

Anti-Bullying Policy

This policy is applicable to all pupils, including those in EYFS.

Introduction

We are committed to creating and maintaining an environment in which all children including those in EYFS, are treated fairly by staff and in which they are expected to deal with one another with respect and with tolerance. Such an environment discourages bullying. We are equally committed to dealing constructively with any instances of bullying that occur. This policy has regard to the DfE guidance: *Preventing and Tackling Bullying (2014)* and *Cyberbullying: Advice for headteachers and school staff (2014)*. It is made available to parents via the school website and also on request.

Aims and objectives

We understand that bullying in any form can affect the wellbeing and mental health of an individual both in the short term, but there can also be implications in their social and academic development long term.

Bullying is the intention to hurt, frighten, or intimidate others either physically or verbally, to ridicule them by persistent teasing or to exclude them unreasonably from a group. It is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to ensure that the admissions, discipline and other procedures take account of the pupils' needs as stated in the SEND Code 2014 and the Equality Act 2010.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the elimination of bullying in our school.
- Pupils are made aware, in assemblies, tutor meetings, form periods, circle time and, as appropriate, in private, that bullying is unacceptable at our school.
- The School Council has devised a children's policy against bullying which is printed each year in the homework diary (given to pupils in Years 3-8), displayed on classroom walls and which is attached as an appendix to this policy.
- Pupils need to understand how normal and innocent activities can lead, often unintentionally, to situations where children will feel themselves bullied.
- They are told that the only way to beat the bully is by telling someone, preferably a member of staff, and that they should do this without fear of recrimination.
- Both pupils and staff are encouraged to act as role models, setting examples of appropriate conduct for the whole school community. An environment of good behaviour and respect is at the heart of the school's ethos.
- Through assemblies and PSHCE, pupils are informed about the part they can play to prevent bullying, including when they find themselves as bystanders.
- Bullying feeds on secrecy: openness is the key to its being defeated. Prompt reporting is vital.

- A culture of mutual respect and consideration is actively encouraged and children are empowered to be able to communicate effectively with one another.
- We aim to develop children who are confident and have the self-esteem to help prevent them feeling the need to bully others.

Definition of Bullying

We define bullying as something that is repeated over time and intentionally hurts another pupil or group physically or emotionally. It is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, 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).

Bullying is extremely serious, be it physical or emotional (which can cause psychological damage).

Emotional Bullying

Examples of emotional bullying might include making offensive remarks or name-calling. These remarks could be about: physical appearance; race; religious belief; cultural differences; academic or sporting ability and achievement. Remarks might be homophobic in nature or be offensive about disability, sexuality or gender. Remarks might be mocking or taunting in nature; these remarks might include the spreading of rumours or gossiping about a child with other children. Bullying behaviour might involve excluding a child from social or activity groups with the intention of offending; threats and intimidating behaviour might be used; the sending of hurtful text messages by mobile 'phone, email or posted on social websites; the taking of or damage caused to a child's belongings in order to cause distress.

Physical Bullying

This might include kicking, hitting or pushing with the intention of physically hurting the child. The common element in all of these forms is that the 'bully' intends to cause physical or emotional pain.

Cyber-Bullying

Cyber bullying is different from other forms of bullying because it can happen at any time of day, outside of the School grounds, in places previously regarded as safe, such as at home. The audience for electronically circulated messages can be large and circulation is hard to control. The bully and the bullied may never be in the same physical space so cyber bullying can appear anonymous.

Cyber bullying can take place between people of different ages and generations including teachers and being a bystander makes someone an accessory to bullying, although it is recognised that some instances will be unintentional.

Cyber bullying includes the malicious use of:

- Mobile phones

- Instant messaging
- Chat rooms and message boards
- Video hosting sites such as YouTube
- Social network sites such as Facebook
- Webcams
- Microsoft Teams
- Gaming sites, consoles and virtual worlds

Cyber bullying potentially falls foul of a number of laws including those concerning harassment, threatening behaviour, and defamation. In addition the Headmaster has powers under the 2006 Education and Inspections Act to reasonably regulate the conduct of pupils when they are off site and to confiscate items such as mobile phones.

