



Action Against Bullying

Uxbridge High School regards bullying as intolerable behaviour.

This school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect.

All members (adults and students) of the school will work together to help both the victims of bullies and the bullies themselves. Where necessary consequences will be imposed against those bullies who reject advice and help and who continue to bully others.

Aims and purposes of the policy

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school, the safety, welfare and well-being of all students and staff is a key priority. We will take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that differences and diversity are celebrated across the whole school community. We want to enable our students to become responsible citizens and to prepare them for life in 21st century Britain. These values reflect those that will be expected of our students by society when they leave school and enter the world of work or further study.

We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

1. What is bullying?

Bullying may be distinguished from plain aggression in that it involves the dominance of one student by an individual or a group and usually forms a pattern of behaviour rather than an isolated incident.

It is undesirable behaviour which ranges from petty, but persistent irritation of picking on one unfortunate individual, to what can be a nasty conflict between groups of children.

The nature of bullying can be:

- **Physical** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- **Attacking property** – such as damaging, stealing or hiding someones possessions
- **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- **Psychological** – such as deliberately excluding or ignoring people
- **Online/cyber** – such as using text, email, online educational resources or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

- **Race** (racist bullying)



- **Religion or belief**
- **Culture or class**
- **Gender** (sexist bullying)
- **Sexual orientation** (homophobic or biphobic bullying)
- **Gender identity** (transphobic bullying)
- **Special Educational Needs (SEN) or disability**
- **Appearance or health conditions**
- **Related to home or other personal situation**
- **Related to another vulnerable group of people e.g in-care and young carers**

No forms of bullying will be tolerated and all incidents will be taken seriously

2. The effects of bullying

Bullying causes the erosion of self confidence and self esteem. It can lead to students feeling ashamed, guilty, lacking in confidence, depressed, helpless and frequently isolated. Victims of bullies may internalise their feelings or display them outwardly with tantrums or violent outbursts. Bullying can hinder academic progress and can have an impact on the attendance of otherwise studious students.

In very extreme cases it has been reported that victims of persistent bullying have taken their own lives. It can also affect those who passively witness attacks and threats and cause them to become anxious and distressed.

3. The aims of successful management of bullying incidents

- To be a school where no individual need 'suffer in silence'.
- To promote a secure environment within which students can report incidents confidently knowing that all parties will be protected and reassured until issues are resolved.
- To demonstrate at all times that Uxbridge High School considers bullying to be anti-social and unacceptable and takes any incident of bullying very seriously.
- To enable staff to respond calmly and consistently to incidents of bullying.
- To provide both short and long term positive strategies to assist both the bullied and the bullies.

4. Strategies to be employed

All staff are responsible for minimising opportunities for bullying within their own classroom and should be alert to any signs of bullying around the school.

Staff responsibility for action against bullying extends across the whole school and to all students.

5. Incidents will be dealt with in the following ways:

A victim can expect:

- support, understanding and a thorough investigation of their complaint;
- a responsible adult to take action on their behalf as soon as possible and normally by the end of the same day;
- sanctuary will be provided in school until the issue has been resolved;



- every endeavour will be made to ensure that the bullying stops;
- the parents of all those concerned will be informed and involved in the process;
- an offer of counselling;
- an attempt for, and offer of, reconciliation once the issue of bullying has been resolved, (e.g. 'restorative justice' process).

A bully can expect:

- the adult investigating the allegations not to jump to conclusions;
- a right to a fair hearing;
- that if the allegations of bullying are proved correct, parents will be informed, sanctions will be imposed and appropriate action will be taken;
- that counselling will be given;
- an attempt at reconciliation will be made;
- consequences will be imposed if advice is rejected and bullying resumes.

6. Information and referral

It must be recognised that every case is unique and that advice given to students will vary according to circumstances.

Students are encouraged to make their concerns known to an adult and can:

- approach their personal tutor;
- approach their house guidance leader;
- approach their head of house;
- approach a student anti-bullying ambassador;
- approach a member of staff in the reflection space;
- approach a senior member of staff.

Students can also talk to a friend or a peer mentor who will be able to direct them to a member of staff.

Depending on the details of the problem there may be the need for referral to, or support from, a senior member of staff when circumstances surrounding the incident prove to be of a serious nature.

Relevant information should be documented and passed to personal tutors for future reference.



7. Also supporting this policy

- The Uxbridge High School student bulletin;
- The 'restorative justice' process involving the safer schools police officer and others;
- Drama workshops and assemblies;
- National anti-bullying week;
- Anti-bullying raising awareness campaigns and competitions;
- Student questionnaires;
- Citizenship programme material;
- Peer mentoring programme;
- The reflection space;
- Flexible learning centre support.

8. Guidelines for staff dealing with an incident of bullying

8.1 Be available: provide immediate support for the victim. The teacher receiving the report or noticing the incident is best placed to deal with the situation initially. It is essential that a referral is made to the student's personal tutors and their head of house or house guidance leader, once the investigation is under way.

8.2 Investigate: interview all parties separately and summarise findings. Avoid intimidation, remain objective and work with students in a quiet, secure place. It is useful to ask students to write reports of the incident, together with witness statements if appropriate.

8.3 Respond: at this stage individuals may be brought together to discuss the incident and ways forward. Respond in a matter of fact way reinforcing the severity of the situation and the school policy. "In this school we do not tolerate bullying.....".

Further sanctions may be considered e.g. apology (written/oral), parental involvement/contact (phone, letter, interview), lunchtime/break seclusion, but these measures should be instigated by the head of house or house guidance leader.

In some cases a behaviour contract, a head of house report, or an exclusion from school for a fixed period may be appropriate. This action will be taken after liaison with a senior member of staff.

8.4 Follow up: Time must be found to check that outcomes are satisfactory, particularly for the victim. If they are not, greater protection of the victim may be required and a higher level of sanction and support put in place for the bully.