Anti-bullying Policy

(This policy applies to all pupils including those in the EYFS)

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Reviewed   October 2022
                    January 2023
Next Review October 2023
Owner   Deputy Head Pastoral / Deputy Head, Prep

Date of Review	Author	Page / Para	Synopsis of Amendment
Oct 2020	DHP	Cover	Inclusion of names of Anti-bullying leads
Oct 2020	DHP	P4	Updated Guidance
		P5	Revised statement on position and values
		P5	Revised definition including homophobic, biphobic, transphobic
		P7	Revised role of staff
		P7	Reordering and revised role of Pupils / Parents
		P8	Reordering and revision of Responding to bullying - simplified
			Revised para on bullying outside of school.
			Added para on derogatory language
			Added para on prejudiced based incidents
		P9	Addition of Pupil friendly policy to initiatives
		P10	Interventions – modified to include 'restorative conversation' / Level 1 'Warning' renamed 'First **Formal** Warning' / Level 2 renamed 'Second **Formal** Warning'
		P11	Appendix 1 -
		P12	New Appendix 2 – Examples of homophobic, biphobic, transphobic language / bullying
Oct 2021	DHP	P5	Updated guidance – KCSIE 2021
Oct 2021	DHP	P9	Added: A record of incidents inc. alleged logged on MyConcern.
		P13	Correction – inclusion of Pupil version for noticeboards (Appendix 3)
Oct 2022	DHP		Update of legislation
January 2023	DHP	P7	• Section 6 Heading amended to: Response to **allegations** of bullying. • Staff to log allegations of bullying as a Peer-on-peer incident • Clarification of process and outcomes
	DHP	P9 and 14	Review of Levels

Contents

1. Guidance

2. Related Policies

3. Position and Values

4. Defining Bullying

5. Roles and Responsibilities

6. Responding to bullying

7. Initiatives to prevent and tackle bullying

8. Reporting, Procedures, sanctions and monitoring

1. **Guidance**
- Keeping Children Safe in Education, September 2022
- Independent School Standard Regulations 2010
- National Minimum Standards for Boarding School (2022), Standard 12: Promoting Positive Behaviour and Relationships
- Preventing and tackling bullying Advice for headteachers, staff and governing bodies October 2014
- School support for children and young people who are bullied (DfE factsheet)
- The Equality Act 2010
- SEND Code of Practice 2015
- Keeping Children Safe in Education, DFE, September 2018
- Cyberbullying: Advice for headteachers and school staff 2014
- Getting Started: A toolkit for preventing and tackling homophobic, biphobic and transphobic bulling in Schools

2. **Related Polices**
- Pupil Behaviour Policy.
- Online-safety Policy.
- Suspension and Exclusions Policy.
- Mobile devices Policy.
- Safeguarding Policy.

3. **Position and values**

At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our students to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our students by society when they leave school and enter the world of work or further study. We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

No form of bullying will be tolerated and all incidents will be taken seriously.

4. Defining bullying

Bullying is hurtful or unkind behaviour which is deliberate, targeted and **sustained** over a period of time. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. The nature of bullying can be:

- **Physical** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone

- **Attacking property** – such as damaging, stealing or hiding someone's possessions

- **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone

- **Psychological** – such as deliberately excluding or ignoring people

- **Cyber** – such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

- Race (racist bullying)

- Religion or belief

- Culture or class

- Gender (sexist bullying)

- Sexual orientation (homophobic or biophobic bullying)

- Gender identity (transphobic bullying)

- Special Educational Needs (SEN) or disability

- Appearance or health conditions

- Related to home or other personal situation

Types of cyber-bullying

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.

- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.

- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.

- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.

- **Trickery:** Tricking someone into revealing personal information then sharing it with others.

- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.

- **Harassment:** Repeatedly sending malicious messages to someone online.

- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm.

Some forms of bullying are illegal and should be <u>reported to the police.</u> These include:

- Violence or assault.
- Theft.
- Repeated harassment or intimidation.
- Hate crime

5.   Roles and Responsibilities

Governing Body

- The governing body supports the Head Master / Head of Prep in all attempts to eliminate bullying from the school.
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly.
- The governors require the Head Master / Head of Prep to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the school's anti-bullying strategies.
- If a parent /carer has a complaint about how an incident has been dealt with the complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.

The role of the Head Master / Head of Prep

- The Head Master / Head of Prep will ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The day to day management of behaviour is delegated to members of the College and Prep Senior Leadership Teams.
- The Head Master and Head of Prep also have powers to respond to bullying outside of school premises, and to search for and confiscate items that may have been used to bully or intimidate (The Education and Inspections Act 2006: The Education Act 2011).
- The Head Master / Head of Prep will ensure provision of staff training, to ensure legal responsibilities are known, sources of support are explained, and staff are alert to the signs and symptoms of bullying, and understand how to respond to it.

