



## Anti-Bullying Policy



1. Harrow High School is committed to providing a caring, friendly and safe environment for all of our learners. Bullying of any kind is unacceptable at our school. We are a *TELLING* school. This means that if any learner is bullied they should be able to tell, knowing that incidents will be dealt with promptly and effectively. It also means that anyone who knows that bullying is happening, the bystander or the observer is expected to tell staff. Low level incidents will not be ignored.
2. The school is committed to the health and safety of our staff. Bullying or harassment of staff will not be tolerated. All incidents are recorded, investigated and resolved in line with staffing policies.
3. The school's Personal Development curriculum includes modules on racism, sexism, cyber-bullying and homophobia.

This policy aims to;

1. Give clear guidance to staff and learners
2. Set out clear consequences
3. Clarify to parents/carers the school's objectives
4. The policy is part of the Safeguarding suite of policies and applies at all times when staff are acting in loco parentis, including on educational visits.

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This policy is based on DfE guidance “**Preventing and Tackling Bullying**” July 2017 and supporting documents. It also takes into account the DfE statutory guidance “**Keeping Children Safe in Education**”. This policy has been written in partnership with staff, governors, students and parent representation as part of the Harrow High School Anti-Bullying Group.

## **1. Statement of Intent**

At Harrow High School we believe in Excellence for All, this means; Excellent learning and progress, Excellent aspirations, Excellent behaviour, safety and care for each other and Excellent communication. Everything we do as staff and learners will be true to these core values. They will be evident through our words, our actions and our commitments. We will talk about these values, we will promote these values and we will live these values.

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*See it. Report it. Stop it.*

Every effort is made to tackle bullying as soon as it is reported, this is clearly indicated within the Harrow High School Behaviour Policy. Harrow High School aims to create an inclusive environment where students can openly discuss bullying, without the fear of any further bullying or discrimination.

Bullying invariably undermines self-confidence and initiative and can create a cycle of poor performance and further criticism, potentially causing depression, stress, mental or physical ill-health, with consequent absence from school or work. This policy aims to guard against bullying in the interests of individuals and the wider organisation.

## **2. Links to legislation**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

## **3. What is Bullying?**

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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race,

religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences (DfE "Preventing and Tackling Bullying")

Bullying can be:

1. Emotional – being unfriendly, excluding, tormenting, freezing out (e.g hiding books, threatening gestures)
2. Physical – pushing, kicking, hitting, punching or any use of violence
3. Racist – racial taunts, graffiti, gestures, religious insults
4. Sexual – unwanted physical contact or sexually abusive comments
5. Homophobic – because of, or focussing on the issue of sexuality
6. Verbal – name-calling, sarcasm, spreading rumours, teasing
7. Cyber – all areas of internet, such as email and social media misuse. Mobile threats by messaging, calling and the misuse of associated technology i.e. camera and video facilities.

### **Forms of Bullying covered by this policy**

Bullying can happen to anyone. This policy covers all types of bullying including:

1. Bullying related to race, religion, nationality or culture
2. Bullying related to SEND (Special Educational Needs or Disability)
3. Bullying related to appearance or physical/mental health conditions
4. Bullying related to sexual orientation (homophobic bullying)
5. Bullying of young carers, children in care or otherwise related to home circumstances
6. Sexist, sexual and transphobic bullying
7. Bullying via technology, known as online or cyberbullying

## **4. School Ethos**

Harrow High School recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, we can help to create a safe, caring environment where learners are able to fulfil their potential.

### **4.1 Prevention of Bullying**

At Harrow High School, we believe in an approach of being proactive before being reactive in regards to preventing bullying.

1. Harrow High School is a 'Telling School', where learners feel comfortable talking to members of staff about bullying.
2. Students are encouraged not to be bystanders, instead following a 'See it, Report it, Stop it' policy. This policy is for both learners and staff.
3. Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
4. Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.

