity of behaviour occurring out of sight of supervising staff.

### **5. Sharing, reporting and recording concerns**

A range of different routes are available to students to report any concerns they have (for themselves or others) relating to bullying. Students are encouraged to use one or more of the following reporting mechanisms.

- Tell a trusted adult within school. In school a trusted adult could be a student’s form tutor, a class teacher, their pastoral manager, our year/house leadership team.

\*indicative list only

- Speak to your friends and they can tell someone.
- Email this address and a member of staff will get back to you [ABC@durring.com](mailto:ABC@durring.com)
- Put a note in the postbox outside the LRA with your name on.
- Speak to a member of the the senior student leadership team (Grey blazers)

It is important that we 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 taken will be sensitive to their concerns. Staff will always take allegations of bullying seriously and will deal with them promptly and appropriately. Not sharing worries or concerns:

- makes it less likely the bullying will stop;
- protects the bully/bullies;
- potentially leaves others at risk.

**Our plan is to get the ABA qualified students to come up with a student-owned message that demonstrates our commitment to anti bullying.**

Outside of school students are encouraged to speak to parents/carers, another family member or older sibling. Parents/carers (we can only correspond with adults on the named contact list) are then encouraged to relay the details of the concern to the student's tutor and house team (email addresses can be found here <https://durringtonhighschool.co.uk/staff-list/>)

## 6. Support for the victim

Depending on the nature and severity of the specific incidents, one or more of a range of support strategies may be used:

- frequent and regular monitoring (check-ins) with their form tutor, house team or another named trusted adult.
- buddy support system (within form or mentor group)
- peer support and buddying up from one of the Anti-Bullying ambassadors
- use of /referral to lunchtime social club
- Suggested use or referral to one (or more) anti-bullying apps to support the victim and/or offer advice to their parents/carers going forward
- referral to specialist support service/provision outside of school

## 7. Strategies to address bullying

### 7.1 Within school:

The approach taken to resolving bullying issues will depend on the nature of the bullying, case history and individuals involved. It may in the most serious of cases; result in the school engaging the support of an outside agency such as the police. Once reported bullying issues are usually effectively resolved however the school can only act when we are made aware of any concerns.

\*indicative list only



The priority for the school is to ensure the victim feels as safe as possible. Each reported incident will be taken seriously and carefully investigated (including the taking of statements from those involved, any possible witnesses, any other record and/or potential use of CCTV\*) before any restorative actions are taken/sanctions issued.

Once the nature of the incidents/concerns are fully understood, a plan of action is drawn up and implemented. As part of this it is likely that the parents/carers of both parties will be met with/spoken to in relation to the incident(s) and any sanctions/further support being put in place.

## **7.2 Bullying outside of the school premises/offsite:**

The school has limited powers when it comes to sanctioning bullying that takes place:

- online (mobile device use is banned on the school site)
- in the community
- involving 3rd parties who do not attend our school.

Our approach will generally be to ensure that key adults/professionals (as the school deems relevant) are made aware of incidents that are reported to us. The decision on who to involve and when will be at the discretion of the member of staff leading on the situation and will be case specific. The school can also provide a range of onward referral information to charities/other organisations that can provide help to victims of bullying.

We actively encourage parents/carers, when bullying related issues arise online and/or outside of school, to:

- talk to their children about how to avoid or deal with bullying in all its forms;
- talk to the local police about how and where this is happening;
- keep a dated log of any incidents that do occur to use as evidence (including any witnesses names);
- talk to transport companies (train/bus) about bullying whilst on public transport;
- ensure their child is of a suitable age and maturity to have specific social media platform access;
- be aware of, and regularly check, their child's devices including knowing and checking the content they are viewing online and their social media profiles.

Parents/carers play a vital role in being able to listen to and support their child. Direct advice and support for parents/carers can be found here:

- <https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/bullying/>
- <https://www.bbc.co.uk/bitesize/groups/cw9v6l8d0q6t>

Further local support services aimed at helping students (in a wider sense) include:

- <https://e-wellbeing.co.uk/support/>
- [https://e-wellbeing.co.uk/#gf\\_1](https://e-wellbeing.co.uk/#gf_1)
- Your child's GP

\*indicative list only

## **8. Sanctioning bullying behaviour:**

Depending on the details of the specific incident, one or more of a range of sanctions may be used in school:

- Educating the student on their behaviour and the impact it has on others.
- Mediation meeting led by a member of staff where the perpetrator will be required to meet, listen and then understand the impact of their behaviour on the victim. The meeting will follow a set structure and be recorded as a reference point.
- Isolation from social times for a specific period of time
- House/year team detention(s)
- A ban on being present (at specific times) with other named individuals, in specific areas of the school and/or in a group of greater than a specified number
- Report card (different layers ranging from form tutor to SLT)
- In-school internet ban
- Internal exclusion
- Fixed term suspension

In the most extreme of cases the Headteacher may also consider permanent exclusion.

## **9. Keeping our anti-bullying policy and message live**

We take a planned approach to keeping our anti-bullying message live. This includes:

- messaging and presentations in a range of formats to our staff;
- annual training of student Anti-Bullying Ambassadors (ABAs); over time growing the numbers of specially trained team members;
- a dedicated team of staff ABAs; this group of staff have received more extensive training and are skilled in managing the perpetrator : victim meetings;
- a named and fully trained Anti-Bullying Coordinator from our leadership team who coordinates the plan and reviews next steps with the Co-Headteachers on a termly basis;
- updated information in our period 1 sessions, assemblies and through our website and social media;
- information circulated as part of our fortnightly newsletter to parents/carers;
- an updated anti-bullying policy (this document) that shares and strengthens our school-wide commitment to stopping bullying;
- parental focus groups.

\*indicative list only