



Gateways School Anti-bullying Strategy

Rationale

Gateways seeks to create a caring, learning environment free from disruption, violence, bullying, cyber bullying including homophobic abuse and racially motivated abuse, or any form of prejudice, intimidation or harassment. Pupils are encouraged to have respect for others and to believe that any kind of bullying, including being the onlooker or bystander, is totally unacceptable, as is prejudice based language. No-one should feel threatened or intimidated or uncomfortable.

Purposes

1. To promote equality of opportunity for all and to prevent bullying, including discrimination on the grounds of age, race, special educational needs, disability, gender, sexual orientation, gender re-assignment, religion or belief, and being adopted or having caring responsibilities. This is in compliance with Section 89 of the **Education and Inspections Act 2006**, the **Independent School Standards Regulations 2016**, the **Equality Act 2010** and **DfE Guidance July 2017 Preventing and Tackling Bullying and Cyberbullying: Advice for Headteachers & Staff (2014)**
2. To define bullying.
3. To be aware of the seriousness of bullying in causing psychological damage and even suicide.
4. To raise the awareness of staff, including their legal responsibilities through CPD or other team meetings.
5. To be aware of indicators of bullying.
6. To ensure the protection of any pupil, especially when feeling vulnerable, by listening and responding to all alleged incidences.
7. To guide the perpetrator towards appropriate behaviour and responses by pursuing the school's discipline policy which promotes good behaviour and outlines rewards and sanctions and by considering the motivation behind the bullying.
8. To make clear to pupils and staff the procedures to follow; who to tell and how to record bullying.
9. To take action to reduce the risk of bullying at times and in places where it is most likely as outlined in the anti-bullying procedures.
10. To outline the Hate Incident Reporting in Schools (HIRS) system, see **Appendix B**.

Bullying definition

Bullying is behaviour by an individual or group repeated overtime that intentionally hurts another individual or group either physically or emotionally. Bullying can involve verbal taunts, name calling, physical injury, damage to property, rumour spreading, intimidation, shunning or ridicule. It is often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, sex, gender, sexual orientation, homophobia, special educational needs and disability or because a child is adopted or has caring responsibilities. The circumstances may make it difficult for those being bullied to defend themselves and it might be motivated by actual differences between children, or perceived differences. It can be done directly or through mobile phones, social websites, text messages, photographs and email (cyber bullying).

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Main types of bullying:

- Physical: hitting, kicking, punching, sexual assault, threatening behaviour, taking or hiding belongings, graffiti.
- Verbal: name calling, teasing, insulting, writing unkind notes, including text messages, photographs, e-mails and chat room conversations.
- Emotional: being unfriendly, intimidation, excluding, tormenting, spreading rumours, looks, attitude (body language).

Specific types include:

- Cyber bullying: an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself. Technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience. It can be used to bully for reasons of race, religion, sexuality, disability etc.
- Homophobic bullying: bullying motivated by a prejudice against lesbian, bisexual, gay or transgender people.
- Sexual bullying: name-calling, comments and overt 'looks' about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.
- Special Educational Needs and Disability bullying: bullying causing the victim to do something they should not or deliberately engineering their discomfort or isolation. Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

- Racial bullying: a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Anti-Bullying guidelines

- The school curriculum will support this policy; e.g. PSHE, lessons, assemblies, themed weeks, projects, drama, stories, literature, historical events, current affairs etc. Details can be found in the anti-bullying audits for each subject.
- Head of Pastoral Care (High School), Head of Sixth Form, form tutors, Head of Prep and Prep staff will discuss pupils and incidents regularly to ensure vigilance.
- Staff will be alert.
- Incidents and pupil behaviour will be considered carefully in an effort to prevent bullying and to ensure prompt identification of any bullying.
- Misconduct of pupils when not in school may also result in disciplinary measures.
- The motivation behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator will be considered, the child engaging in bullying may need support themselves.
- Consistent procedures will be followed which show sensitivity and time to listen, respond, negotiate and enquire about progress.
- Patterns in bullying will be identified through monitoring of records.
- Sanctions in response to bullying are outlined in the **Anti-bullying Procedures**; strong sanctions, such as exclusion may be necessary in cases of severe and persistent bullying.
- Bullying incidents will be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. The Gateways **Safeguarding and Child Protection Procedures** will be followed.