5. Train all staff, including: teaching staff, supporting staff, administration staff and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
6. Raising staff awareness for lesson planning promoting an anti-bullying culture across the curriculum, with an emphasis on SMSC, Performing Arts and English. This will include but not be limited to, differences such as religion, ethnicity, disability, gender or sexuality.
7. Promoting respect, inclusion and healthy relationships through the delivery of tutor time activities and assemblies.
8. Supporting our vulnerable learners. Learners are supported through Every Step Matters mentoring by trained staff, peer mentoring, Harrow High School counselling and HoY/AHoY mentoring.
9. Learners and parents can report bullying online, through the Harrow High School website ([www.hhsweb.org](http://www.hhsweb.org)).
10. All learners and staff commit to a Harrow High School Anti-Bullying charter. All parents are then given the relevant information on the school's anti-bullying charter.
11. Involvement in the Anti-Bullying week in November of each year, promoting tolerance and respect for each other.
12. All staff have an open-door policy in regards to dealing with bullying. All learners should feel comfortable talking to any member of staff, and that no incident is ignored.
13. Learners from each year selected to be part of the Anti-Bullying Ambassadors programme.
14. Actively create "safe spaces" for vulnerable learners - Inclusion will be a safe space.
15. Working with the learner voice and the whole school to understand issues and help improve the anti-bullying policy.
16. Starter buddies for year seven students and other new students to the school.
17. Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
18. Work with other agencies and the wider school community to prevent and tackle concerns.
19. Making sure that the school follows all Equal Opportunities guidance by being committed to equal opportunities and seeking to support all students regardless of age, gender, disability, race, religion or belief, sexual orientation or background. Regular assemblies are delivered, explaining how the UK Equality Act 2012 translates into school life, what we expect from students and how we as a school will respond to breaches of the School Equality Policy. We regularly remind staff of the importance of tackling homophobic incidences and promote a culture of tolerance, fostering education and exploration of a range of relationships.
20. Celebrate success and achievements to promote and build a positive school ethos.

*Involving parents and carers in the prevention of bullying*

21. Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
22. Ensure that all parents/carers know who to contact if they are worried about bullying.
23. Ensure all parents/carers know about our complaints procedure and how to use it effectively.
24. Ensure all parents/carers know where to access independent advice about bullying.
25. Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

26. Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

## **4.2 Anti-Bullying Week**

The School actively recognises and partakes in the UK annual Anti-Bullying Week and runs a range of activities, which constantly raise issues surrounding bullying and suggesting strategies and mechanisms on how to handle any incidents.

## **5. Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Parents, carers, staff should be aware of these possible signs and that they should investigate if a child:

1. is frightened of walking to or from school
2. doesn't want to go on the public transport including buses and taxis
3. changes their usual routine
4. is unwilling to go to school (school phobic)
5. begins to truant
6. becomes withdrawn, anxious, or lacking in confidence
7. attempts or threatens suicide or runs away
8. feels ill in the morning
9. has possessions which are damaged or "go missing"
10. asks for money or starts stealing money (to pay someone who has asked them for money)
11. has dinner or other monies continually "lost"
12. has unexplained cuts or bruises
13. becomes aggressive, disruptive or unreasonable
14. is bullying other children or siblings
15. is frightened to say what's wrong
16. is nervous & jumpy when a cyber message is received

## **6. Reporting and recording incidents of potential or actual bullying**

Learners:

Harrow High School is a 'telling school', which encourages learners to report any cases of potential or actual bullying. Harrow High School has a variety of reporting systems including talking to anti-bullying ambassadors, worry boxes and an open-door policy from staff, all learners will feel reassured that they will be listened to and incidents acted on.

Learners are encouraged to talk to any member of staff who they feel trust, a friend or a member of their family. Learners who witness bullying should support their peers by reporting any suspected bullying.

Parents/Carers:

Harrow High School ensures that parents/carers are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe their child is being bullied. Parents/carers can report bullying through the school's website or contacting their child's HoY/AHoY/Form tutor.

Parents/carers can feel confident that the school will deal with any issues promptly and in line with the school's complaints policy.

Staff:

All staff are responsible for the health and wellbeing of the children and have a duty to respond seriously to any claim of bullying.

Process:

1. The member of staff notices an incident or a student reports an incident to them.
2. An immediate sanction may occur, depending on where the incident takes place, whether they witnessed the incident and whether the incident goes against the school's behaviour policy.
3. The incident is reported to the HoY/AHoY as soon as possible.
4. The HoY/AHoY interviews the learner being bullied, and any other learners who may have witnessed the incident.
5. The HoY/AHoY would then interview the learner who is accused of bullying.
6. Once all information is gathered, the HoY/AHoY/SLT will decide if any form of punishment is necessary.
7. Learners complete a full and thorough restorative in the company of the HoY/AHoY and if necessary, SLT.
8. All instances of bullying will be recorded and monitored for patterns of behaviour. These will be recorded on the central bullying log and on bullying statement forms.
9. If there are repeat offences then the HoY/AHoY may escalate the punishment further or seek further alternatives with the support of SLT.
10. Each term, HoYs review their bullying log with SLT/Deputy head (pastoral) and inform future planning for anti-bullying strategies.