Staff

- All school staff, both teaching and non-teaching have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying. If staff are aware of bullying, they should reassure the students involved and inform a one of the anti-bullying leads reporting it through MyConcern.

Pupils

- Pupils should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If students witness bullying they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

Parents / Carers

- Parents/carers have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school community
- Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's tutor.
- If they are not satisfied with the action taken they should contact a member of the Senior Leadership Team. If they remain dissatisfied, they should follow the school complaints procedure.

6. Responding to allegations of bullying

When an allegation of bullying has been reported, the following actions will be taken:

- Staff will log allegations of bullying on **MyConcern** as a Peer-on-Peer incident.
- The DSL / DDSL will allocate a case manager.
- The case manager will conduct an investigation and log on MyConcern.
- The case manager and relevant members of the SLT will hold a review meeting to determine outcomes.
- Outcomes will be recorded as one of the following:

  - **Substantiated**: there is sufficient evidence to prove the allegation;

  - **Unsubstantiated**: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence; or

  - **Malicious**: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation;

- Once the outcome is determined the case manager and SLT will agree next steps and if substantiated will determine the which level of the anti-bullying policy to place the perpetrator on. SLT will also assess whether any other authorities (such as police or the local authority) need to be involved, particularly where actions take place outside of school.
- Appropriate support will be offered to those who are the target of bullying including details of external agencies such as ChildLine if felt appropriate.
- The School recognises that pupils exhibiting bullying behaviour are also likely to have been victims of bullying behaviour themselves or may occur because the pupil is unhappy, jealous or lacking self-esteem. We will endeavour to work with pupils exhibiting such behaviour to help make the required adjustments to their behaviour.

Bullying outside school premises

- Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on students' well-being beyond the school day. Staff, parents and carers, and students must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

Derogatory language

- Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on MyConcern and follow up actions and

sanctions, if appropriate, will be taken for students and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

Prejudice-based incidents

- A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the Head Master reporting incidents to the governing body.

Bullying in the workplace

- Incidents, where it has been deemed that a member of staff has been bullying a pupil, will be taken very seriously. The Head Master / Head of Prep, with the support of the governing body, will deal with this; formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff.
- In the event of the Head Master / Head of Prep being involved in such incidents, reports will be given immediately to the chair of governors who will also take formal action where necessary.

7. School initiatives to prevent and tackle bullying

Mount Kelly has adopted a range of strategies, age group dependent, to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- A pupil-friendly anti-bullying policy ensures all students understand and uphold the anti-bullying policy (see appendix 3)
- adults in school to be role models for respect and use of appropriate language, challenging inappropriate behaviour and language where needed.
- application of the School's Pupil Behaviour Policy to send a clear and consistent message to the pupil body.
- the reinforcement of the clear message that bullying has no place at Mount Kelly, by means of assemblies, the PSHE programme, and by being alert to prejudicial language.
- consultation with the 'Student Voice' on appropriate action.
- taking part in initiatives such as Anti-Bullying Week.
- training for members of staff on anti-bullying policy and strategy.
- for younger pupils, the supervision by school staff of play areas at lunch times and breaks.
- providing information to all parents on the symptoms of bullying and the steps to take if the suspect their child is being bullied.
- a clear policy on mobile devices.
- the celebration of all student's backgrounds and cultures.
- raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet).
- effective recording and monitoring systems.
- working with multi-agency teams including police and children's services as appropriate.
- engagement with parents and ensuring pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

Intervention

All incidents / allegations need to be substantiated before placed on any of the following levels of intervention.

Level 1 **Warning** Tutor /Hm	• First incident. • Restorative 'conversation' / Education • Possible school detention. • Apology.
Level 2 **Formal Warning** SLT	• Repetition and / or more serious incident • School Detention (Parents informed) • Apology.
Level 3 **Head Master's** **formal warning**	• Repetition • Suspension (Length of suspension to be determined after investigation)
Level 4 **PERMANENT** **EXCLUSION**	• As a consequence of a sustained failure to adjust behaviour towards peers. • See the School's Expulsion, Suspension and Appeals Policy for further details

During the process, all pupils will also be offered support and guidance on modifying their behaviour.

In very serious cases it may be necessary to make a report to the Police or Social Services. However, it is the policy of the School to attempt to resolve such issues internally using our own disciplinary sanctions, unless the matter is of such gravity that a criminal prosecution is likely.

8. **Monitoring, evaluation and review**

a) Members of the SLT meet to review incidents of bullying and to assess and respond to any emerging patterns or trends.
b) Governors, the Head Master/Head of Prep and relevant staff will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
c) Termly reports will be reviewed by the Governing Body's Safeguarding Committee
d) The school councils will review the policy and their views given to the Head Master/Head of Prep.
e) Pupil Voice will be used to facilitate an understanding of the level and type of bullying that pupils might have experienced.
f) A record of all incidents alleged and actual will be centrally maintained on MyConcern and incidents will be analysed to reflect and re-design further strategies to improve procedures.