What the School will do

St Hugh's is proactive in preventing cyber bullying through the inclusion of the topic in such areas as assemblies; form periods and other PSHE activities; our Acceptable Use Policy for ICT; our monitoring of ICT use in school (including Securus violations and screenshot evidence; use of boarders' mobile phones, during boarding hours) and our internet safety awareness programme, including visits to all year groups by experts from ChildNet. Pupils are encouraged to report anything which concerns them. The School is aware that the technologies available to pupils are constantly changing and, as a result, the School's provision to prevent cyber bullying is reviewed annually.

Mobile phones are only allowed for weekly boarders between the hours of 4.30pm and 5.30pm and then from 7.45pm until bedtime when they are handed back in to the house parents. There is a staff policy on the use of mobile phones in EYFS and other parts of the school.

If Staff use their mobile phones or personal cameras to take photographs of pupils they should be deleted from their devices within twenty-four hours.

All incidences of cyber bullying will be investigated by the School and the investigation carefully recorded with evidence being retained. On receiving a report of cyber bullying either in or outside of School, the School will:

- Reassure the person making the disclosure that the issue will be investigated with discretion.
- Advise the person making the complaint on how to prevent further instances and also how to keep the relevant evidence.
- Take action to prevent the further circulation of the material e.g. if the person responsible is a pupil in School then the School will supervise the immediate removal of content.

Peer-on-Peer Abuse

Any child-on-child abuse will be referred on to the Oxfordshire Safeguarding Children Board as a child protection concern. This may include sexting and any other relevant issues

named in KCSIE (such as sexual violence or sexual harassment, physical abuse, sexting (or youth produced sexual imagery), initiation violence and rituals). The threshold employed is when the school believes there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". The Assistant Head (Pastoral) will deal with any such incidents and details will be recorded in isams. The victims will be well-supported and the perpetrators dealt with according to the school's Behaviour Management policy. A bullying incident will be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. (See, also Anti-Bullying Policy).

All peer on peer abuse is unacceptable though it is more likely that girls will be victims and boys perpetrators. The victims will be supported by the school's pastoral team and will be offered counselling should that be necessary. Through annual training provided by Childnet, all staff receive training to help them become aware of how behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting can put children in danger.

Symptoms of Bullying

There is no science to spotting when a pupil is being bullied, and intuition is likely to be the most important tool. However, behaviour as listed below may suggest a pattern of bullying:

- Persistently low morale, perhaps tearfulness.
- Mood swings.
- An unwillingness to come to school.
- A reluctance to be involved in peer activities.
- A decline in academic achievement.

Awareness of staff and children to the school's policy on bullying

In each autumn term, the Assistant Head (Pastoral) holds an Upper/Middle School assembly on the theme of bullying at school. This takes place during the week where the assembly theme is 'Respect'. Anti-bullying is covered in the PSHE programme and through circle time, drama and other settings. The children discuss what constitutes bullying, and they are reminded of the procedure for the reporting of bullying.

The school Code of Conduct and 'Our Values' Tree form a framework to make clear the expectations of the pupils in their work and play.

In Pre-Prep regular assemblies are held to highlight the importance of the Pre-Prep Values. Children discuss what constitutes appropriate behaviour during formal sessions such as circle time and assemblies and informal situations through the school day.

"TAG" is taught to Pre-Prep children to help them to deal with unkindness:

- Tell the person how they are making you feel

- Ask them to stop (and if this doesn't work...)
- Go to an adult to ask for help

Nursery children are taught appropriate behaviour through formal circle times and, most frequently, through informal teaching throughout each day.

Appropriate INSET training is provided to staff and courses made available so that everyone is aware of the strategies to deal with bullying in the school. All staff are provided with copies of this policy which is discussed and reviewed by them on a regular basis.

