

# **ANTI-BULLYING POLICY**

## **Moon Hall School, Reigate**

Governor responsibility	Main Board
Governor Lead	Chairman of Governors
Status & review cycle	Statutory Annual
Policy details (date & version)	March 2018 version ii Updated September 2018
Next review date	February 2019

## **ANTI-BULLYING POLICY**

### ***Moon Hall School, Reigate (MHR)***

This policy, which applies to the whole school, is publicly available on the school website and on request; a copy may be obtained in regular or large print from the school. All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. This policy should be read and understood in conjunction with our Safeguarding Policy, Pupil Behaviour Policy, Whistleblowing Policy and the Staff Code of Conduct.

#### **Legal Status:**

- This is a Statutory Policy.
- Complies with Part 3, paragraph 10 of The Education (Independent School Standards) (England) Regulations ISSR para 32 (3) (d)
- Prepared with reference to: Advice for parents and carers on cyberbullying (DfE- November 2014), Cyberbullying: Advice for Headteachers and school staff (DfE- November 2014), Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies (DfE- October 2014) and School support for children and young people who are bullied (DfE- March 2014)
- Has regard to the Equality Act 2010 including reference to Anti-discrimination law

#### **Applies to all:**

- activities undertaken by the school inclusive of those outside of the normal school hours and away from the school site
- who, work, volunteer or supply services to our school - that is all staff (teaching and support staff), pupils on placement, the Governors and volunteers working in the school.

#### **Related documents:**

- Anti-Bullying: Parents and Pupils Information Sheets, Anti-Bullying Code, What to do if you are Worried
- Positive Behaviour Policy (including Sanctions, Rewards, and Exclusions)
- Safeguarding Policy And Procedures including Child Protection
- E-Safety Policy including Cyber-Bullying and Acceptable Use, including Mobile Phone and Camera Policy
- Personal, Social, Health, Economic Education (PSHE) and Citizenship
- Spiritual, Moral, Social and Cultural (SMSC) Development

## **Designated Members of Staff responsible for Anti-Bullying**

The Member of Staff with overall responsibility including Behaviour and Anti-bullying at MHR is the Deputy Head.

### **Monitoring and review:**

This policy is subject to continuous monitoring, refinement and audit by the Headmistress of the school and the Designated Safeguarding Lead (DSL) of the school. The Board of Governors will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. All staff will be consulted on and informed of the update/reviewed policy and it is made available to them, both in hard copy and electronically

This policy was last reviewed and agreed by the Governing Body of the school in March 2018 and will next be reviewed no later than February 2019 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

### **Principles - Aims and Objectives:**

The aim of the anti-bullying policy is to ensure that pupils 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 pupils be able to fully benefit from the opportunities available at the school.

### **Definition of Bullying:**

Bullying is repeated over time and intentionally hurts another person (pupil or staff) or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on the grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer. Bullying can occur directly or through cyber technology (social websites, mobile phones, text messages, photographs and email).

(Extract from Prevent and tackling bullying. Advice for Headteachers, staff and governing bodies Oct 2014)

Bullying in any form will not be tolerated. We are a 'TELLING SCHOOL' - *anyone who knows that bullying is happening is expected to tell the Deputy Head (Head of pastoral care) or Headmistress. The school aims to develop best practice in the light of what works, (with reference to: DCSF SAFE TO LEARN: EMBEDDING ANTI-BULLYING WORK IN SCHOOLS GUIDANCE; <http://www.anti-bullyingalliance.org.uk/media/7486/safe-to-learn.pdf> Available in hard copy from the school office, or via our websites).*

We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. We aim to create a culture that is happy and encourages good behaviour and respect for fellow colleagues, teachers, pupils and their

peers in the school environment. (Please refer to our Safeguarding Policy on our website for further advice).