Conclusion

This policy should be viewed in conjunction with the school's **Electronic Communication and Internet Acceptable Use Policy, Equality, Discipline and Exclusion** policies as well as **Safeguarding procedures**. It embraces the school's intent in caring for and respecting each individual; bullying, harassment, victimisation and discrimination are not tolerated. Our pupils and their parents are treated fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. A summary of this policy is included in the pupil planners. It is published on the school website so that parents can also contribute their comments.

This policy and its procedures is whole school and includes EYFS and out of school care.



Anti-bullying Procedures

Pupils are helped to understand that 'not telling' protects the bully and could give the message that bullying is condoned. It is vital pupils know they can speak to any member of staff and that their concerns will be dealt with immediately and thoroughly investigated. If parents have cause for concern, they should inform the Form tutor, Class teacher, Head of Pastoral Care (High School), Head of Sixth Form or Head of Prep without delay.

The criterion of what does or does not amount to bullying is not judged solely by the perception of the victim; it involves an objective assessment of the observed behaviour, taken in conjunction with any apparent vulnerabilities in the target of the behaviour. The Headmistress will confirm if an incident is 'bullying' after thorough investigation by the Head of Pastoral Care (High School), Head of Sixth Form or Head of Prep. All confirmed cases of bully will be logged on the V10b Pastoral spreadsheet and when appropriate the V9b serious sanctions log.

If there is a complaint about bullying every effort is made to resolve the conflict through separate discussion with both parties. It is made clear to the alleged victim that revenge is not appropriate and to the alleged bully that their behaviour is unacceptable and has caused distress. Any underlying issue which has contributed to a pupil behaving as a bully is addressed; their safety and support are considered. When appropriate both parties are brought together to progress their relationship. Staff will use their discretion when interviewing pupils; two staff may be present.

Pupils who are being bullied may display the following behaviour:

- show changes in behaviour
- show changes in their work patterns
- lack concentration
- avoid certain situations; e.g. lunch
- become nervous; cling to adults
- display deterioration in the standard of work they produce
- feign illness
- be reluctant to come to school; truant from school.

Parents are encouraged to report incidents which worry them and to work with the school in resolving a given situation. Parents are assured that all incidents which concern them are investigated. Bullying is dealt with sensitively but firmly; disciplinary measures are applied fairly, consistently and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

This process is carried out by the Form tutor/Class teacher, Head of Pastoral Care, Head of Sixth Form or Head of Prep depending on the pupil and their

relationships with different staff and the relative seriousness of the incident(s). A clear and factual account of incidents is recorded on an Incident Report Form and interviews or conversations are recorded. Witnesses to an incident may be asked to complete a written account on a Pupil Incident Report Form, all at the same time. Incident Report Forms and Pupil Incident Report Form are kept in the pupils' files. Communication with parents is logged on SIMS.

In the Preparatory School the Class teacher talks to the pupil and records a clear and factual account. The Class teacher informs the Head of Prep and enters the pupil's name in the Pupil Update File in preparation for the weekly staff meeting. Incident Report Forms are kept in the pupils' files. The Head of Prep informs parents when appropriate.

Staff who discover bullying behaviour attempt to ascertain the truth in a situation and then pass on the details through the pastoral system. All instances of bullying will be reported to the Head of Pastoral Care (High School), Head of Sixth Form or Head of Prep. Other relevant staff will be informed as appropriate. The Headmistress is kept well informed and up to date with investigations.

It may be appropriate to involve the whole form or smaller groups within the form in discussion. Monitoring of the situation may be pursued by talking to random members of the year group, every week. This protects both the victim from revenge and others from false accusation. Sixth form mentors may be involved in the resolution of a situation. The Head of Pastoral Care (High School), Head of Sixth Form, Head of Prep, Form tutors or Class teachers will monitor the plan of action.

Parents of both parties will be informed as appropriate not only of what has happened but of actions taken.

If the bullying is deemed to be a hate incident then it should be recorded on a Hate Incident Reporting in School (HIRS) form (**Appendix B**) and emailed to reportthecrime@leeds.gov.uk.

