



# High March

## ANTI-BULLYING POLICY

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This policy applies to the Early Year Foundation Stage, Key Stage 1 and Key Stage 2

### Useful Websites

[www.highmarch.co.uk](http://www.highmarch.co.uk)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.education.gov.uk](http://www.education.gov.uk)

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.isi.net](http://www.isi.net)

<http://www.anti-bullyingalliance.org.uk/>

**High March**

## Anti-Bullying Policy

The High March Rule is 'Kindness and Friendship', - this is the antithesis of bullying. We wish High March to be a bullying-free zone. The fact that we have an Anti-Bullying policy should be interpreted as a sign that we are determined to uphold and enforce our School Rule.

We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should know where and how they can get appropriate support and advice and that their voice will be listened to and incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *any girl* who knows or witnesses bullying happening is expected to tell a staff member. If staff members know or witness bullying happening, they are expected to tell the Form Teacher, Head of Junior House (HoJH), Head of Upper School (HoUS) or Headmistress.

This policy also applies to the EYFS. It is written with regard to the DfE Guidance 'Preventing and tackling bullying (updated June 2017) [Preventing bullying - GOV.UK \(www.gov.uk\)](http://www.gov.uk)– advice for head teachers, staff and governing bodies'. This policy has regard to the Independent Schools' Standards regulations (ISSR Part 3), KCSIE 2021 and Peer on peer abuse is most likely to include, but may not be limited to: • bullying (including cyberbullying, prejudice-based and discriminatory bullying);

Our Anti-Bullying policy and procedures form part of a suite of documents and policies which relate to the welfare, health and safety of pupils and staff in School. In particular, there are links with the Behaviour and Pastoral Care policy, Child Protection and Safeguarding policy, PSHE, Equal Opportunities and ICT Security policy.

Parents may access this policy on the School website. If they require a hard copy this may be requested from the School Office. A letter is sent to parents annually to inform them how to access all our policies.

### How do we define bullying?

Bullying is the intentional hurting of one person by another either physically or emotionally. It is usually, but not always repetitive or persistent. Bullying results in physical or emotional pain and distress to the victim. It is difficult for victims to defend themselves against bullying.

We recognise that bullying could be a form or feature of peer-on-peer abuse.

Although the following list is not exhaustive, these are the main types of behaviour which this policy is designed to cover. Fortunately, instances of any type of bullying are rare at High March.

#### **Bullying can be related to:**

##### **Race, religion or culture**

This may include physical, verbal, racial taunts, gestures, written, graffiti, on-line or text abuse or

ridicule based on differences of race, colour, ethnicity, nationality, culture or language and negative stereotyping, name-calling or ridiculing based on religion, belief or culture.

**Special Educational Needs or Learning Disabilities**

Bullying may be physical or emotional and adults should be aware that it may be harder for SEN pupils and those with learning difficulties to build friendships and relationships. This may include name-calling, innuendo, negative stereotyping or excluding from activity based on disability or learning difficulties.

**Family circumstances such as an adopted child or a young Carer.**

Bullying may be physical or emotional, such as ostracism, teasing, put downs. Adults should be aware that it may be harder for a young carer to build friendships.

**Gifted/Talented Bullying**

E.g. name-calling, innuendo, ostracism or negative peer pressure, based on high levels of ability or effort.

**Appearance or health**

This may include taunts, name calling, teasing and put downs.

**Cyber activity**

All areas of the internet and social media. This may include abuse on-line or via text message, interfering with electronic files, setting up or promoting inappropriate websites and inappropriate sharing of images from webcams/mobile phones, email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.

**Sexual ,Gender or homophobic**

The use of verbal insults, name calling or spreading rumours, innuendo or negative stereotyping based on sexual orientation, gender identification or use of homophobic language or unwanted/inappropriate physical contact or sexual innuendo. This may also include upskirting.