- **Bullying – Child Protection Related Issues:** A bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.
- **Any concerns about either a child or adult contact Surrey Multi-Agency Safeguarding Hub (MASH).**
- **Telephone 9am to 5pm Monday to Friday 0300 470 9100**

Outside these hours, to contact adult or child social care, call the emergency duty team on **01483 517898 or dial 999**

**Email contact to report general concerns about a young person or child:**

csmash@surreycc.gov.uk

**Email contact which includes child's name & /or address use secure email:**

[csmash@surreycc.gcsx.gov.uk](mailto:csmash@surreycc.gcsx.gov.uk)

**Definition of Bullying:** Bullying can be defined as a deliberate, unprovoked and a repeated (over time) action, to intentionally hurt, humiliate, threaten, frighten or hurt an individual or group physically or emotionally. Though sometimes a single incident can have precisely the same impact as persistent behaviour over time. Bullying often involves an imbalance of power, leaving someone feeling helpless to prevent or stop the behaviour. It can lead to feelings of distress, fear, isolation, loneliness and a lack of confidence in those who are at the receiving end. It may occur directly or through cyber-technology such as social websites, mobile phones, text messages, photographs and email. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. The school recognises the seriousness of both physical and emotional bullying in causing psychological damage and even suicide. The term 'bullying' is commonly associated with acts of violence but non-physical bullying is experienced by most pupils at some period during their school career. If our staff feel that an offence may have been committed, we will seek assistance from the police.

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidating, but is often hidden and subtle. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. The school recognises the seriousness of both physical and emotional bullying in causing psychological damage, eating disorders, self-harm and can even lead to suicide. Staff at our school must be aware of the particular vulnerability of our SEND pupils and the heightened risk of them being bullied by others.

**Bullying can be:**

- *Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion* - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.
- *Physical harm or its threat including the abuse of personal property* – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.
- *Cyber* – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated and so on. For more details of this see the specific ICT-Based forms of abuse (including Cyber Bullying) Policy.
- *Racist* - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. This is an area where schools are required to keep statistics about incidents.
- *Cultural* – focusing on and/or playing off perceived cultural differences or similar.
- *Sexist* – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender.
- *Sexual* - is unwanted or inappropriate physical contact or sexual innuendo.
- *Homophobic* - This is bullying which is directed towards people who are openly gay, bisexual, are perceived as gay, or show characteristics. Heterosexual young people subject to homophobic bullying are less reluctant to report it as this may enforce the stereotypical way that they are already viewed by others so sensitivity and positive support is required for victims. Ref (LBGT)
- *Perceived Status or related to appearance* – This is bullying that can be related but not limited to grade level, physical size, appearance and economic status.
- *Related to Background* - bullying of young carers or looked-after children, or otherwise related to home circumstances.
- *Religious* – Attacking faith, belief, religious practice or custom.
- *Special Educational Needs and Disability* – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) - (Dyslexia, Dyscalculia and Dyspraxia]
- *Verbal* - name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others and
- *Written* – spreading rumours, writing, printing unkind or malicious on paper or excluding someone from social groups.

Bullying can take place between pupil and pupil, staff and staff and staff and pupil. We consider the pastoral care of the pupils and staff to be of prime importance. In class, this role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, cloakroom or any part of the school. A common code of behaviour is expected from everyone at the Schools (please refer to our Behaviour Policy). All staff and volunteers at the Schools are expected to treat each other with a professional level of respect.

**If you are the victim:**

- If you feel able to, confront the bully by verbally making him/her aware that you think that what he/she is doing is wrong.
- Share your feelings with someone else. Do not blame yourself – it is not your fault.
- If possible talk to a member of the Staff. If you would rather not go straight to a member of staff, talk to your friends or any trusted adult. They may well be able to provide advice on an appropriate course of action, or will be able to involve other people who can. There are also people outside the School who would be willing to help. **Childline: 0800 1111.**

**If a pupil has witnessed bullying behaviour:**

Support the victim of bullying by offering your friendship and make it clear that in your opinion what is happening to them is wrong. Encourage them to speak out on their own behalf by confronting the bully, or with their permission, confront the bully yourself. Accompany the victim to a trusted adult.