Staff supervision of pupils is an essential ingredient in the school's strategy against bullying and it is especially important that staff are vigilant in play times, meal times and break times for any potential incidents. Places such as the changing rooms, corridors and the woods need to be carefully patrolled as these would be the areas where bullying could occur. The School Council has drawn up a pupils' policy against bullying and they review regularly. It is contained on the homework diary given to all Middle School and Upper School children along with a copy of the school Code of Conduct. In Pre-Prep, the Golden Rules are contained in the Home/School Diary.

Dealing with bullies

There needs to be a careful investigation as to what is happening and where and when the alleged bullying is taking place - we need to remember our responsibilities to all parties involved. We record all incidents of bullying that occur both inside and outside lesson time on the school database. If any adult witnesses an act of bullying, they should record the event on the database. The Deputy Head checks the database before taking action and making further notes on pupils' files. These records are kept in order to evaluate the effectiveness of the approach adopted or to enable patterns to be identified.

In Middle School and Pre-Prep any concerns are investigated by the relevant Form Teacher/ Class Teacher or, where appropriate, the Head of Middle School or Head of Pre-Prep. These are recorded directly onto the school database with follow up actions and outcomes. Incidents or concerns are shared during weekly staff meetings and these discussions are also referenced on the school database. Where appropriate, concerns, investigations or outcomes may also be raised in whole school staff meetings.

In Nursery, any concerns are dealt with immediately and recorded in the Concerns File along with follow up actions and outcomes. Incidents or concerns are shared during our weekly staff meetings and these discussions are also referenced into the relevant children's files. Where appropriate, concerns may also be raised at Pre-Prep staff meetings.

Strategies in dealing with bullying:

The system Restorative Justice will be used, whenever appropriate, which focuses on the rehabilitation of the bully through reconciliation with the bullied.

- Bullies should be made aware of the misery they are causing and to see their behaviour through the eyes of the victim.
- They should be asked to suggest ways in which they could help the victim.

- The situation should be carefully monitored and both the victim and the bully be asked, separately, if things have improved. (In most cases, the above procedure is successful)
- If sanctions are appropriate then the Behaviour for Learning Policy will be followed and if necessary the parents of all parties will be informed.

It is hoped that success can be achieved more by improving the understanding and self-esteem of the parties involved, rather than relying too much on sanctions, which run the risk of producing negative results. It is above all important to preserve an atmosphere in which all are respected and valued.

Staff procedure for the recording and reporting of bullying:

Incidents or patterns of bullying in Years 3-8 should be reported to the Assistant Head (Pastoral), to the Head of Middle School and Head of Pre-Prep for these parts of the school. They will then record the information on the relevant pupils' pastoral record on the school database. From the database the Deputy Head and Headmaster will be made aware. The incident should then be discussed with the member of staff who reported it, and a decision would be made as to how to deal with the incident or pattern of behaviour.

Where appropriate, the Senior Tutors (boys or girls) will liaise with the Form Teacher and decide on an appropriate course of action. They will talk to the pupils concerned to gain a clearer idea of the reported bullying. If the incident is considered particularly serious, or the bully fails to change his/her behaviour despite guidance from teachers, the parents of all children concerned may be contacted.

When the members of staff involved are satisfied that the issue has been resolved, in the short-term to begin with, a record of the trail should be kept in each of the following:

- The relevant school database (ISAMS).
- It is usually necessary to keep a copy in the file of the 'bully' and the 'bullied' child.
- Recurring or particularly nasty cases of bullying should be brought up and recorded in the minutes of the pastoral staff meeting and in the Senior Leadership Team meeting.
- Incidents or patterns of bullying in Nursery, Pre-Prep or Middle School should be reported to the Heads of Nursery, Pre-Prep or Middle School, as appropriate, who will record the details. The incident should then be discussed with the member of staff who reported it and a decision would be made as to how to deal with the incident or pattern of behaviour. The information should be recorded in the individual file of the children on ISAMS.

The role of parents

Parents 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 class teacher, Assistant Head (Pastoral), Head of Middle School/Pre-prep. Parents have a responsibility to support the school's anti-bullying policy and actively to encourage their child to be a positive member of the school.

Child Protection

A bullying incident will be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. (See, also Child Protection & Safeguarding Policy).

