

Legal Status

- Complies with Part 3, paragraph 10 3 (2)(a) of The Education (Independent School Standards) (England) (Amendment) Regulations.
- Prepared with reference to DfE Guidance (2014): *Preventing and Tackling Bullying: Advice for school leaders and governors* and the relevant aspects of *Safe to Learn, embedding anti-bullying work in schools*.
- *Supporting Bullied Children: DfE Guidance (2014)*
- *Cyberbullying: advice for Headteacher's and school staff: (November 2014). Advice for parents and carers on cyberbullying: (November 2014)*
- Having regard for the guidance set out in the DfE (*Don't Suffer in Silence booklet*)
- Has regard to the Equality Act 2010 and the Public Sector Equality Duty

Applies to:

- The whole school along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and support staff), the Governors and volunteers working in the school.

Related documents

- ICT-Based Forms of Abuse (including Cyber-Bullying) Policy.
- Anti-Bullying: Parents and Pupils Information Sheets, Anti-Bullying Code, The School Rules.
- What to do if you are Worried.
- Positive Behaviour Management Policy (including Sanctions, Rewards, and Exclusions).
- Single Equalities Policy.
- Safeguarding Policy And Procedures including Child Protection.
- e-Safety Policy including ICT Acceptable Use.
- Personal, Social, Health, Economic (PSHE) education and Citizenship.
- Social, Spiritual, Moral, Social and Cultural Education (SMSC).
- Keepinich Children Safe in education DfE September 2016

Designated Member of Staff responsible for Anti-Bullying

The Member of Staff with overall responsibility for Anti-bullying in the whole school is: Lorraine Dixon.

Availability

This Policy is made available to parents, staff and pupils in the following ways: via the school Website, within the Parent Policies Folder in the reception area, and on request a copy may be obtained from the School Office.

Monitoring and Review

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher who is also responsible for managing anti-bullying within the whole school.
- The Board of Governors undertake a formal biennial review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and

arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: September 2016

Lorraine Dixon
Headteacher

Berton Samuel
Chair of Governors

Introduction

All pupils have an absolute right to be educated in a safe and secure environment and to be protected from others who may wish to harm, or abuse them. Bullying behaviour is a problem for both the aggressor and the victim and should be addressed in positive and constructive ways which provide opportunities for growth and development of the individuals involved. Bullying is not acceptable under any circumstances and is best prevented through a school ethos based on mutual respect, fairness and equality. Management of bullying is a shared responsibility and strategies should involve the school staff, pupils, parents and other professionals as appropriate.

Principles - Aims and Objectives

Governors, teaching and non-teaching staff, pupils and parents should understand what bullying is, and should be familiar with the school policy implementing the policy when bullying is recognized or reported. They should know that bullying is not acceptable and will not be tolerated, and should work together to build a school ethos where bullying is minimized. Bullying can cause physical harm, emotional harm and psychological damage. The Headteacher is responsible for ensuring that all teaching and non-teaching staff receives sufficient training, to be equipped to identify and deal with incidents of bullying. Every incident of bullying is dealt as a safeguarding matter with in accordance with Keeping Children Safe in Education September 2016.

At Stanborough School we seek to create a culture in which bullying of any kind, either against pupils or adults is not accepted by any member of the school community. As an organisation that is serious about child protection, we will also be serious about preventing and tackling bullying whether it is on the grounds of race, religion, educational need, disability or sexual orientation. Bullying of any kind can threaten both the mental health and educational progress of our pupils. Stanborough School enables all members of the school community to understand what constitutes bullying; making it clear to pupils, staff, parents and guardians that bullying is completely unacceptable. We strongly believe that our pupils have the right to study in a safe, supportive and secure environment, free from physical threats, verbal taunts and any form of harassment. Incidents of bullying threaten this and cause enormous stress to victims. We are therefore strongly committed to the avoidance of bullying in all its forms. We provide a clear framework for dealing with incidents of bullying, ensuring that bullies are dealt with swiftly and firmly. Our aim is to promote positive relationships amongst all members of the school community and to develop a culture in which individuals are listened to and their concerns taken seriously.

We believe that the principal means of prevention is through the maintenance of conditions where bullying is less likely to flourish and is more easily detected. As we are a relatively small school, all pupils are known to us personally and it is therefore easier for us to detect signs of possible distress. Moreover, we feel that it is important that pupils have free and informal access to the Headteacher and other staff. This can be seen in the procedures we adopt. However, a formal anti-bullying policy is of utmost importance. This policy applies to all Stanborough School activities both on and away from the school campus. Records are kept to evaluate the effectiveness of the approach or to enable patterns to be identified. As part of our Behaviour Policy our school believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related

to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour. Bullying in any form will not be tolerated. We are a 'TELLING SCHOOL' 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. Any kind of bullying is unacceptable

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. In such cases the school reports its concerns to the local authority social care department. 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. Any kind of bullying is unacceptable.