**Signs of Bullying:**

The term ‘bullying’ is commonly associated with acts of violence, but non-physical bullying is experienced by most pupils at some period during their school career. All staff must be alert to the signs of bullying. These may include:

- unwillingness to return to school;
- displays of excessive anxiety, lacking concentration, becoming withdrawn or unusually quiet;
- failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others;
- books, bags and other belongings suddenly go missing, or are damaged;
- a change in established habits (e.g. giving up music lessons, change to accent or vocabulary)
- psychological damage and diminished levels of self-confidence;
- feigning illness, with frequent visits to reception with symptoms such as stomach pains, headaches and so on;
- unexplained cuts and bruises;
- frequent absences, erratic attendance and late arrivals to class;
- nervousness and jumpy when an electronic-message is received;
- asking for extra pocket money or starts stealing money (to pay bully)
- choosing the company of adults
- displaying repressed body language and poor eye contact, difficulty in sleeping, experiences nightmares;
- verbal taunts;
- pupils sitting on their own and pupils left out of activity groups during lessons or play activities;
- talking of suicide or running away.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers. Pupils 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, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools. All school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with college policy.

## **IMPLEMENTATION (roles, responsibilities and procedures)**

### **At the School the following steps will be taken when dealing with incidents:**

- If bullying including cyber bullying (whether it occurs in or out of school) is suspected, reported or witnessed, the incident will be dealt with immediately by the member of staff
- A clear account of the incident will be recorded by that member of staff, and will be passed on to the appropriate colleague; form teacher, Head of School (junior, middle or senior), Deputy Head or Headmistress,

Teacher or colleague

The incident will be recorded on pupil record (shared staff drive) and logged in the school behaviour book (bullying log) if the Deputy Head or Headmistress is required to be involved. If appropriate all concerned will be interviewed and notes logged

- Teachers and teaching assistants will be kept informed through staff briefings
- Parents (carers) of child being bullied and the perpetrator will be kept informed
- Punitive measures will be in accordance with the sanctions in the pupil behaviour policy and in consultation with all parties concerned

### **Pupils who have been bullied will be supported by:**

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence.
- Discussing what happened
- Meeting with an ELSA trained member of staff for support

### **Pastoral care will be given to the bully to support their future positive behaviour;**

- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents or guardians to help change the attitude of the pupil
- Meeting with an ELSA trained member of staff for support

### **Age and circumstance-appropriate disciplinary steps may be taken, in accordance with the school pupil behaviour policy:**

- At the School, we implement disciplinary sanctions that reflect the seriousness of an incident and convey a deterrent effect.
- If necessary, strong sanctions, such as exclusion, would be used in cases of severe and persistent bullying.

In the event of bullying taking place amongst the staff, the Headmistress should be informed and appropriate decisions made with reference to the relevant school Employment Policies and

Procedures including staff handbook and staff code of conduct. Accusations of bullying of a pupil (pupils) by members of staff will be investigated thoroughly. Each pupil is treated fairly and with respect. Members of staff to whom disclosures are made should initiate the following procedures themselves and/or consult with the relevant staff as appropriate. All disclosures, whether from a pupil, a parent, a member of staff or a volunteer should be taken seriously and treated with sensitivity. The victim(s) should be made aware that their safety is considered to be of paramount importance.

### **Good Practice for Staff:**

- Be continually aware, watchful and available promoting good behaviour and encourage the care of others.
- Ensure pupils are appropriately supervised.
- Report all cases of bullying to one of the pastoral team; Heads of School, Deputy Head pastoral or Headmistress and if deemed necessary, to external agencies such as police/children's social care.
- Parental' involvement and cooperation will be sought with parents of both victim and perpetrator kept fully informed.
- Within the whole curriculum the School will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. We will include educational elements such as building resilience to protect themselves, promote and understand the differences between people and avoid prejudice based language. We will include calendar events such as the Anti-bullying week and E-Safety week to promote good practice.