Appendix 1

Actions NOT considered to be bullying

- Not liking someone.
- Being excluded.
- Accidentally bumping into someone.
- Arguments.
- Expression of unpleasant thoughts or feelings regarding others.
- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness.

Reasons for bullying

Some reasons why children might bully someone include:
- They think it's fun, or that it makes them popular or cool.
- They feel more powerful or important, or they want to get their own way all the time.
- They feel insecure or lack confidence or are trying to fit in with a group.
- They are fearful of other children's differences.
- They are jealous of another child.
- They are unhappy.
- They are copying what they have seen others do before, or what has been done to them.

The effects of bullying

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:
- depression and anxiety.
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness.
- loss of interest in activities they used to enjoy.
- unexplainable injuries.
- lost or destroyed personal belongings.
- frequent headaches or stomach aches, feeling sick or faking illness.
- changes in eating habits, like suddenly skipping meals or binge eating. (Children may come home from school hungry because they did not eat lunch)
- difficulty sleeping or frequent nightmares.
- declining grades, loss of interest in schoolwork, or not wanting to go to school.
- sudden loss of friends or avoidance of social situations.
- self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

Appendix 2

Examples of homophobic, biphobic and transphobic bullying and language
These examples are designed to help teachers and other school staff to understand different types of bullying and offensive language. The list offers some examples that may be useful when explaining homophobic, biphobic and transphobic bullying to other staff, pupils, parents and carers.

Homophobic bullying is bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Homophobic bullying may be targeted at pupils who are, or who are perceived to be, lesbian, gay or bi. It can also suggest that someone or something is less worthy because they are lesbian, gay or bi. Homophobic bullying is also often targeted at pupils who have lesbian, gay or bi family members, and students who do not conform to gender stereotypes or are seen to be 'different' in some way.

For example

- a boy repeatedly being called 'gay' for holding hands with another boy
- a girl who reports that she keeps repeatedly being called a 'lesbian' and 'not a real girl' by other students because she has short hair
- a boy who is picked on for being gay at break-times because he doesn't want to play football
- 'He must be gay if he doesn't like football'
- a girl who reports that since she came out as a lesbian, other girls in her class keep moving away from her and giggling every time they're in the changing rooms

Homophobic language This could be the casual derogatory use of the word 'gay' to mean something negative or the use of explicit homophobic terms.

For example

- 'that's go gay' or 'you're so gay'; 'those trainers are so gay'
- someone calling another student a 'dyke' or 'faggot' Biphobic language For example
- shouting 'bi-bi'
- referring to a bisexual person as 'greedy'

Biphobic bullying - is bullying based on prejudice or negative attitudes, beliefs or views specifically about bisexual people. Biphobic bullying may be targeted at pupils who are openly bisexual, those who are questioning their sexual orientation, or students who are suspected of being bisexual. Biphobic bullying may target pupils with negative stereotyping (for example suggesting that they are greedy) or assume that being bisexual is a phase.

For example

- a bisexual student receiving ongoing name
- calling and jokes about being 'greedy' because they are attracted to boys and girls
- a bisexual student repeatedly being asked probing or intimidating questions such as 'can't you make your mind up
- do you fancy boys or girls?' or 'why can't you be normal and just pick boys or girls?'

Transphobic bullying is bullying based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects young people who are trans but can also affect those questioning

their gender identity as well as students who are not trans but do not conform to gender stereotypes.

For example
- students pestering a trans young person with questions about their gender such as 'are you a real boy?' or 'are you a boy, or are you a girl?' or asking invasive questions like 'do you wear knickers or boxers?' or 'what body parts do you have?'
- a girl being teased and called names referring to her as a boy or trans because she wears trousers or 'boys' clothes'
- a boy who tells his friends that his dad is now his mum suffers other students laughing and repeatedly telling him 'that can't happen your dad's a freak'

Transphobic language

For example
- referring to a someone as a 'tranny'
- 'That long hair makes you look like a right gender bender!'

Sexist language There are often similarities between homophobic, biphobic and transphobic bullying and sexist language, bullying or attitudes. Sometimes a language or bullying incident may fit into more than one category. For example, the word 'girl' is sometimes used to mean that something or someone is rubbish or less worthy. – 'Don't be such a girl' or 'you kick like a girl'

Anti- Bullying: Pupil Guidance

It is never the victim's fault that they are being bullied

Mount Kelly is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying and general anti-social behaviour of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is **expected** to tell the staff.

Key Principles for ALL of our pupils

Mount Kelly will not tolerate bullying behaviour.
Every pupil at Mount Kelly has a right to be happy and feel safe.
Pupils have a right to learn free from intimidation and fear.
Reported incidents will be taken seriously and investigated.

Interventions we will take as a School when dealing with examples of 'bullying behaviour' which has been investigated and **substantiated**.

It is important that we all try to be conscious of our behaviour, putting ourselves in the other person's shoes, so that we are aware of effects which may have been unintentional on our part.

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