



ANTI-BULLYING POLICY

INTRODUCTION

1. This policy is a 'Whole School Policy' and informs practice in the Senior School, Prep School and Nursery. This policy has been produced in line with the following documents:

- Department for Education guidance 'Preventing and Tackling Bullying (July 2017)'
- Department for Education statutory guidance 'Keeping Children Safe in Education (2018)'
- Department for Education factsheet 'School Support for Children and Young people who are bullied (March 2014)'
- Department for Education guidance 'Cyber bullying: Advice for Head teachers and school staff (2014)'
- Department for Education 'Statutory Framework for the Early Years Foundation Stage (April 2017)'

It should be read in conjunction with the Behaviour for Learning policy, Cyber-bullying and ICT policies. 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. We recognise that bullying is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, SEN and disability, or because a child is adopted. Battle Abbey School recognises that as a culturally diverse school, we need to be particularly aware of such differences and their implications for perceptions of bullying. We have a zero tolerance approach and bullying 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.

AIMS OF THE ANTI-BULLYING POLICY

2. The aims of this policy are to:

- To respond quickly and effectively with proportionate measures to ensure bullying is not tolerated.
- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To safeguard the student/staff member who has experienced bullying and to trigger sources of support for the student/staff member.
- To apply disciplinary sanctions and restorative solution to the student(s)/person causing the bullying and ensure that they learn from the experience through supportive intervention by the school.
- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is, know the school's policy on bullying and where appropriate, follow its procedures.

RESPONSIBILITIES

3. It is the responsibility of:

- The Head to communicate this policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- The Head to appoint a member of the Senior Leadership Team to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

WHAT IS BULLYING?

4. Battle Abbey School uses the government's definition of bullying as: "*Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally*". Bullying differs from teasing/falling out between friends or other types of aggressive behaviour because:

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility will be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

5. Bullying may take several forms such as physical, verbal, non-verbal and indirect including use of mobile phones, social websites, text messages, photographs and emails. It may also be related to special educational needs or disability. Examples are shown below:

- **Physical:** hitting, kicking, pushing, taking or damaging belongings.
- **Verbal:** name calling, taunting, mocking, making offensive comments, e.g. racist, sexist or homophobic remarks, repeated teasing, threats, sarcasm, gossiping.
- **Indirect:** excluding people from social groups, spreading hurtful and untruthful rumours, leaving notes, failure to speak to acknowledge a person, making someone the subject of malicious rumours, inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet, producing offensive graffiti.
- **Homophobic** bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transgender people.
- **Racist** bullying refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

- **Cyberbullying** is the use of Information and Communications Technology (ICT) particularly mobile phones and the internet, deliberately to upset someone else. (See Cyberbullying policy)

6. Staff must be aware of the vulnerability of particular groups of students with regard to bullying and these include:

- **Children in Care** - Some students may report being treated differently by teachers and other students because of their 'care' status. Home placement changes which can mean arrival mid-term, without full uniform, lead to their increased vulnerability.
- **Students with Special Educational Needs** - These students are two or three times more at risk of being bullied and also are more at risk of taking part in bullying others. Reasonable adjustments may need to be made in these cases.
- **Students who are perceived to be gay, lesbian, bisexual or transgender** - Bullying may take place because of the student themselves or because of perceptions about their family, relatives or associates. National research has found that boys are more than twice as likely to report physical bullying compared to girls.
- **Students from Ethnic Minorities** - Bullying can be carried out by students from any ethnic group. All racist incidents are recorded.
- **Students with Disability** - Any incident of bullying linked to the disability of a student will be investigated fully following the procedures as set out in this policy.

INDICATIONS OF BULLYING

7. Battle Abbey School will always take any bullying reports seriously and recognises that physical and emotional bullying can take place both in and beyond school and may cause psychological damage. There is a wide range of indicators which may identify that bullying is taking place and these include:

- **Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes or belongings, loss of appetite, stomach aches, headaches, bed wetting.
- **Emotional:** losing interest in school, withdrawn, secretive, unusual displays of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, signs of depression, headaches and stomach aches.
- **Behavioural:** asking to be accompanied to school, taking longer to get home from school, asking for more money, using different routes to school, losing more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

If any person suspects bullying through the above indications – they should notify the school using the Battle Abbey School Anti-bullying Flow Chart procedures (see Appendix 1).

WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

8. Bullying hurts and can effect an individual physically and emotionally (which may cause psychological damage). No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

PROCEDURES

9. **Strategies for dealing with Bullying.** There are 2 strands to our policy – *Prevention and dealing with Incidents*. Proactive measures are designed to discourage bullying and these include opportunities for students to discuss bullying and to practice interpersonal skills in a range of subjects throughout the curriculum. Further prevention strategies include:

- A structured tutorial system.
- Students are familiarised with the school’s policy on bullying as part of PSHE in the first term of Year 7.
- E-safety lessons delivered as part of ICT delivery and through assemblies/visiting speakers.
- Potential victims are identified by Heads of Key Stage/Tutor and monitored closely
- Students are given the opportunity to inform the school of any matters of concern as outlined on each tutor notice board.
- All staff are made aware of the School’s policy and procedures for dealing with bullying incidents
- All subjects encourage tolerance and respect for others through group, pair work, discussion and debate.
- The school seeks to raise the self-esteem of students by celebrating achievements of all kinds (via assemblies and Mark Reading)
- Anti-bullying week is held annually in November
- Each student has a tutor whom they see every day
- Any incidents of bullying are recorded on MyConcern and monitored and acted on by the Head of Key Stage/Deputy Head.
- The alleged bullying incident is logged and directed by the DSL via MyConcern
- A bullying register is maintained, trends and patterns monitored and interventions implemented if/when appropriate
- The school is patrolled during breaks, lunch times and after school.
- Recognise and celebrate diversity in assembly, lesson, House time
- The ‘Student Voice’ is active and responds and brings issues that have been raised by the wider school body to meetings on a half-termly basis.
- Address online safety with its pupils and parents / carers. (e.g. Educare and having an external consultant into school).
- In addition to teaching staff, there are other support staff available to help and support students if/when needed: Head of Welfare, the School Counsellor and Peer Mentors are also available to support any students.
- Promote positive behaviour, and refer to the school rules / code of conduct (e.g. via tutor time)
- The school will work to eliminate the use of homophobic language, such as “That’s so gay”, “You’re so gay” and derogatory language and name calling.
- Apply appropriate sanctions in line with the Behaviour for Learning Policy and take steps to change the behavior and attitudes of the bully

STAFF TRAINING

10. The school aims to provide comprehensive anti-bullying training to staff during induction and INSET and regular updates are given during staff meetings so the effectiveness of policies and procedures can be monitored.

KEY STAKEHOLDERS

Students/staff members who experience or witness bullying will feel/know that:

- they are heard
- they know how to report bullying and get help
- they are confident in the school's ability to deal with the bullying
- steps are taken to make them feel safe again
- they are helped to rebuild confidence and resilience
- they know how they can get support from others.
- they can prevent bullying by reporting it

Students/people who engage in bullying behaviour will:

- receive sanctions and other restorative strategies which hold them to account for their behaviour and help them face up to the harm which they have caused
- learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge
- learn how they can take steps to repair the harm which they have caused

Parents will:

- be clear that the school does not tolerate bullying
- be aware of procedures to use if they are concerned about bullying through the Anti-bullying Flow Chart (see Appendix 1)
- they have confidence that the school will take any complaint about bullying seriously and will investigate/resolve as necessary and the school systems will deal with the bullying in a way which protects their child
- use the school for advice if they find themselves in a 'bystander' situation

Key Staff members will:

- know that Battle Abbey School believes in reinforcing a zero tolerance of bullying, including the bullying of students by students, school staff by students, parents or others
- be aware of the importance of modelling positive relationships by their behaviour towards students and parents
- follow the Anti-Bullying Flow Chart (Appendix 1). It is the responsibility of all Battle Abbey School staff to act immediately upon information given to them about any incident of bullying.
- Receive relevant training, as appropriate, so they are better equipped to recognize and/or deal with bullying related incidents (e.g. Educare)

