



## ROEDEAN MOIRA HOUSE ANTI-BULLYING POLICY 2019-20

### Anti-Bullying Policy

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### Statement of Intent

This policy is for the whole school, including the EYFS. We are 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 of any kind is unacceptable at our school. Bullying is a problem to which solutions can be found. Seeking help and openness are signs of strength not weakness. All members of our community will be listened to and taken seriously. Everyone has the right to enjoy and achieve in an atmosphere that is free from fear. All of us have a responsibility to ensure that we do not abuse or bully others.

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. This policy has regard to DfE guidance.

### The aim of our anti-bullying policy

To assist in creating an ethos in which attending Roedean Moira House is a positive experience for all members of our community.

To make it clear that all forms of bullying are unacceptable at Roedean Moira House

- To enable everyone to feel safe and encourage pupils to report incidents of bullying.
- To deal with each incident of bullying as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying
- To support and protect victims of bullying and ensure they are listened to.
- To help and support children/young people displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of our community feel responsible for helping to reduce bullying

### The objectives of our anti-bullying policy

- To maintain and develop effective listening systems for children, young people and staff
- To involve all staff in dealing with incidents of bullying effectively and promptly
- To equip all staff with the skills and information necessary to deal with incidents of bullying



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- To communicate with parents and the wider school community effectively on the subject of bullying.
- To acknowledge the key role of every staff member in dealing with incidents of bullying
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations.
- To promote emotional health and wellbeing across the school and for all members of our community to role-model this in all situations.

### What is bullying?

Bullying is behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally. It is often motivated by prejudice against certain groups such on grounds of: race, gender, religion, homophobia, special education needs and disability, culture or because the pupil is adopted or a carer. Bullying results in pain and distress to the victim, which can be long lasting. Bullying is an abuse of power. It can be planned and organised, or it may be unintentional directly or through cyber-technology. It may be perpetrated by individuals or by groups of pupils.

Bullying can be:

- Emotional being unfriendly, excluding another pupil from a group activity, tormenting, e.g. hiding books, threatening gestures
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Verbal name-calling, sarcasm, spreading rumours, teasing, e.g. belittling another pupil's abilities and achievements, ridiculing another pupil's appearance, way of speaking or personal mannerisms
- Cyberbullying misusing technology (internet or mobiles) to hurt or humiliate another person, e.g. sending inappropriate emails or text messages, posting unkind comments on Facebook/Twitter/Snapchat etc., misuse of photographs
- Religious being unkind to someone else because of their religion
- Cultural being unkind to someone else because of their culture
- Homophobic being unkind to someone because of their sexual orientation
- Disability being unkind to someone because of a disability

### Why is it important to respond to bullying?

Bullying hurts, it is very serious and can cause psychological damage or in extreme cases drive a person to suicide. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

We believe that we have a responsibility to respond promptly and effectively to issues of bullying.

We raise awareness of staff through training. We take action to reduce the risk of bullying at times and in places where it is more likely to occur. We educate students about bullying in PSHCE, form time and assembly.

We take bullying and harassment very seriously and will follow our discipline policy if such behaviour occurs.



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### What we do to prevent bullying?

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach. To do this we:

- Are supportive of each other
- Provide positive role models
- Convey a clear understanding that we disapprove of unacceptable behaviour
- Support each other in the implementation of this policy
- Understand, respect and implement the IT policy, particularly in reference to protection from cyber-bullying

All members of the school community are expected to report incidents of bullying even if the incident occurs off of school grounds.

All Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

### Staff will:

- Provide children with a framework of behaviour including rules which support the whole school policy
- Emphasise and behave in a respectful and caring manner to children/young people and colleagues, to set a good tone and help create a positive atmosphere
- Raise awareness of bullying through activities, stories, role-play, discussion, peer support, student council, assemblies, PSHCE etc.

Through the development and implementation of this policy, we trust that all children, young people, parents/carers and staff will:

- Feel confident that everything is being done to make Roedean Moira House a safe and secure environment
- Know who can be contacted if they have any concerns about bullying
- Feel supported in reporting incidents of bullying
- Be reassured that action regarding bullying will take place.