Definition of Bullying

Bullying is behaviour repeated over time, either deliberate or unprovoked where there is the intention to hurt, frighten, threaten or cause suffering or humiliation to another person or group physically or emotionally. It is often motivated by prejudice against particular groups, for example, on grounds of race, religion and belief, culture, sex, gender, homophobia, special educational needs and disability (as defined in the Equality Act 2010), or because a child is adopted or is a carer. 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. Although bullying in itself is not a specific criminal act in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. If our staff feel that an offence may have been committed, we will seek assistance from the police.

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 mobile threats such as unwanted text messages, phone calls, misuse of internet, emails, chat rooms and misuse of camera and video technology. 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. It can include racial taunts, graffiti or gestures. This is an area where schools are required to keep statistics about incidents.

- Discrimination based on religion or cultural background
- 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, sexual innuendo or sexually abusive (or homophobic) comments or behaviour.
- 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.
- 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 or printing unkind or malicious on paper.

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 Stanborough School (see Behaviour Policy). All staff and volunteers at Stanborough School are expected to treat each other with a professional level of respect. 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.

Signs of Bullying

The term 'bullying' is commonly associated with acts of violence, but nonphysical bullying is experienced by most pupils at some period during their school career. All staff must be alert to the signs of bullying. Signs and symptoms which can be used to recognize when bullying is taking place include:

- Unwillingness to return to school;
- Displays of excessive anxiety, 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;
- Frequent visits to Reception with symptoms such as stomach pains, headaches and so on;
- Unexplained cuts and bruises;
- Fear of walking to and from school or of using public transport;
- Becoming anxious, withdrawn or lacking in confidence;
- Feeling ill in the morning;
- Beginning to do poorly in school work;

- Comes home with clothes torn or books damaged or “lost”;
- Having unexplained cuts or bruises;
- Being afraid to use the internet or mobile phone;
- Becoming aggressive or unreasonable;
- Frequent absences, erratic attendance and late arrivals to class;
- Nervousness and jumpy when a cyber-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 with SEN or Disabilities.

Particular care should be given to those pupils with SEN, sensory impairment, or behavioural, emotional and social difficulties (BESD) as they may find it more difficult to recognize and to resist bullying. They may also be more reluctant to tell people about it, increasing their sense of isolation.

Dealing with Bullying

All reports or evidence of bullying should be taken seriously and appropriate action taken

- In the case of minor bullying subject teachers and form teachers should talk to the pupils, document the incident and give a demerit and some punishment. The incident should be recorded on the pupils’s behaviour record.
- Where a pattern of bullying is noted form teachers are responsible for counselling pupils, and should formally record and inform the senior teacher who will deal with the problem recording actions taken. The chaplain could be involved at this stage.
- When a bullying incident is severe it should be referred directly to the senior teacher keeping a written record of what occurred. The senior teacher will record the incident, and give an appropriate punishment. This may involve referral to a discipline committee leading to suspension (and if repeated expulsion)
- Parents should be informed where serious bullying occurs or where there is a pattern of bullying, and where appropriate invited into the school to discuss the issue with relevant staff members and the pupils.
- Pupils who persist in bullying may face suspension or expulsion, and both the aggressor and victim may need to be referred to specialist support agencies such as social services.

Preventative measures.

The school will encourage an environment where bullying is minimized by:

- Raising awareness of staff through training and by taking actions promptly in terms of negative or discriminatory behaviour (See Pastoral care discipline policies, safeguarding and equality statement)
- Seeking to develop pupil’s self-esteem and ethos of respect for others through the assembly, PSHE, Religious studies and other parts of the school curriculum.
- Ensuring that pupils understand what bullying is and what strategies are available to them to deal with situations where they feel that they or others are being bullied.
- Ensuring that all pupils know that bullying is not acceptable and will not be tolerated
- use of stories, poems, drama, role play and discussions about bullying

- Using the suggestion box placed in the school to inform staff of bullying. Direct action will not be taken on anonymous information but may make staff aware of areas of concern.
- Taking reasonable steps (e.g. adequate supervision etc) to reduce the likelihood of bullying at times and in places where it is most likely to occur (e.g. changing rooms, toilets, playground areas etc.)
- Promoting good behaviour and positive relationships based on mutual respect.
- Making pupils fully aware of the school's policy through, for example, a list of expectations outlined in the pupil planner.
- Promoting anti-bullying through education using the curriculum, tutorial and circle time and in particular the Personal, Social, Health, Economic education (PSHE) programme to raise awareness of issues relating to bullying.
- Informing parents by various means of the school's anti-bullying policy whilst encouraging them to support it.
- Providing counselling and help for victims of bullies and for bullies themselves .
- Giving support to those involved in bullying to enable them to change their behaviour.
- Imposing reasonable, proportionate and consistent sanctions as and when necessary.
- Seeking the support of outside professional agencies as appropriate.
- Developing initiatives to raise awareness of the negative impact of bullying by any member of our community such as an anti-bullying week and peer mentoring.
- Familiarising all staff at Stanborough School with the anti-bullying policy through In-Service training and Professional Development to ensure it is applied consistently and fairly and by showing respect for all members of the school community, they act as good role models for pupils.