REPORTING BULLYING

11. Students and parents are encouraged to report bullying in confidence using any one of a variety of methods (eg email, letter, phone call). They should contact one of the following:

- Deputy Head (Mr P Usher)
- Head of Welfare (Mrs C Buckland)
- Form Tutor or Head of Key Stage
- School Counsellor (via Head of Welfare to arrange appointment)
- Peer mentor (speak to Key Stage Head or Form Tutor to arrange)
- Prep Head (Mrs M Maslin)
- Pupils should tell their parents if they have any concerns

Contact details are available from the Senior School office (01424 772385) or Prep School office (01424 219674).

MONITORING AND EVALUATION

12. Monitoring and evaluation of the effectiveness of the anti-bullying policy should be:
- By the Deputy Head and Prep Head responsible for anti-bullying who check all bullying incidents according to the 'Battle Abbey School Anti-Bullying Flowchart' (Appendix 1)
 - By reviewing trends & individual incidents using data on MyConcern
 - By the governor with oversight responsibility for safeguarding (Mrs Janet Dunn) who receives regular updates from staff involved
 - By regular revisiting of the anti-bullying strategy in staff meetings
 - By governors talking to parents and students on their perception of effectiveness of anti-bullying procedures on visits to the school and reporting in their notes of visit.
 - By the Governing Body which undertakes an annual review in accordance with the Independent Schools Inspectorate Regulatory Requirements

The report will include details on the number of incidents per half term, age of student (or whether a member of staff), location, time of day, action taken, checking date.

EYFS SPECIFIC GUIDANCE

13. Early Years Foundation Stage (EYFS) children refer to children in the nursery and reception class aged 2 to 5 years. The behavior of children is managed as identified in the *Behaviour for Learning Policy*. Staff are reminded that it is an offence to give corporal punishment to a child and it should not be given or threatened. Physical intervention will only be used for averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Where this does arise, the incident will be recorded and reported to parents on the same day or as soon as practically possible.

LINKS WITH OTHER POLICIES

14. This policy has links to the following school policies and procedures:
- Information and Communication Technology (ICT) Policy
 - Safeguarding and Child Protection Policy
 - Cyber-bullying policy
 - Behaviour for Learning Policy
 - Equal Opportunities Policy
 - Tackling Extremism and Radicalisation Policy

REFERENCES AND RELATED POLICY / GUIDANCE

Preventing and Tackling Bullying – 2014 DfE advice

Cyber-bullying: Advice for Headteachers and school staff – 2014 DfE advice

Equality Act 2010

Safe to Learn: Embedding anti-bullying work in schools (<http://www.anti-bullyingalliance.org.uk/media/7486/safe-to-learn.pdf>)

Bullying Involving Children with Special Educational Needs and Disabilities – DCSF

The Use and Effectiveness of Anti-Bullying Strategies in Schools – DfE-2010
Preventing and Tackling Bullying advice for Headteachers, Staff and Governing bodies – DfE-2014
Advice for parents and carers on cyberbullying – DfE
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)

Help Organisations:

Parentline Plus 0808 800 2222
Stonewall 020 75931850
Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
Childline: www.childline.org.uk 0800 1111
Family Lives: www.familylives.org.uk
Kidscape: www.kidscape.org.uk Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204
MindEd: www.minded.org.uk
NSPCC: www.nspcc.org.uk helpline 0808 800 5000
The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
PSHE Association: www.pshe-association.org.uk
Restorative Justice Council: www.restorativejustice.org.uk
The Diana Award: www.diana-award.org.uk
Victim Support: www.victimsupport.org.uk
Young Minds: www.youngminds.org.uk
Young Carers: www.youngcarers.net
The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

This policy was approved by the Academic Committee on 8 Oct 18

Battle Abbey School Anti-Bullying Flow Chart

APPENDIX 1

