



ANTI-BULLYING POLICY

Anti-Bullying Policy

| Date | Review Date | Coordinator | Nominated Governor |
|------------|-------------|---------------|--------------------|
| 01/09/2020 | 01/09/2021 | Steve Delaney | Samantha Hepworth |

Introduction

We believe this policy relates to the following legislation:

- Children Act 1989
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Action on Bullying (Estyn 2014)
- Bullying: Effective Action in Secondary Schools (Ofsted)
- Cyberbullying: Supporting School Staff (DCSF)
- No Place for Bullying (Ofsted 2012)
- Preventing and Tackling Bullying - Advice for School Leaders, Staff and Governing Bodies (DfE)
- Safe from Bullying: Guidance for Local Authorities and Other Strategic Leaders on Reducing Bullying in the Community (DCSF)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Behaviour and Discipline in Schools Guidance (DfE)
- Counselling in schools a blueprint for the future: advice for school leaders and counsellors (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We acknowledge the School Standards and Framework Act 1998 that clearly states that all maintained schools must have in place an Anti-Bullying Policy that outlines procedures in order to prevent bullying among pupils. We naturally comply as an Independent School.

Prevention and response go hand in hand and these approaches are, in fact, interdependent. Where bullying behaviours may be predicated the school has an education awareness programme through assemblies and the GSE programme.

The school endeavours to create a safe learning environment which actively protects learners from harm and prevents bullying behaviour from taking place. The school will respond promptly and effectively to incidents if they do arise so to give confidence and assurance to all members of the school community.

This policy is designed to meet these aims.
A new Cyber-Bullying Policy will be created alongside this policy.

DEFINITION OF BULLYING

We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with Sections 3(5) and 87(1) of the Children Act 1989 and Section 157 of the Education Act 2002 and that we promote the welfare of all children in our care.

'There are many definitions of bullying, but most consider it to be:

- deliberately hurtful (including aggression);
 - repeated often over a period of time, while recognising that even a one-off incident can leave a learner traumatised and nervous of future recurrence; and
 - difficult for victims to defend themselves against.
- (Respecting Others: Anti-Bullying Overview (Welsh Government 2011))

We believe bullying takes many forms such as physical, verbal, social exclusion and the misuse of mobile phones and Internet social networking websites. It is our duty to look out for all signs of bullying and to take the appropriate action to stop it. We will deal with all incidents of alleged bullying.

It is our moral and legal duty to protect transgender pupils and school personnel from all forms of transphobic bullying and to educate all pupils about the important role that transgender people play in society. All forms of homophobic and transphobic bullying must be challenged, dealt with and recorded.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation

We believe by creating a safe, secure and caring school environment we will encourage all pupils to report any incident of bullying to a member of the school personnel.

Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively as we wish to promote the wellbeing of all pupils.

We are considering introducing 'KiVa' which is an innovative school-based anti-bullying program developed in Finland by using cutting-edge research on bullying and its mechanisms. This evidence-based program helps to prevent bullying and tackles the cases of bullying effectively.

Since the broad rollout of the KiVa program in Finland bullying and victimisation have decreased. KiVa is targeted at various age groups and is composed of three units:

- Unit 1 is designed for children of 6–9 years of age.
- Unit 2 is suitable for children of 10–12 years of age.
- Unit 3 is meant to be used after the middle school/lower secondary school transition, for students of around 13–16 years of age.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Responsibility

It is everyone's responsibility to prevent bullying. Teachers through tutoring, mentoring and teaching will endeavour to provide education that makes pupils aware of the damage caused by bullying and encourage any incidents of bullying to be reported.

An equal opportunities culture will be promoted to foster positive attitudes to those who may be vulnerable to bullying.

Role of the Governing Body

The Governing Body will not condone any bullying and has:

- appointed a member of staff to be responsible for promoting positive pupil behaviour;
- delegated powers and responsibilities to the Headteacher to challenge and respond promptly to all forms of bullying, to keep records of all incidents of bullying and the different types of bullying;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;

- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- worked with the School Council, school personnel and parents to agree a definition of bullying;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headmaster

Under Section 157 of the Education and Inspections Act 2006 the Headmaster has a duty to encourage good behaviour, the respect for others and to prevent all forms of bullying among pupils.