**Bullying behaviour can be:**

- Social: ignoring, excluding, ostracising, alienating
- Sexist: the use of sexist language or negative stereotyping based on gender
- Physical: kicking, hitting, pushing, punching, intimidating behaviour or interference with personal property or any use of violence

- Verbal/Psychological: e.g. threats, taunts, sarcasm, shunning/ostracism, name-calling/verbal abuse or spreading of rumours, being unfriendly, tormenting (e.g. hiding books, threatening gestures)

## Why is it important to respond to Bullying?

**Bullying can happen anywhere and at any time.** It can cause serious and lasting psychological damage and even suicide. Harassment and threatening behaviour are criminal offences. We always treat it very seriously. It conflicts sharply with the School's policy on equal opportunities as well as with its ethos statement, social and moral principles. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. It is everyone's responsibility to ensure any forms of bullying are addressed and appropriate support and measures put in place to deal with it. Pupils who are bullying need to learn different ways of behaving. When there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' this will be addressed as a child protection concern under the Children Act 1989. Bullying will not be tolerated.

## Objectives of this Policy

- To ensure all governors, teaching and non-teaching staff, pupils and parents understand what bullying is.
- To ensure all governors and teaching and non-teaching staff know what the School policy is on bullying and follow it when bullying is reported.
- To ensure that all pupils and parents know what the School policy is on bullying, and what they should do if bullying arises, particularly where they can report it and get help and support.
- To assure pupils and parents that the School takes bullying seriously and that they will be supported when bullying is reported.
- To promote an open atmosphere in which victims and witnesses know that it is right and safe "to tell".
- To ensure staff can identify different sorts of bullying and know how to deal with cases sensitively, supportively and effectively.
- To work with children in a range of ways to equip them with social and emotional skills in order to reduce bullying and to be able to counter and deal with bullying.
- To work with parents and assist them to understand what constitutes bullying, especially cyber bullying and how it may be different to friendship issues.

## How do we prevent bullying?

- 1) By our teaching
  - Pastoral values themed assemblies in Prayers, topics discussed during form periods, in PSHE periods, in Circle Times, in RS lessons or indeed any lesson, reinforce the 'Kindness and Friendship' policy of the School.
- 2) By using recognised methods for helping children to prevent bullying. As and when appropriate, these may include:
  - pupils formulating their own set of school or classroom rules
  - class members signing a behaviour contract
  - writing stories or poems or drawing pictures about bullying

- reading stories about bullying or having them read to a class or assembly
  - making up role-plays to show the dangers of bullying and how to deal with it
  - having discussions about bullying and why it matters
- 3) By example
- The staff are careful to be seen to treat the children fairly and respectfully. They do not 'pick on' children. They would never humiliate a child or hold her up to public ridicule.
- Staff interactions with other staff members are courteous and respectful to model good behaviour.
- 4) By practical measures taken during the parts of the day when unkindness from one child to another is most likely to occur – such as non-lesson times.
- There is plenty of teacher supervision at all times of the day. Playground and lunch-time duties as well as beginning and end of the day duties are performed by the teaching staff and the Lunch Time Supervisors. All staff are watchful in order to prevent instances of bullying from developing.
  - There are good play facilities and resources for the children in the gardens and play areas designed to encourage purposeful and co-operative playtimes. This equipment is up-dated and improved on an on-going basis.
  - Organised activities such as clubs, orchestra practice, Library sessions, and small money-raising activities for charities of the children's choice are encouraged at play times.
  - Staff are prompt and punctual in moving from one lesson to another to ensure that children are well supervised and gainfully employed.
- 5) We reward and praise kind and considerate behaviour, e.g. encouraging nominations for our Acts of Kindness display at Upper School, Esprit de Corps Cups in Upper School and in Junior House, two cups for Kindness and Friendship.

### **Cyberbullying: Preventative Measures**

In addition to the preventative measures described above, the School:

- Expects all pupils to adhere to its rules for the safe use of the internet. Certain sites are blocked by systems, and our IT Head of Department monitors pupils' use.
- Ensures pupils understand where and how they may use a computer other than in lessons.
- May impose sanctions for the misuse, or attempted misuse of the internet.
- Offers guidance to pupils on the safe use of social networking sites and cyberbullying.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Offers guidance, at age appropriate levels, on grooming, internet sites containing violent content, and the dangers of sharing of personal information/photographs.
- Does not permit mobile phones in School. Where parents require a pupil to have a mobile for use when travelling to and from School independently, pupils are required to hand the phone in to a member of staff on arrival and collect only at the end of the day.