Stanborough School's Anti-bullying Policy is dovetailed with the Behaviour Management Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying. At Stanborough 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. It is incumbent on Stanborough School to have clear policies that are 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. Handling of a bullying incident is given much thought to 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.

Cyber-bullying Preventative Measures

In accordance with legislative requirements we have a whole school approach to e-safety. 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) Policy

Procedures

It is important that all staff be alert to early signs of distress in pupils. If a member of staff witnesses a bullying incident, in any form, or is approached by a pupil about bullying, they should investigate the incident without delay according to the agreed procedures that are as follows:

- Minor cases of verbal or physical unpleasantness should be dealt with on the spot by the teacher

- Pupils should be reminded of the standards of behaviour expected.
- Where an incident gives greater cause for concern, teaching or support staff who witness or are told of the bullying should take a detailed record of the incident and names of those involved. The record of bullying should be passed to the Form Teacher/s of the pupil/s involved and the senior teacher.
- The senior teacher will investigate the incident and see the pupil/s involved. The Headteacher of School and the Assistant Headteacher should be kept informed of any instances of bullying.
- Parents will always be informed if their child has been found to be either a victim or a perpetrator of a bullying incident.
- Victims, alleged bullies and witnesses should be interviewed separately by the teacher first involved and are required to write down independent accounts of the incidents/situations. In the course of this procedure enquiries should be made to ascertain whether or not the alleged bully has been involved in similar incidents involving this or other pupils, thus enabling patterns of behaviour to be established.
- If a first offence is of a serious nature, the Assistant Headteacher should be informed as a matter of urgency.
- Bullying which has been recurrent or persistent, should be discussed by the Headteacher with the Assistant Headteacher.
- The school will continue to monitor the wellbeing of the victim and the behaviour of the bully. Meet with the victim on the review date to determine whether the bully/ies have stopped their behaviour. If the bullying has stopped comment favourably to the bully, inform staff that the problem has stopped. Inform the Headteacher if the bullying has continued. The Headteacher will then take appropriate action.
- It should always be acknowledged that on rare occasions some pupils set themselves up as victims, and the reasons for this should be thoroughly investigated and appropriate support given.
- The School Behaviour Policy is central to the school's stance against bullying.

The above process and sanctions should impress on the person instigating any act of bullying that:

- Their action is totally unacceptable.
- It is meant as a deterrent to enabling repeat behaviour.
- It is a signal to other members of the community that bullying is not tolerated.

Action should then be taken with regard to each of the following:

- Advice and support for the victim in accordance with the Behaviour Policy.
- Sanctions imposed will be relative to the age of the pupil. The bully must understand what he/she has done and why the sanctions are being applied. Sanctions and support for the bully are used in accordance with the Behaviour Policy.
- Informing the parent of the victim, the bully and possibly others involved.
- Formally recording the incident on the pupil(s)' files.
- Giving general information to all staff, through staff briefing and staff meetings, of incidents of bullying, mentioning the type of incident and the individuals involved.
- Giving relevant feedback and reminders about appropriate behaviour to pupils.

In the event of bullying taking place **among** the staff, the Headteacher should be informed and appropriate decisions made with possible reference to the relevant school Employment Policies and Procedures.

Accusations of bullying of a pupil (pupils) **by** members of staff are considered gross misconduct and will be investigated thoroughly. Every accusation should be reported to the DSL. Each pupil is treated fairly and with respect. Members of staff to whom disclosures are made should follow safeguarding procedure as laid out in the safeguarding policy. 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 the Headteacher.
- Parents' involvement and cooperation can be sought and parents of pupils involved will be kept informed.

Staff Training

We raise awareness of staff through training, so that the principles of the anti-bullying policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available. Where appropriate we can invest in specialised skills to understand the needs of the pupils, including those with special educational needs and disabilities, and lesbian, gay, bisexual and transgender (LGB&T) pupils.

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Classroom Management

Teachers' classroom management will link strongly to the School 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.

Playground Management

The staff on duty should be patrolling the playground areas and constantly monitoring the behaviour of pupils. In the case of minor misbehaviour – a pupil will be given the chance to apologise to the victim – this may stop the situation getting out of hand. The prefects will report bullying to the teacher on duty, who in turn will act in accordance with the agreed policy. Teachers will be aware that they can radically affect the incidence of bullying and that it must **always be taken seriously.** Monitoring of bullying records should take place regularly, to ensure that this bullying policy is being implemented and is effective. The data collected should be evaluated annually to look at changes

and to assess to what degree pupils feel safe in the school. A questionnaire can be used for this purpose.

Remember we are a 'TELLING SCHOOL'. Bullying in any form will not be tolerated.