Moreton Hall

Anti-Bullying Policy

(Including EYFS and Moreton Hall Prep)
(Peer on Peer Abuse)

***This policy has been drawn up with due regard to DfE Guidance 2015
Preventing and Tackling Bullying***

Other policies that need to be taken into account are: **Safeguarding Policy, Prevent Policy, E-Safety Policy, Confidentiality, PSHE, Equal Opportunities and Behaviour Policy, Rewards, Sanctions and Exclusions Policy, Student Code of Conduct.**

Aims and Objectives
Bullying takes place in schools as it does in other workplaces.
The aim of the anti-bullying policy is to ensure that students in this school learn in a supportive, caring and safe environment without fear of being bullied. The policy is made available to staff, parents and students (abridged version). Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. The school recognises the seriousness of bullying in causing psychological damage and even suicide (although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour). Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at this school.

Definition of Bullying
There are many definitions of child-on-child abuse, but most consider it to be:

- behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.
- Difficult for victims to defend themselves against

This can occur both inside and outside of school. It is important to note that this guidance is applicable equally in the classroom and in the boarding house and the wellbeing of all pupils boarding and day is of paramount importance.

Bullying (Child on child) can be related to:

- race, religion or culture

- radicalisation

- special educational needs or disabilities

- appearance or health conditions

- sexual orientation: homophobic, sexist or sexual bullying, transgender discrimination

- young carers or looked-after children or otherwise related to home circumstances

- Cyber (social websites, mobile 'phones, text messages, photographs and email)

- verbal (name calling, sexist, racist and homophobic remarks, and other discriminatory language)

- indirect (cyber bullying, spreading rumours, excluding someone from social groups)

Bullying (child on child) includes:
- name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing or taking belongings

- inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet

- producing offensive graffiti

- Gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

- 'Initiation ceremonies' intended to cause pain, anxiety or humiliation

- pressure to follow extremist activities/views

Although sometimes occurring between two individuals in isolation, bullying quite often takes place in the presence of others, for example, between students, between students and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of methods.

The seriousness of bullying is underlined by the effects it can cause, such as psychological damage (although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour). Students being bullied may demonstrate emotional and/or behaviour problems including signs of depression, physical problems such as headaches and stomach pains, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Prevention:

- A spirit of mutual cooperation and teamwork is consciously fostered within the school
- Promote British Values (see Prevent Policy)
- There is a code of thoughtful pastoral care encouraging good relationships
- There is an expectation of good behaviour, common sense, courtesy and kindness (see Behaviour Policy)
- Students are encouraged to report bullying at Moreton Hall through discussions in the curriculum and through the PSHE curriculum (see Safeguarding and Child Protection Policy – prevention in the curriculum) as well as through other subject areas, tutorials and through assemblies.
- School Prefects and Pastoral Mentors have a specific brief to bring any indications of bullying to the attention of a member of staff. The prefects are briefed on Safeguarding and Child protection, including Prevent, and given the 'Five Point' Child Protection procedure to read and follow at the beginning of the Academic year. There are Prefects' meetings every week with the Principal, and Mentor meetings with Team Leaders.

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- Students are always encouraged to seek help wherever necessary – there are posters in each House on 'Where can I get help?' to encourage students to find someone they can talk to. Reports could be made to the student's housemistress, tutor, mentor or any other member of staff or senior student in a position of authority.

As bullying is part of the school's safeguarding duties to protect children, this policy needs to be read in conjunction with the school's Safeguarding/Child Protection policy and others listed at the beginning of this document. Parents are encouraged to read the Anti-bullying policy and report any concerns they may have regarding any kind of bullying to their daughter's Housemistress in order for the school and parents to work together to bring about a satisfactory conclusion for all parties.

Parents are informed of the school's stance on anti-bullying, its definition of bullying and how parents and the school can work together through the Website, induction events and House handbooks.

All school staff must be alert to the signs of bullying and act promptly, sensitively and effectively against it in accordance with school policy. There is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

Procedure:

Where bullying or unkindness is alleged, whether inside or outside of school, the Housemistress/es should be informed as soon as possible and all information regarding the incident should be passed on to her. Both/all parties are spoken to and the action taken by the Housemistress/es will depend upon the circumstances. Some cases prove to be little more than a misunderstanding, and generally clear guidance as to the standards of behaviour expected will suffice. It may also be appropriate to investigate more closely any underlying reason for the bully behaving as they did. It is recognised that a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant, emotional or physical harm.' Where this is the case, the school staff would report their concerns to the Designated Safeguarding and Child Protection Lead, who would notify external agencies if appropriate, such as Shropshire Safeguarding Children's Board (SSCB).

In all cases the Deputy Head Pastoral will be informed and a summary given in writing regarding the incident via CPOMs. This will be reviewed on a termly basis to identify the effectiveness of the approach or to enable patterns to be identified; the Principal will also be informed (each house mistresses also has a regular weekly meeting with the Principal).