## **7. Outcomes**

### **7.1 Victim**

1. The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped.
2. Victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault'.
3. The victim will be consulted on how to rebuild relationships with the perpetrator if they want to do this.
4. Referral to the school counsellor may be considered appropriate.
5. Following investigations, staff will periodically 'check in' with children that have been the victim of bullying to ensure that the child feels happy and secure at school.
6. Interventions may be put in place to support the victim and support them in developing appropriate skills to protect themselves from bullying behaviours.

### **7.2 Perpetrator**

1. Importantly, the perpetrator should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no recurrence
2. Learners are helped to reflect upon their actions and to empathise with how the bullied child may feel and restorative work will take place.
3. Learners who have been bullied are supported to modify their behaviour – this may be through individual or group interventions, including pastoral support and involvement of parents to reinforce the unacceptable nature of bullying.

4. Other consequences may take place such as detention after school and at break/lunch times, report cards, change in timetable, internal seclusions, or loss of other 'privileges' in school.
5. Fixed term exclusion for one or more days may be considered if appropriate.
6. A change of class and/or tutor group, and bespoke provision may be considered in exceptional situations.
7. Alternative Provision and/or a Managed Move to another school will also be considered.
8. After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
9. The school works closely with the local police to make sure that any incidents outside school are reported to the school so that children involved can then be monitored inside school as appropriate.

### **7.3 Parents**

1. Parents / carers of both victim and perpetrator will be kept informed throughout the process.
2. Close contact will be maintained with the victim's parents or carers to ensure that the victim adjusts positively back to school life as quickly as possible.
3. Parent views will be taken into account but the school will stress that wherever possible reconciliation will be considered in order to provide clear resolution for all concerned while not condoning the bullying.

### **7.4 Reconciliation**

1. The perpetrator will be asked at a suitable point to genuinely apologise, in writing or in person
2. Children will be encouraged to reconcile any issues over a period of time so that any injustice can be rectified
3. Some children will be asked to participate in one to one or group interventions to support their social development and reduce the incidents of bullying behaviours

## **8. Reporting and Responding - Outside the School**

When bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher will also consider whether it is appropriate to notify the police or Anti-Social Behaviour Co-ordinator in the local authority of the actions taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

## **9. Cyberbullying**

When responding to cyberbullying concerns, the school will:

1. Act as soon as an incident has been reported or identified
2. Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again
3. Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation

The school will take all available steps where possible to identify the person responsible. This may include:

4. Looking at use of the school systems
5. Identifying and interviewing possible witnesses

6. Contacting the service provider and the police, if necessary

Harrow High School will work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

7. Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
8. Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school searching and confiscation policy.
9. Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
10. Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
11. Inform the police if a criminal offence has been committed.

Finally, the school will provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:

Advising those targeted not to retaliate or reply, provide advice on blocking or removing people from contact lists and help those involved to think carefully about what private information they may have in the public domain.

## **10. Monitoring and Evaluation of Bullying**

Monitoring and evaluation will occur through the collection of data:

1. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied
2. Surveying a sample of students, staff and parents/carers
3. Using curriculum time and tutor time to focus on anti-bullying work
4. Recording forms of bullying incidents HoY/AHoY/SLT
5. Evaluated annually with any issues identified will be incorporated into the school's action planning

Success indicators:

6. Willingness to report incidents of bullying
7. Reduced bullying incidents
8. Reduced fixed term and permanent exclusions for bullying
9. Students perceptions that the school is prepared to take action
10. Bystander action/increased sense of collective responsibility
11. Student perceptions that the school is safe



## Appendix 1: Useful links and supporting organisations

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Childline: [www.childline.org.uk](http://www.childline.org.uk)

Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)

Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

MindEd: [www.minded.org.uk](http://www.minded.org.uk)

NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)

The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)

PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)

The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)

Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

### SEND

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)

Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:

[www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)

DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### Cyberbullying

Childnet International: [www.childnet.com](http://www.childnet.com)

Digizen: [www.digizen.org](http://www.digizen.org)

Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)

Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

The UK Council for Child Internet Safety (UKCCIS):

[www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis)

### Race, religion and nationality

Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)

Kick it Out: [www.kickitout.org](http://www.kickitout.org)

Report it: [www.report-it.org.uk](http://www.report-it.org.uk)

Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)

Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)

Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)

Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

### LGBT

Barnardos LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)

EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)

Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)

Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)

Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **Sexual harassment and sexual bullying**

Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

A Guide for Schools:

[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)

Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)

\_Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying

Practice in relation to sexual bullying:

[www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-gender-related)

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)