



MOUNT
KELLY

Anti-bullying policy

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

Adopted	September 2014
Reviewed	December 2015
	October 2016
	October 2018
	October 2019
Next Review	October 2020
Owner	Deputy Head (Pastoral)/Head of Prep

DATE OF REVIEW	AUTHOR	PAGE / PARA	SYNOPSIS OF AMENDMENT
Feb 17	DHP / HoP	Page 8	Specific reference made to pupils who may be particularly vulnerable to bullying
Feb 17	DHP / HoP	Page 3	<i>Cyberbullying: Advice for headteachers and school staff 2014</i>
Feb 17	DHP/ HoP	Pages 8 - 11	Clearer compliance with CRR 155, with specific reference to definitions and impacts of bullying, staff training
Feb 17	DHP / HoP	Page 9	Clearer and fuller reference made to the importance of being alert to prejudicial language
Feb 17	DHP / HoP	Page 10	Clearer threshold and mandate for reporting to an external agency, such as Devon Safeguarding
Jun 17	DHP / HoP	Page 11	Inclusion of Level 5, referencing the School's Suspension, Exclusion and Appeals policy, and making clear that pupils who do not respond to interventions set out in Levels 1 – 4 will face permanent exclusion.
Oct 18	DHP / HoP	P3	Updated references to Guidance / Legislation KCSIE 2018
Oct 19	DHP	P3	Updated references to Guidance / Legislation KCSIE 2019
		P4	Refencing bullying being against the School's Values.
			Replaced emotional well-being with mental health
			Inclusion of reference to Peer-on-Peer Abuse.
		P7	Revised the 'role of pupils' – including referencing Childline.
		P8	Clarification on procedure: All reports of bullying are to be logged and managed on <i>MyConcern</i> .
P10	Inclusion of reference to adopting a 'restorative' approach to incidents		
	Added Parents of both parties informed for Level 2		

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Guidance

- Keeping Children Safe in Education, September 2019
- Independent School Standard Regulations 2010
- National Minimum Standards for Boarding School (2015), 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

Related Policies

- Pupil Behaviour Policy.
- Online-safety Policy.
- Suspension and Exclusions Policy.
- Mobile devices Policy.
- Safeguarding Policy.

1. Position and values

The Mount Kelly Foundation is committed to preventing all forms of bullying from occurring, including all forms of racist, sexist and homophobic behaviour and bullying towards those pupils on the SEND register, or pupils with a disability. Mount Kelly appreciates the serious consequences of bullying, and the debilitating impact that it can have on a child's physical and mental health. Bullying will not be tolerated in our school, it is against the School's values. Children have the right to feel happy and safe at school.

2. Clarification of terms

Definition of bullying

Bullying is unwanted, aggressive behaviour among school-aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over a period of time. It is behaviour that intentionally hurts another pupil or group physically or emotionally and can often be motivated by prejudice against particular groups, for example on grounds of race, religion, culture, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

There are many other types of aggressive behaviour that do not fit the definition of bullying. This does not mean that they are any less serious or require less attention than bullying. Rather, these behaviours require different prevention and response strategies.

It is noted that peer-on peer abuse can be a form of bullying and, in line with the school's Safeguarding Policy, any peer-on-peer abuse will be treated as a safeguarding matter and passed to the Designated Safeguarding Lead.

Types of bullying

- **Physical:** physical violence such as hitting, pushing or spitting at another pupil.
- **Verbal and Non-Verbal:** Deliberately hurting feelings through name-calling and comments that are racist, religious or cultural, homophobic, sexist or which focus on disabilities or other physical attributes (such as hair colour or body shape). Teasing or spreading rumours about another pupil or his/her family, belittling another pupil's abilities and achievements, ridiculing another pupil's appearance, way of speaking or personal mannerisms, graffiti, spiteful texts and emails.
- **Ostracising:** Making someone feel left out and different by deliberately setting out to exclude them.
- **Cyber-bullying:** is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook, Instagram, Snapchat and Twitter to harass, threaten, embarrass, intimidate or target a child.

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 reported to the police. These include:

- Violence or assault.
- Theft.
- Repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages.
- Hate crimes.

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 clothing, books, electronics, or jewelry.
- 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.

3. Roles and Responsibilities

The role of Governors

The governing body supports the Head Master / Head of Prep in all attempts to eliminate bullying from the school. The governing body will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

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

It is the responsibility of the Head Master/Head of Prep to implement the school's anti-bullying strategy, to 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.

The role of the staff

Our staff will:

- Foster in our pupils self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all pupils, appropriate to age and need, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling an adult about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to the SLT.
- Follow up any reported incident by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.
- Do all they can to support a child who is being bullied.
- Promote Fundamental British Values and pay "due regard to the need to prevent people from being drawn into terrorism" through Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with different faiths and beliefs

- Staff should be particularly alert to pupils who may be particularly vulnerable to bullying, for reasons of race, disability, sexual orientation, gender, creed, SEND, or any other reason.