Possible further steps include:

- Guidance with sanction and warning of consequences of further misconduct, including notifying parents
- Notifying the Safeguarding and Child Protection (including Prevent) Designated Lead, who will in turn notify external agencies if appropriate, such as Shropshire Safeguarding Children's Board.
- Suspension
- Expulsion (if severe and persistent – the decision to be shared with the Chairman of Governors) – see Disciplinary and Exclusion Policy.

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It is important that:

- the victim feels that they are receiving support
- The witness feels comfortable and safe knowing that the school will act upon any actual or threat of reprisal
- The suspected bully/bullies feel that they are getting a fair hearing

All staff have a responsibility to report **any** incidents of bullying via CPOMS - this will feed through to the Housemistress and tutors of those students involved, to ensure all parties can be suitably supported (the Senior Leadership team will also be alerted). Any action will be noted on CPOMS, and there will be a follow-up with the victim concerned by the Housemistress and tutors a few days later to ensure that all is well, and occasionally thereafter for a period of weeks. Appropriate rewards and sanctions, in line with the school's behaviour policy will be used to support the improvement of student's behaviour.

Persistent Bullying is a serious offence – please see Rewards, Sanctions and Exclusions Policy

Opportunities to promote anti-bullying messages through curriculum

Through the curriculum:

- The contribution of all students is valued
- All students can feel secure and are able to contribute appropriately
- Stereotypical views are challenged and students learn to appreciate and view positively differences in others when rising from race, gender, sexuality, ability or disability
- Students learn to take responsibility for their actions and behaviours both in school and in the wider community (see behaviour policy)
- All forms of bullying and harassment are challenged
- Students are supported to develop their emotional and social skills

Further information about specific types of bullying

Bullying can be related to:

- **Race, religion or culture, including radicalisation.**

- **Special educational needs or disabilities:** Children and young people with special educational needs and disabilities do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying.

- **Appearance or health conditions**: Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in bullying.

- **Sexual orientation:** Homophobic or transgender bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The students may not want to report bullying if it means ''coming out'' to teachers and parents.

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- **Sexist or sexual bullying:** Sexist and sexual bullying affects all genders. Sexual bullying may be characterized by name calling, comments and overt ''looks'' about appearance, attractiveness and emerging puberty. Students identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies.

Changes in behaviour of those being bullied:

Students being bullied may demonstrate emotional and/or behaviour problems including signs of depression, physical problems such as headaches and stomach pains, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

All school staff must be alert to the signs of bullying and act promptly, sensitively and effectively against it in accordance with school policy. There is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. As bullying is part of the school's safeguarding duties to protect children, this policy needs to be read in conjunction with the school's Child Protection policy and others listed at the beginning of this document.

Cyberbullying (Child on Child)

Cyberbullying can be defined as the *use of Information and Communications Technology, particularly mobile phones, the internet and social networking sites deliberately to upset someone else.* It can be an extension of face-to-face bullying, with technology providing the bully with another route to harness their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.

It can also affect members of the school staff and other adults; there are examples of staff being ridiculed, threatened and otherwise abused online by students.

Cyberbullying should be taken very seriously.

Although cyberbullying is not a specific criminal offence, there are criminal laws that can apply in terms of harassment and threatening and menacing communications. Schools should contact the police if they feel that the law has been broken.

Some cyberbullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyberbullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means that the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that students are made aware of the effects of their reactions.

Preventing Cyberbullying

1. Ensure that <u>all</u> staff are made aware of cyberbullying

2. Raise awareness of cyberbullying and the unacceptability of it through discussion in PSHE; tutorials and presentations made by the ICT teaching staff. Discuss what students should do if they feel they are a victim of cyberbullying

3. Students have sessions with ICT safety lead and also workshops with external speakers about Internet Safety either in the first term of the academic year or in the summer term.

4. Moreton Hall invites parents to a presentation on Internet Safety – this takes place at the beginning or end of the academic year

5. Ensure that students are aware of the procedures and sanctions for dealing with cyberbullying – through personal tutor time and occasionally in house meetings.

6. Ensure annual review of the policy regarding use of school ICT networks and mobile phones

7. Record and monitor incidents of cyberbullying in the same way as all other forms of bullying (see Procedures in the anti-bullying policy) by reporting the incident on CPOMS and ensuring the relevant staff, including Senior Management, are alerted.

8. Discuss the responsible use of technologies and e-safety

9. Stay up-to-date regarding new technologies and services that become popular.

Responding to Cyberbullying

- Cyberbullying is a form of bullying and should be dealt with as any other form of bullying, following the same use of sanctions – consideration should be given to the victim of cyberbullying taking into account the different nature of cyberbullying. The invasiveness of cyberbullying and the size of the audience should be taken into account when dealing with the victim and the perpetrator.

- The person being bullied should keep any evidence (print off internet material, save texts etc., even if the material is embarrassing – such material will be treated with discretion but may be crucial in dealing with the issue. If necessary, there are additional reporting routes available, through mobile phone companies, internet service providers and social networking sites. Detailed information on retaining evidence, containing incidents, and contacting the relevant organisations can be found in DCSF Safe to learn: Embedding anti-bullying work in school documentation.