The School's Anti-bullying Policy is closely aligned with the Pupil Behaviour Policy (with support for the victim and the bully) including a clear outline of sanctions to be used for bullying. Policies are available and communicated to parents, pupils and staff, along with creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils. Integral to our policy is involving parents and making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

The handling of a bullying incident must follow the procedures noted in this policy and ensure that the facts are fully known, agreed and understood by the bully/ies and the victim(s). Bullying instances are reported and recorded so that patterns can be identified. This is supported by the use of pupil record which is shared with all tutors. A bullying log is kept to evaluate the effectiveness of the approach the Schools have adopted. The management of personal data is in line with statutory requirements. If there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm then the procedures in the safeguarding policy must be followed. In addition, we recognise as a school that some forms of bullying are illegal and will be reported to the police immediately.

**Prevention:**

The most effective way of preventing bullying is to create effective learning environments in which:

- the contribution of all children is valued;
- all children can feel secure and are able to contribute appropriately;
- stereotypical views are challenged and children learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability;
- children learn to take responsibility for their actions and behaviours both in school and in the wider community; including taking responsibility to report when being a bystander to a bullying incident
- all forms of bullying and harassment are challenged;
- children are supported to develop their social and emotional skills.

**E-safety - Cyber-Bullying Preventative Measures:** (Please also refer to the school's E-safety Policy and Staff Code of Conduct).

In accordance with legislative requirements we have a whole school approach to e-safety including prevention of online radicalisation. This includes annual update training for staff regarding e-safety. The school also organises annually an awareness session for parents with regards to e-safety.

We expect all pupils to adhere to the safe use of the internet as detailed in our ICT-Based Forms of Abuse including Cyber-Bullying. The active management of hardware, software and connectivity and vigilance of teachers and parents has an active part to play in the protection of pupils from Cyber-Bullying incidents. Pupils will have access to technologies that have both positive and negative potential.

Our policy for the use of technology within the school setting and beyond is understood and respected by staff and it is important that the pupils and the wider school community also respect this policy. Within our e-safety policy, we have clearly defined roles and responsibilities for online safety as part of the school's wider safeguarding strategy and how this links with other safeguarding policy (please refer to safeguarding policy cited in related documents).

There is clear guidance on the use of technology in the classroom and beyond for all users within the school's e-safety policy (please refer to e-safety policy including ICT acceptable use policy). The school's e-safety policy also delineates detail about the school's technical provision and infrastructure, including the safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues (please refer to e-safety policy). Our staff receive training into the professional development of safeguarding techniques that include online safety (please refer to e-safety and safeguarding policies). The Headmistress holds a monthly ICT monitoring meeting with the network manager to review ICT usage of staff and pupils and act in accordance with both this policy and all other school policies including safeguarding.

**Staff Training:**

We will raise awareness of this policy (including reporting and recording) through staff training (includes INSET and weekly briefings and staff meetings), so that the principles of the anti-bullying policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems (including online) and offer sources of support that are available. Along with any anti

bullying training organised we will include specialist training to understand the particular needs of our SEND pupils, including those lesbian, gay, bisexual and transgender (LGB&T) pupils.

We will provide training to support the full implementation of our safeguarding policy for example; peer on peer abuse.

### **Classroom Management:**

Teachers' classroom management will focus strongly on promoting excellent pupil behaviour and at all times refer to the Pupil Behaviour Policy. This includes a positive ethos with emphasis on the dignity of each pupil, on praise and reward, rather than punishment. The skills of self-discipline must be learnt early in life.

All pupils will know that their teacher is the person to whom they can talk in confidence. Pupils will be given the opportunity in class to discuss bullying and how to deal with it. Pupils will be encouraged to discuss how they get on with others and how to form positive attitudes towards them. This includes a review of what friendship really is and how to treat everyone with dignity and respect. Teachers will be aware that they can radically affect the incidence of bullying and that it must always be taken seriously.

### **Where to get help and advice**

There are several organisations who can provide support and advice if you are worried about bullying;

**Anti-Bullying Alliance**

**Bullying UK**

**Childline**

**The Diana Award**

**Kidscape**