- Provides guidelines for the use of mobile phones and cameras by staff, in the Early Years [EY] and the rest of the School, and the taking of official and parental photographs of pupils in School.
- Has clear information in the staff code of conduct on cyber contact between parents, pupils and staff.
- Offers guidance to parents on keeping their child safe when using cyber technology.

## Signs and Symptoms

Children may indicate by signs or behaviour that they are 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
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- 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 which are damaged or " go missing"
- Asks for money or starts stealing money (to pay bully)
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received

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

## What will the School do?

There is a common agreement amongst the Staff that any kind of bullying warrants immediate intervention.

- Children are regularly reminded that bullying is unacceptable and are made aware of the need to tell an adult if they feel that they are being bullied. Children are also given strategies for dealing with bullying behaviour.
- Staff are regularly reminded to be on the lookout for signs of bullying in any of the children that they come into contact with.

- Staff help in building up unconfident or vulnerable children, wherever an opportunity exists e.g. Drama, Circle Time, and PSHE.
- All staff aim to establish positive relationships with the girls so that they feel able to approach staff with concerns. Staff will regularly and on an on-going basis let the girls know that they are there to advise and support them.
- All staff aim to establish sound and supportive relationships with parents where there can be a mutual sharing of any concerns and where parents know that their concerns will always be taken seriously.
- Staff discuss, monitor and review our anti-bullying policy on a regular basis to ensure the School has a clear and consistent approach to bullying.
- Senior managers ensure there is a common understanding of the definition of bullying, how to identify bullying and how to react to bullying issues.
- All staff, including non-teaching staff, recognise types of bullying and signs of possible victims.  
Sign posting information about where pupils can get help from e.g. Childline posters and wallet cards in travel wallets and well-being notice board with Y6 well-being prefects and AH (W & MH) photos.

All staff agree to:

- Never ignore suspected bullying
- Not make premature assumptions
- Listen carefully to all accounts – several pupils saying the same thing does not necessarily mean they are telling the truth
- Protect and support a child who has been bullied
- Help the child who has bullied to recognise the effect of their behaviour and to take responsibility for it
- Apply appropriate sanctions and support the child in changing their behaviour
- Inform and involve senior managers who may involve parents
- Involve outside agencies where necessary
- Follow up repeatedly, checking that bullying has not resumed

## Recording and dealing with bullying

- Incidents of bullying are brought to the attention of the parents, the Headmistress, Head of Upper School and Head of Junior House, who are also the Deputy Heads (Pastoral) Incidents are discussed with staff at Staff Briefings or Staff Meetings so that all staff can support the affected child or children.
- All bullying offences are recorded, with the date and type of incident, information on what action the School took and the impact this had on the bullying. Where bullying incidents are related to protected characteristics this will be identified in record keeping. This enables any patterns to be identified. Extreme or persistent bullying is referred to the Headmistress who, in extreme cases, having consulted with the Chairman of Governors, may suspend or even exclude the offender. In an extreme case it could be necessary for the Headmistress, who is the Designated Safeguarding Lead, to make a report to the Police or Social Services.

- There is an electronic comments record for each pupil in the Daybook on Engage where staff record incidents of any kind, including bullying. Pastoral issues are also recorded here, ensuring that all information is effectively shared between teachers. It is the responsibility of all staff to record incidents that they witness or that are reported to them, in this electronic format. The HoUS and HoJH maintain a centralised overview record of bullying incidents for monitoring purposes and in order to identify any patterns of bullying that may be seen (see Appendix 1). Junior House records are discussed and passed on to the HoUS as the children move to Upper School.
- After a suggestion of bullying, those **believed to be** involved will be spoken to sensitively. The form teacher, HoUS or Head of Junior House will take time to initiate a calm but thorough discussion of the alleged behaviour with the affected child/children. It may be necessary to include parents in this discussion – either with the child or separately to establish if there are underlying reasons for the behaviour. This will lead to discussion of possible strategies which could be employed by the child/children to avoid such behaviour in the future. These strategies should be communicated to parents as well so that the child experiences a consistent approach to their behaviour both at home and at school.
- The person doing the bullying will be spoken to in private with a view to making her realise how her behaviour has made another pupil very upset and unhappy. The aim of the talk must always be to try to prevent another similar incident from occurring in the future and help the bully change her behaviour. The bullying behaviour and threats of bullying must stop immediately.
- The incident will also be discussed separately with the victim, in private, and if appropriate, the bully and the victim will be brought together with a view to reconciliation.
- If necessary, the victim, the bully and any witness may be asked to write a report on the incident.
- In cases of bullying, the class teacher, HoUS or Head of Junior House will contact the parents of the bully and the victim. Parents of both parties may be asked to come to a meeting to discuss the problem.
- Parents of both parties will be updated on any relevant future developments.
- Both the bully and the victim will be told that the member of staff will meet with them again in a set number of days in order to check that there have been no recurrences of the behaviour.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### **If a child feels she is being bullied, what should she do?**