- Advise those experiencing cyberbullying on steps they can take to avoid recurrence – for example, advise those targeted not to retaliate or reply; provide advice on 'blocking' or removing people from 'buddy lists; and ask them to think carefully about what private information they may have in the public domain.

- Take steps to identify the person responsible for the bullying. Steps can include looking at the school system and computer logs; identifying and interviewing possible witnesses; and, with police involvement, obtaining user information from the service provider.

- Once the person responsible for the cyberbullying has been identified, it is important that, as in other cases of bullying, sanctions are applied, as laid out in the Anti-bullying policy and other related policies as named at the beginning of this policy. Steps should be taken to change the attitude and behaviour of the bully, as well as ensuring access to any help that they may need. It is important to refer to the ICT internet safety policy and apply sanctions where applicable and practical.

Persistent Cyberbullying is a serious offence – please see Rewards, Sanctions and Exclusions Policy

Website with specific links to specific advice are:

http://www.thinkuknow.co.uk advice about staying safe on the internet

http://www.anti-bullyingalliance.org.uk – information and advice about bullying in general

http://www.safeguardingshropshireschildren.org.uk/scb/par_esafety.html - useful information about cyberbullying and internet safety

The above and links to many other sites may be found at the following DfES site:

http://www.education.gov.uk/

Roles and responsibilities:

The Principal will ensure that:
the anti-bullying policy is in place, that it reflects the school's values and practice, and is reviewed annually.

Governors are informed of, and monitor, the numbers of incidents and steps the Principal and staff have taken to deal with these on a regular basis.

The aims of the school's anti-bullying strategies and intervention systems are to:
- prevent, de-escalate and/or stop any continuation of harmful behaviour in line with the Behaviour Policy
- react to bullying incidents in a reasonable, proportionate and consistent way
- safeguard those students who have experienced bullying and those who have been involved in the act of bullying, and to trigger actions to support these students.

The role of the Senior Leadership Team and staff

1. **Policy and procedures**
- There is a senior member of staff who leads on anti-bullying:

    Name: Emma Williams   Role: Deputy Head Pastoral

- All staff are made aware of the principles of the school policy and its clear links to other key policies. They understand their legal responsibilities and what actions to take to resolve and prevent problems, this is done through on-going awareness raising and induction training for new teachers.

- The School will take action to reduce the risk of bullying at times and in places where it is most likely.

- The following steps will be taken by staff when dealing with incidents:
  - if bullying is suspected or reported, the incident will be taken seriously and appropriate first steps are taken promptly by the member of staff who has been approached
  - each incident will be investigated thoroughly, sensitively and effectively
  - a clear account of the incident by the member of staff/Housemistress; actions taken and review date will be recorded on CPOMS by the Housemistress; the Principal and Deputy Head Pastoral will monitor regularly.
  - Relevant staff will be kept informed and if the bullying persists, they will record this on CPOMS, and appropriate further action will be taken. Sanctions such as exclusion may be necessary in cases of severe and persistent bullying.
  - parents/carers will be kept informed appropriately
  - appropriate rewards and sanctions in line with the school's Behaviour Policy will be used to support the improvement of students' behaviour
  - the school will inform the Local Authority of any racist incident.

2. **Student support**
  - Students who have been bullied will be supported as appropriate by:
    - having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
    - being reassured
    - being offered support
    - raising their self-esteem and confidence
    - being encouraged to report further issues
    - arranging a review date/time to discuss outcomes and appropriate follow-up

- **Students who have bullied will be supported by:**
  - having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
  - establishing what behaviour was inappropriate and why the student became involved
  - establishing clearly what behaviour needs to change, and how the school can support this change (linked to Behaviour Policy)

▪ informing parents/carers of agreed actions, and establishing how they can support

▪ arranging a review date/time to discuss outcomes and appropriate follow-up

3. **Curriculum**
- Students will have opportunities to develop their understanding of the nature of bullying, to explore their own and others attitudes to bullying and to develop the skills to deal with bullying through PSHE, other subject areas and through assemblies and the use of outside speakers. Projects, drama, stories, literature, historical events, current affairs are all educational elements that can be utilised.
- The policy will be promoted and implemented throughout the school through feedback in PSHE lessons, through the curriculum and informally in tutorial sessions.

Monitoring, evaluation and review
- The school will review this policy annually and assess its implementation and effectiveness regularly by the Principal and/or Head of Senior School monitoring the record of incidents at least every term via CPOMS.
- House Tutors, teachers and House Staff will monitor behaviour in the classroom, in House and in activities, this is on-going. Any issues will be reported to the relevant staff via CPOMS. The Housemistress/House Parent also meets with the Principal every week to discuss each student under their care, to ensure there are no on-going situations.
- Evaluation takes place through student questionnaires as to the effectiveness of the systems in place and with staff through House Tutor meetings.

Reviewer to enter name and appropriate date:	Reviewed by Emma Williams August 2023 Next review date: Emma Williams August 2024