If the bullying behaviour continues, school behaviour sanctions will follow culminating, in the most extreme cases, with a request to parents to remove their child. The sanction may be a suspension, internal or external, for a stated time or permanent. However, it is important that dialogue is maintained for both parties even when sanctions are applied.

When the Headmistress disciplines a pupil, the exchange is recorded in writing. When the Headmistress suspends a pupil, all relevant meetings are recorded in writing. The Form tutor or Class teacher will support the pupil.

On return to school, the pupil will meet with the Headmistress and the meeting will be recorded in writing. Future behaviour will be discussed.

In line with **Children Act 1989**, a bullying incident is addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.' In which case the **Safeguarding procedures** will be followed.

If the Headmistress feels a criminal offence has been committed, e.g. under the **Malicious Communication Act 1988**, she seeks assistance from the police.

Staff 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 or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Anti-Bullying Measures

All staff and pupils are aware that there is no tolerance of bullying behaviour at Gateways School, which has an ethos of good and caring behaviour. Tutor Team meetings, briefings and CPD raise staff awareness.

Teaching methods encourage co-operative work and a variety of groupings so that pupils are able to extend their relationships beyond a small group of friends.

The PSHE curriculum specifically deals with 'bullying' in different contexts each year. Decision making skills, assertiveness and tolerance are also emphasised. Assemblies convey appropriate and relevant messages using a variety of presentations. Other aspects of the curriculum - projects, drama, stories, literature, historical events, current affairs etc. similarly educate the pupils in respect of what is expected of them in an age appropriate manner. Differences are celebrated and the importance of avoiding prejudice. Encouragement and praise raise self esteem.

Implementation of the ICT and Internet Acceptable Use policies and procedures raises pupil and staff awareness with regards the hurt which can be caused by social websites, mobile phones, text messages, photographs and e-mail. Guidance, and our response to it, aim to minimise the occurrence of cyber bullying.

Positive relationships are encouraged and an awareness of any inappropriate behaviour is promptly identified through the knowledge of individuals and pastoral meetings. The approachability of all staff, sixth form mentors and prefects around school, regular staff communication, staff training, prompt attendance at lessons, the school's approach to rewards and sanctions and the caring ethos of the school help to minimise bullying.

Any times and places which may render a pupil to be vulnerable are identified and solutions, such as supervision and setting planned activities at those times and in those places, are implemented. Details of Helplines which could be contacted are displayed around school.

Implementation of other school practises, including 'Consistent Procedures to Encourage Good Behaviour' create a caring atmosphere in which pupils know that every individual, including both a victim and a bully, will be supported and guided appropriately. All pupils should care and support each other.

Appendix A

Support organisations

Specialist organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen: provides online safety information for educators, parents, carers and young people.

Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

LGBT

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Racism

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Appendix B

Hate Incident Reporting in Schools (HIRS) Form

<ul style="list-style-type: none"> • Report an incident within 5 working days of occurrence. • Do not record a child's name within the form or the file name. • Return form to reportheatcrime@leeds.gov.uk • Queries relating to this form? Telephone 07712 214103 or email above address. • Use the right hand column to record your response. • For multiple-choice questions, please use "X" to indicate your response. • Complete in conjunction with Hate Incident Reporting in Schools (HIRS) Guidance, August 2016 		
What is your establishment name?		
What date did the incident occur?		
Where did this occur?	In setting	
	Out of setting	
What is the incident type?	Ethnicity / Race	
	Sexual identity	
	Religious / Belief	
	Gender identity	
	Disability / SEN	
	Bullying (No Hate)	
What is the incident category?	Cyber bullying	
	Physical assault	
	Damage	
	Behaviour designed to exclude	
	Verbal abuse	
What happened?		
How did you support the victim(s)?	Involve/discussion with parent	
	Restorative conversation	
	Targeted provision	
	Safer Schools Officer	
	Involve police	
	Involve cluster targeted services	
How did you support the perpetrator(s)	Involve/discussion with parent	
	Restorative conversation	
	Targeted provision	
	Safer Schools Officer	
	Involve police	
	Involve cluster targeted services	
Who identified the incident?	Staff member	
	Peer	
	Parent/Carer	
	Other	
Who is leading your response?		
Do you need further assistance?	Yes	
	No	
If required, use this space for further comments.		