She must seek help. She must tell a trusted adult who should thank her for telling them and reassure her she has done the right thing. Staff will communicate her concerns to the Headmistress, HoUS or Head of Junior House for further investigation. Any Upper School pupil could use the 'Sharing Box'. Staff will ensure that the Headmistress is made aware of all reported incidents as well as incidents observed in school which cause concern.

### **Sanctions in cases of bullying**

The person bullying will be asked to give a sincere apology to the victim and may incur other appropriate consequences and sanctions such as removal from the group, withdrawal of break and lunchtime privileges or withholding participation in an event, where it is not an essential part of the curriculum.

**If it is repeated:**

- The Head of Junior House, the HoUS or the Headmistress will talk to the child concerned.
- As a next step the Headmistress would then contact the parents of the child who is behaving unkindly and invite them to discuss ways of handling the situation.
- In liaison with the parents an action plan will be written for a child who persists in behaving unkindly. It may be expected that sanctions will also be imposed at home.
- As a last resort a child may be suspended for a short period of time or permanently excluded. This course of action would require the agreement of the Chairman of Governors.

## **Staff Training**

We will:

- Discuss, monitor and review our Anti-Bullying policy on a regular basis.
- Discuss the School's definition of bullying at least annually to ensure common understanding.
- Induct all staff, including non-teaching staff, to recognise types of bullying and signs of possible victims, to respond appropriately and to report suspected cases to the relevant Form Tutors, teachers or members of SMT.

Opportunities for further training are brought to the attention of staff by the AH for CPD

## **Monitoring and Evaluation**

The senior managers will monitor the procedures and effectiveness of this policy and make changes as appropriate.

## **Bullying off the 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 upon. The Headmistress will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator 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. More detailed advice on teachers' powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in 'Behaviour and discipline in schools – advice for head teachers and school staff'. [Behaviour and discipline in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## **Guidance documentation on Bullying**

Preventing and tackling bullying - DfE June 2017 [Preventing bullying - GOV.UK \(www.gov.uk\)](http://www.gov.uk)  
Cyber-bullying- advice for head teachers and schools - DfE 2014 [Department for Education -  
\(publishing.service.gov.uk\)](http://publishing.service.gov.uk)  
Advice for parents and carers on cyberbullying – DfE2014 [Advice for parents and carers on  
cyberbullying \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

**Related Policies and Documents:**

Behaviour and Pastoral Care Policy  
Child Protection and Safeguarding Policy  
ICT Security Policy  
Internet Safety Guidelines for Parents  
Mobile Phone and Images Policy

## [Appendix 1](#)

### INCIDENTS OF BULLYING – BLANK MONITORING LOG

**Principles of review:** When a complaint is added to the Log, it will be cross-referenced with other incidents in order to identify any patterns. If further action is needed as a result, it will be added here and in the child's comment sheet on Engage. [The Head of Upper School](#) Upper School and the Head of Junior House monitor this Log and it is signed off by Governors annually.

**See Pupil's Electronic Comment Sheets in the Daybook on Engage for full details of incidents and actions taken**

Date of incident	Name and Form of victim	Name/s and Form/s of child/ children involved	Reviewed
<b>Log reviewed by Governors on (insert date here):</b>  <b>Signed:</b>			