

# HAMPTON COLLEGE: ANTI-BULLYING POLICY

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## 1.0 Rationale (From the School's Statement of Vision and Values)

Our vision is to be an outstanding school, and we will promote, and expect, the highest standards of student behaviour, so that high quality learning can take place, and so that all students can feel happy to come to school.

Hampton College will have a positive ethos which emphasises respect, responsibility and participation; we will place a high emphasis on establishing positive relationships with students, based on honesty and fairness; everyone will be expected to behave with courtesy and good manners.

The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at the school.

It is the intention of this policy that bullying should be rare at the school and that students and stakeholders have faith in the school to deal appropriately and effectively with incidents of bullying when they do occur.

## 2.0 Definition

There may sometimes be misunderstanding about the meaning of the term 'bullying'. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

We define bullying as persistent or repeated, deliberate attempt to hurt or humiliate someone. There are various types of bullying, but most have three things in common:

- It is deliberately hurtful behaviour.
- It is repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

The main types of bullying are:

- **Physical** (hitting, kicking, pushing, theft)
- **Verbal / written** (name calling, insults, threats, graffiti)
- **Emotional** (e.g. excluding someone from a group, tormenting)
- **Sexual harassment** (repeated and unwelcome physical contact, comment or suggestion or jokes of a sexual nature)
- **Racial / cultural / religious** (including language, taunts, graffiti, gestures or comments)
- **Homophobic** (upsetting comments, gestures, name calling focusing on the issue of sexuality and/or the use of homophobic or transphobic language)
- **Cyber-bullying** - the use of electronic means to bully others (text message, email, social networking sites, distribution of defamatory images or videos).
- **Indirect** (by having nasty stories told about individuals; being left out, ignored or excluded from groups. Indirect could include types of cyber bullying.)
- **Peer on Peer Abuse** (physical abuse, sexual violence, sexual harassment, sexting and so called 'initiation ceremonies')

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or 'clinging' to adults. There may be evidence of changes in work patterns, students lacking concentration or truanting from school.

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Students must be encouraged to report bullying whether it relates to themselves or others.

All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

## 3.0 Our Statutory Duty

We have a legal duty under the Education and Inspections Act 2006 (Section 89) to draw up procedures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the school's behaviour policy which must be communicated to all students, school staff and parents.

The school is also committed to ensuring the protection and support of groups identified under the Equality Act 2010.

## 4.0 Implementation

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be taken seriously, and dealt with as soon as possible by the member of staff who has been approached
- A clear account of the incident will be recorded and given, if necessary to the Student Services Assistant, Form Tutor, Key Stage Leader / Head of House or senior member of staff to investigate further
- The member of staff will interview all concerned and will record the incident
- Form tutors and Key Stage Leaders / Heads of House will be kept informed. If necessary, information will also be passed to subject teachers.
- Parents will be kept informed
- Sanction, together with Restorative conversations, will be used as appropriate and in consultation with all parties concerned
- The situation will be monitored and support put in place to prevent a reoccurrence of the incident

## 5.0 Standing up to bullying behaviour

Hampton College is committed to stopping bullying behaviour and to do this requires everybody's involvement. Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PD / PSHE, Circle time, form time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

The following are what every member of the school community can expect from the school and the responsibilities that are expected from each member.

### 5.1 All students

Students may find themselves in vulnerable positions sometimes, e.g. when they start a new school or if they are having problems at home, etc. As part of the school community, students have a responsibility to help combat bullying by supporting other students when they are vulnerable.

If students know, or suspect, another student is being bullied (this could be a friend, someone in one of their classes, or someone that they just see around the school and have never spoken to; and where the bullying could be happening at school, or on the way to and from school), students must let a member of staff know about the bullying. This can be done in a number of different ways (telling a trusted member of staff, sending a message via NetSupport on any computer in school or writing a statement at Student Services at Secondary Phase and telling a trusted member of staff or leaving a note in the class Worry box at Primary Phase).

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5.2 Students who have been bullied may be supported by

- Offering an immediate opportunity to discuss the experience with a class teacher, form tutor, Student Services Assistant, Student Mentor or member of staff of their choice
- Reassuring the student
- Offering continuous support to restore self-esteem and confidence
- Invitation to attend 'friendship' sessions (supported by the ELSA team and the Pastoral teams)

5.3 Students who bully will be helped by

- Discussing what happened
- Discovering why the student became involved
- Establishing the wrong doing and need to change
- Informing parents or carers to help change the attitude of the student
- Offering support with the class teacher, student mentor and other outside agencies to help change the behaviours of the student

The following **disciplinary steps** can be taken:

- Official warnings that the bullying must stop
- Detention
- Exclusion from certain areas of school premises
- Internal exclusion
- Short fixed-term exclusion
- Extended fixed-term exclusion
- Permanent exclusion

As part of our commitment to the principles of Restorative Justice, (See Behaviour Policy) we will always consider the use of a Restorative Conference after a bullying incident has been resolved, in order to avoid any repercussions as students continue their lives in school. In some cases, parents/carers may be involved in such meetings.

5.4 Parents/Carers

Our commitment to parents is that if they raise the issue of bullying with a member of staff, we will endeavour to get back to them **within 24 hours** to let them know what we have found out about the situation, and what we intend to do about it. Dealing with bullying is a very high priority for the school. All parents should feel confident that concerns will be dealt with seriously. We ask that parents contact their child's class teacher, Key Stage Leader, Form Tutor or Student Services Assistant in the first instance.

If their child is suspected of bullying, parents can assume that their child will be listened to, treated fairly and will be expected to change their behaviour. Parents will be asked to support the school in bringing about this change.

Our induction processes, prospectus and website help parents/carers to know what to do if they have bullying related concerns.

5.5 Staff

All staff can expect to be properly trained and supported in dealing with bullying.

All staff will be expected to:

- Promote an environment that is constructive and safe for all students through their own teaching practice and actions.

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- Follow the procedures set out in this policy when they are dealing with bullying

## 6.0 Anti-bullying strategies

In addition to dealing with incidents of bullying or possible bullying in a timely and appropriate way, the school utilises a number of active anti-bullying strategies. These include:

- Use of the class Worry boxes at Primary Phase
- Use of a NetSupport 'Logging a Concern' facility allowing students to report issues that they are concerned about.
- Anti-bullying included as part of the PD / PSHE programme
- Participation in national anti-bullying events
- Assembly programme

## 7.0 Role of Governors

Governors will monitor that this policy is being implemented, and will evaluate its effectiveness by receiving data from the Head of School from the incident log, parent and student surveys.

## 8.0 Additional Documentation

- School Code
- Classroom Code
- Student Behaviour Policy
- Rewards and Sanctions
- Equal Opportunities Policy
- Home School Agreement

## Policy review

This policy is reviewed every two years, or sooner if there are statutory guidance updates.

APPROVED BY GOVERNORS:



SIGNATURE

M Patchett  
NAME

6 March 2020  
DATE