4. Bullying outside school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it will be investigated and acted on. The Head Master / Head of Prep will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator of the local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed. In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

5. Bullying in the workplace

Incidents, where it has been deemed that a member of staff has been bullying a child, 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.

6. The role of parents/carers

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. 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.

7. The role of pupils

The School understands that pupils do not like to ‘tell’, but pupils are taught that only by disclosing incidents of bullying, as early as possible, can the School deal with it promptly. Mount Kelly is a ‘telling school’

If you witness acts of bullying do not be a bystander – report it to a member of staff immediately.

If you feel that you are being bullied, talk to someone: your Housemaster or Housemistress, your Tutor, your House Matron, a Monitor, a friend and member of the SLT or the Head. It is also right for you to talk to your parents about it, and for them to discuss it with the school.

If you cannot talk to a friend, family or a member of staff you can phone the 24 hour Childline service on 0800 1111. All calls are free and confidential and trained counsellors will help any young person with a problem.

8. Cyber bullying

Mount Kelly has a separate policy related to online-safety addressing the use of mobile technology, social media, appropriate online activity, security, access and monitoring procedures in place. Advice

to pupils relating to cyber-bullying is displayed prominently across both school sites and is explained and discussed with pupils in assemblies, PSHE classes and IT classes.

9. Strategies to prevent 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:

- 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 consistent promotion of the school's code of behaviour which requires all pupils to respect the rights of others.
- 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.
- discussion and exploration of bullying issues with pupils during assemblies, tutor meetings and PHSE learning sessions.
- raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet).
- effective recording systems.
- work with multi-agency teams including police and children's services as appropriate.
- challenging all forms of verbal abuse including homophobic language..
- Engagement with parents and ensuring pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

10. Reporting, sanctions and monitoring

How to report bullying

1. Pupils and parents are advised, in the first instance, to report all accusations of bullying/bullying behaviour to the pupil's tutor/teacher/Housemaster or Housemistress.
2. The member of staff will advise the pupil/parent of what course of action they will take and they will pass on details of the accusation to a member of the SLT.
3. If felt appropriate, an incident can be reported directly to a member of the SLT and staff should follow agreed safeguarding procedures.

11. Procedures

The following steps will be taken when dealing with incidents of bullying:

1. All reports of bullying are to be logged and managed using MyConcern.
2. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying. This should be logged on MyConcern.

3. A member of the SLT must be informed immediately.
4. A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement.
5. A member of staff will interview all concerned and will record the incident.
6. Parents will be kept informed.
7. Class teachers will be kept informed and asked to monitor the situation.
8. Where a Pupil is deemed to be a 'perpetrator' and is placed on the anti-bullying log, a member of the SLT will update the anti-bullying log on iSAMs.
9. Where a child is suffering or is likely to suffer significant harm, the bullying should be treated as a potential child protection concern.

12. Intervention:

It is hoped that early intervention and a restorative approach to incidents will result in the modification of behaviour and that any incidents will have to go no further than a verbal warning; however, depending on the seriousness of the situation, the following interventions can be applied:

Level 1 WARNING	Evidence of 'low level' 'unpleasantness' towards another pupil. Might typically include name calling / general anti-social behaviour. Will probably be a 'one-off' but warrants logging and the pupil being warned and the perpetrator apologising.
Level 2 DETENTION	Repetition of 'unpleasantness / anti-social' unkind behaviour towards another pupil. School Detention – Parents of both parties informed.
Level 3 DETENTION & CONTRACT	Evidence of persistent bullying behaviour directed at an individual over time (physical and / or emotional) School Detention - Parents of both parties informed Perpetrator to be placed on a 'behavioural contract'
Level 4 HEAD MASTER'S FORMAL WARNING & SUSPENSION	A pupil on a 'behavioural contract' who fails to uphold agreement will receive a Head Master's / Head of Prep formal warning. Subsequent failure to adhere to contract, suspension at Head Master's / Head of Prep's discretion.
Level 5 PERMANENT EXCLUSION	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. *(Including counselling if necessary).*

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.

13. Monitoring, evaluation and review

1. Members of the SLT meet to review incidents of bullying and to assess and respond to any emerging patterns or trends.
2. 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.
3. The school councils will review the policy and their views given to the Head Master / Head of Prep.

4. Pupils voice will be used to facilitate an understanding of the level and type of bullying that pupils might have experienced.
5. A record of all incidents will be centrally maintained and incidents will be analysed to reflect and re-design further strategies to improve procedures.