Boarding

- This policy is not only provided to the parents of boarders but it is available and known to staff and boarders, including junior and recently appointed staff.
- There are no 'initiation ceremonies' intended to cause pain, anxiety or humiliation.
- Through discussions we have determined that pupils do not identify bullying as a problem in the school.
- If bullying does occur then the victim would be suitably supported, and the bully would be given suitable support and guidance.

Monitoring and review

This policy is monitored by the Headmaster, PLT and the Compliance Review Committee. It is made available to governors and parents.

Reviewed: Aug 2020

Review date: June 2021 (PLT)

Our Policy against Bullying

It is important for everyone in the school to feel that they are safe and happy. No-one should feel afraid to take action by seeking help if they are unhappy or notice someone else who is upset. **Everyone needs to take positive steps** to make sure that St Hugh's is a happy and a trusting school where **bullies - of any sort - are not tolerated**.

What is bullying?

If you repeatedly do something which deliberately makes someone else unhappy then you are bullying them.

Several Times On Purpose

Stand up to the bully and use your words to tell him or her to stop.

Take appropriate action to get away from the bully, walk or run to an adult.

Open up to a trusted adult.

Protect yourself from bullies.

Bullying can be **physical**:

- Hitting, punching, pushing or kicking another person
- Ganging up on someone
- Taking, hiding or damaging someone's property on purpose is also bullying

Bullying can be **verbal**:

- Sneering at someone (and encouraging others to do the same) for lack of success in sport or work. Sometimes being too successful can attract envy
- Making fun of someone because of the way they look, or behave
- Deliberately leaving someone out of your games and conversations
- Saying unkind things about someone, either to their face or behind their back
- Making it clear that you do not like someone, and persuading others to follow your lead

Bullying can be **online**:

- It could include any of the points above
- It could include posting messages or pictures of other people, with unkind comments

What can I do to stop it?

If you spot an incident of bullying you should take steps to stop it by doing one or more of these things:

- Tell a member of staff
- Tell your parents
- Tell another pupil, preferably an older one
- Tell a friend or any other child whom you trust
- If it is online, save the message or take a screen shot and email it to a member of staff or show your parents
- Point out to the bully- if you are brave enough - that such behaviour is unacceptable

Never meet violence with violence. If you take the law into your own hands you may be the one who ends up in trouble.

Physical bullying is easy to spot but other forms of bullying are just as hurtful and can make people just as unhappy. No one likes a bully although some may appear to, simply because they are afraid of him or her. Although children often bully in groups the leader is often the only active bully and the rest have been pressurised into joining in or they will be bullied themselves. This is the 'if you can't beat them join them' technique. **The followers of the leader don't realise that if they left the leader he/she would be the weakest of them all.**

It is up to everyone in the school to make sure that bullying is not tolerated. This requires courage, sticking up for your friends and telling the truth. To tell on a bully is for the good of everyone - the victim, the bully and the whole school community. Not telling is making the situation worse for everyone.

To whom do I turn for help?

If you feel you are being bullied, then the really important thing to do is to **tell someone**. The situation will not get worse, it will get better and you will feel happier once it has been dealt with. Here is a list of people who can help and a suggestion of places where you can find a listening ear in confidence, or to whom you could pass a note if you felt worried about speaking to them :

Who ?	Where ?
Your parents	At home or at work
A friend	Anywhere
Any member of staff	Staff Room / Class room
Your form teacher	Class room / Staff Room
Your personal tutor (7&8)	Class room / Staff Room
Mr Clarke/Mrs Davies	SLT Office
The House Parents	The boarding house
Mr Thompson	In his Study
Mrs Veness	In her office
Mrs Blythe	In her office
Nurses	In the Medical Room
Childline	0800 1111
The Children's Commissioner	0800 528 0731
Our independent listener	Mrs Jenny Allan

Some helpful advice:

- **Be kind and thoughtful in the way you are with others**
- **Be a good friend – if you wouldn't say it to someone's face, then don't say it all**
- **If someone asks you to stop doing something, do stop**

TAKE ACTION – DON'T TOLERATE BULLYING!

St Hugh's School Council
Summer 2020