Therefore, the Headmaster will:

- implement this policy;
- ensure that all school personnel are aware of the policy;
- work to create a safe, secure, caring and friendly school environment for all the children;
- ensure school personnel have a clear understanding of the extent and nature of bullying that may take place in school;
- ensure that personal and social education curriculum and the religious education curriculum helps to deal with anti-bullying;
- investigate all reported incidents of bullying;
- ensure that all pupils understand that bullying is wrong;
- ensure that all parents aware of this policy and that we do not tolerate bullying;
- raise awareness of bullying with pupils, parents, school personnel and governors on the grounds of protected characteristics;
- consult with pupils and parents to identify the extent and nature of bullying in the school;
- inform parents of any incident of bullying and how it has been dealt with;
- ensure school personnel report and record incidents of bullying;
- keep records of all incidents of bullying;
- use records of incidents effectively to track pupils through school;
- keep records in a central log in order to build up a picture of concerns of individual pupils and in identifying patterns of behaviour;
- discuss with the school council:
 - A definition for bullying.
 - Are pupils aware of this policy?
 - How can bullying be effectively dealt with?
 - How good are school personnel in dealing with incidents of bullying?

- How good are school personnel in identifying the symptoms of bullying amongst pupils?
- support any pupil who has been bullied;
- encourage any bully to change their behaviour;
- impose sanctions on any pupil who continues to bully;
- consider permanent exclusion in the most serious incidents of bullying;
- make effective use of relevant research and information to improve this policy;
- work closely with external agencies to support pupils who experience bullying;
- ensure effective supervision is in place between lessons, break times and lunchtimes;
- work with the wider community to deal with bullying that takes place outside school;
- deal with any form of bullying that takes place to and from school;
- proactively work with the police, parents/carers and the local community to help reduce local tensions;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by monitoring:
 - the number of recorded incidents in an academic year;
 - the types of bullying that occur in an academic year;
 - how swiftly incidents of bullying are dealt with
- report termly the number of incidents of bullying and the outcomes to the Governing Body;
- annually report to the Governing Body on the success and development of this policy

Role of the DSP and deputy for Child Protection

The DSP and deputy will:

- lead the development of this policy and all linked policies throughout the school;
- work closely with the Headmaster and the nominated governor;
- provide guidance and support to all school personnel to understand the signs or behaviour of someone being bullied;
- work with children to determine those parts of the school where they do not feel safe;
- have in place good systems at playtime and lunchtime to reduce the risk of bullying such as:
 - friendship stops
 - playground buddies
 - peer mentors
 - safe places for vulnerable groups
- organise an anti-bullying week.
- plan age-appropriate opportunities in the curriculum to discuss issues related to the protected characteristics;
- build pupils' resilience to bullying;

- develop philosophy sessions to provide children with opportunities to discuss equality and diversity;
- ensure good arrangements are in place for pupils transferring from the primary to the secondary phase;
- work closely with external agencies to support pupils who experience bullying;
- collaboratively work with other schools to identify common issues related to the protected characteristics;
- display posters of national and local help lines and where help is available in school;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- provide training for all staff on induction and when the need arises;
- help counsel children who have been bullied and those who use bullying behaviour;
- review and monitor;
- annually report to the Governing Body on the success of this policy.

We will make regular announcement, Assemblies, tutor periods and imbed this within our pastoral framework.

Any victim of bullying and parents will have access to a member of staff as a single point of contact
 Serious Sanctions will be applied to perpetrators of bullying.

Role of nominated Governor (Samantha Hepworth)

The Nominated Governor will:

- work closely with the Headmaster and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of staff body

All school personnel will:

- comply with this policy;
- be aware of all other linked policies;
- be aware of the signs of bullying in order to prevent bullying taking place;
- report all incidents of bullying;
- investigate all reported incidents of bullying;
- take all forms of bullying seriously;
- make sure that all pupils know what to do if they are bullied;
- encourage pupils to report any incidents of bullying to any member of the school personnel;
- support any pupil who has been bullied;
- raise awareness of the wrongs of bullying through personal and social education and religious education;
- use preventative strategies such as circle time and buddy systems;
- undertake the appropriate training;

- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

The role of all pupils

Pupils must:

- be aware of and comply with this policy;
- report if they are being bullied;
- report if they see someone being bullied;
- discuss ways of preventing bullying through the school council;
- follow the following instructions if they are bullied:
 - get away from the situation as quickly as you can
 - report what happened to you to one of the school personnel by telling them:
 - what has happened to you
 - how you feel
 - if you have been bullied before
 - who bullied you
 - where the incident happened
 - when it happened
 - make sure that your report is dealt with and who you told
 - tell your parents or another family member
 - ask for counselling if you are really upset
- treat others, their work and equipment with respect;
- talk to others without shouting and use language which is neither abusive nor offensive;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

The Role of Parents

Parents must:

- be aware of and support this policy;
- be involved in agreeing a definition for bullying with pupils, school personnel and the Governing Body;
- report to the school any concerns they have of their child being bullied;