### Signs and symptoms

A child may indicate by signs or behaviour that she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins truanting
- Becomes withdrawn, anxious or lacking in confidence



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- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go “missing”
- Starts self-harming
- Asks for money or starts stealing money (to pay bully)
- Loses money
- Has unexplained cuts or bruises
- Comes home starving (has not gone to break/lunch/tea)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### Prevention

We will use a variety of methods for helping children to prevent bullying. As and when appropriate, these may include:

- Writing out a set of the school rules
- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying
- Reading accounts of bullying or having them read to a class in PSHCE or assembly
- Using role-play
- Having discussions about bullying and why it matters

### Reacting to a specific incident

#### Recording

All incidents are recorded on PASS. Heads of Section take responsibility for ensuring that the incident is properly recorded and that the record is updated as necessary throughout an investigation.

Parents of all children/young people involved will be informed of what has happened, and how it has been dealt with. All discussions and actions relating to the incident/investigation will be documented and added to the bullying log on PASS.

Where incidents relate to sexting, upskirting, ‘banter’ or peer-on-peer abuse the incidents are passed first to the DSL for investigation in line with KCSIE 2019

#### Dealing with an Incident



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Whenever a bullying incident is discovered, the school will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

The school community need to be made aware that when a bullying incident has come to the attention of adults in the school, it has been taken seriously and action has resulted. The school will support all involved by:

- (a) Talking the incident through with all parties involved
- (b) Supporting the person who has been bullied to express their feelings
- (c) Supporting the person displaying the bullying behaviour to express their feelings
- (d) Discussing which rule(s) have been broken
- (e) Discussing strategies for making amends.

### Procedures

1. Report bullying incidents to the Form Tutor or Pastoral Mentor first who should raise the issue with the appropriate Head of Section and / or Senior Housemistress as appropriate.
2. In cases of serious bullying, Head of Section will refer the incident to the Head of Pastoral Care.
3. In serious cases parents will be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, the police and/or local authorities will be consulted.
5. The bullying behaviour, or threats of bullying, will be investigated and the bullying stopped quickly.
6. An attempt will be made to help the bully (bullies) change their behaviour.
7. All incidents of bullying will be recorded on PASS.

### Outcomes

1. The bully (bullies) may be asked to genuinely apologise.
2. If possible, the pupils will be reconciled. Both the bully and the victim will be treated with respect.
3. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
4. In some cases the following actions may be taken (as explained in our Affirmation and Behaviour Policy):
  - Loss of privileges
  - After School Detention
  - Meeting with staff, parent and child
  - Formal letter home from the Head of Pastoral Care
  - Formal warning from the Head of Pastoral Care
  - Internal Suspension
  - Suspension
  - Exclusion
5. Further support is available from a range of help organisations:

• Advisory Centre for Education (ACE)	Tel: 020 7354 8321
• Children's Legal Centre	Tel: 01206 873820
• KIDSCAPE (Parents Helpline, Mon-Fri 10-4)	Tel: 020 7730 3300
• Parentline Plus	Tel: 080 88 002 222
• Youth Access	Tel: 020 8772 9900



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- For a copy of Kidscape's free booklets "Stop Bullying", "Preventing Bullying" and "You Can Beat Bullying", send a large (A4) self-addressed envelope with two 1st class stamps to: Kidscape, 2 Grosvenor Gardens, London, SW1W 0DH.

Safeguarding procedures will be followed when child protection concerns arise.

### **Related policies and documents**

This policy should be read in conjunction with the following policies and documents:

Employee Handbook  
Staff Handbook  
Code of Conduct for Employees  
Health Safety Handbook  
Boarding Staff Handbook  
National Minimum Standards for Boarding Schools  
Preventing and Tackling Bullying (October 2014)  
Cyberbullying: Advice for Head Teachers and School Staff (2014)  
ISI Handbook for the Inspection of Schools, Regulatory Requirements  
Teachers' Standards  
Departmental Handbook  
Keeping Children Safe in Education  
Safeguarding Policy  
e-safety Policy  
ICT Acceptable Use Policy  
Pastoral Care Policy  
Complaints Policy (Parents)  
Complaints Policy (Pupils)

POLICY REVIEWED BY SCHOOL: May 2019

POLICY REVIEWED BY SCHOOL COUNCIL: June 2019

NEXT REVIEW: June 2020