- be assured that the school will deal with all incidents of bullying;
- be assured that they will be informed of incidents and will be involved in discussions;
- be asked to take part in periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

The Role of all Stakeholders in school

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - What is bullying?
 - How to identify, prevent and manage bullying.
 - Types of bullying such as Cyberbullying, bullying, bullying of children with special educational needs, homophobic bullying and bullying around race, religion and culture.
 - Recognising bullying.
 - Anti-bullying strategies.
 - How to deal with a bullying incident.
 - Counselling the bullied and the bullies.
 - Anti-bullying week.
 - Tackling Homophobia
 - Building pupils resilience to bullying.
 - Working and co-operating with parents and carers
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Legal position

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Some aspects of bullying can be regarded as a criminal offence. These would include examples such as violence or misuse of electronic communications. Pupils need to be aware criminal records can be a consequence of bullying.

The Process

The school will promote the ideal that pupils should support each other in all that they do. Conflict should be avoided, be it physical or mental.

This ideal will be promoted by all staff at appropriate times.

Pupils will be encouraged to report incidents of bullying to a member of staff. The ethos and culture of the school will ensure the protection of the pupil, so they do not themselves become a victim of bullying.

Pupils will be encouraged to share problems with staff.

Pupils will be made not to feel guilty about airing complaints

Staff will report any incidents of bullying to the Deputy Head.

Any report of bullying will be taken seriously.

The Reward and Motivation system will be an inclusive aspect of promoting achievement in developing an anti-bullying culture.

Staff will endeavour to anticipate problems and employ strategies to prevent bullying.

Staff will be aware through vigilance, of bullying taking place outside of the school, i.e. on transport to and from school.

The GSE programme will educate pupils on recognising bullying and promote the ethos of non-toleration.

Pupils who have been bullied or have been bullies will be counselled using an appropriate approach. (See Counselling Policy)

Staff will have regular inset on prevention of bullying.

The Procedure

Pupils are made aware of the Complaints and Worries procedure (this is permanently on display in the Headteacher's notice cabinet. This also informs them of the independent listener.

Any incident of **physical violence** must be dealt with as follows: -

- Injured pupil to be seen by Medical Staff, even if they have not reported to San to ensure a proper medical check and the initiation of documentation of the incident.
- The Headteacher must be informed as soon as possible and will oversee subsequent inquiries.

- Initial interviews of all pupils involved will be carried out as soon as possible either by the Headteacher or by senior staff who will submit their initial findings to the Headteacher as soon as possible.
- Parents of an injured pupil must be informed immediately of the incident.
- Parents of any other pupils involved should be contacted as soon as the facts are reasonably clear.
- The Deputy head will collate all information, personally interview all pupils involved, review the situation and then report to the Headteacher.
- The anti-bullying policy recognises the need for special consideration of children with disabilities and this is also referred to in the Disability Accessibility Plan.

Any member of staff who becomes aware that a pupil is possibly being affected by the teasing, unkind comments or insensitive attitude of others should talk to the pupil's tutor or year head. If the tutor establishes that there is a problem a strategy for dealing with it needs to be developed with the Head of Year and Housemaster/Housemistress. The Assistant Head and Deputy Head should be included.

It is important that the pupil is a partner in discussions and is happy with the proposed plan of action, be it group discussion, a quiet word to an individual, "no blame" approach, advice on avoiding trigger factors etc.

It is essential that the tutor monitors the outcome of the chosen strategy.

At all times the safety and welfare of the pupils is paramount. (Refer to the Child Protection Policy)

The school has implemented a Peer Mediation Programme. Peer mediation, as with other peer support schemes, can contribute greatly to improving the learning environment in schools. Negative behaviour such as bullying can be significantly reduced through this programme. Staff are encouraged to use the programme to solve bullying problems. An initial meeting should be arranged through the chaplain.

Serious Cases

The measures in a serious case of bullying could include one or more of the following:

Gating
 Formal warning of consequences of any future incident
 Official report to the police
 Involvement of Police Schools Liaison Officer

Temporary Exclusion
Permanent Exclusion

School-based counselling service

Effective counselling forms a key part of whole-school approaches to preventing and responding to bullying. The Welsh Government is taking forward a national strategy for school-based counselling, the aim of which is to develop a school-based counselling service that is independent, safe, accessible and of a high standard. (See Counselling Policy)

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| Pupil Behaviour & Discipline | Safeguarding and Child Protection |
| Anti-Cyber Bullying | Internet Social Networking Websites |
| Acceptable Internet Use Agreement | |