



High March

ANTI-BULLYING POLICY

Person responsible for latest revision:	Miss S Walker and Mrs M Honiball
Page number of any significant changes in latest revision:	
Date of next review:	September 2024
ISI Reference	10a

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

Useful Websites

www.highmarch.co.uk

www.kidscape.org.uk

www.education.gov.uk

<https://tooledupeducation.com/>

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 free from anxiety. 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 pupil who knows or witnesses bullying happening is expected to tell a staff member. We create opportunities for pupils to speak confidentially to members of staff about concerns and make sure pupils are clear about the part they can play to prevent bullying including when they find themselves as bystanders. If staff members know or witness bullying happening, they are expected to inform the Form Teacher, Head of Junior House (HoJH), Head of Upper School (HoUS), Designated Safeguarding Lead, 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 \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/617222/preventing_bullying_guidance_for_schools.pdf)– advice for head teachers, staff and governing bodies'. This policy has regard to the Independent Schools' Standards regulations (ISSR Part 3), and KCSIE 2023. Child on child abuse involves any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline.

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. This policy should be read in conjunction with the Behaviour and Pastoral Care policy, Child Protection and Safeguarding policy, PSHE and Relationships Policy, 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.

How do we define bullying?

Bullying is the action of intentionally hurting one person or group 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 undermines confidence, self-esteem and victims' sense of security and can have a life-long impact on some victims' lives. It is difficult for victims to defend themselves against bullying.

We recognise that bullying could be a form or feature of child-on-child abuse and should never be passed off as ‘banter’ or ‘part of growing up’.

Bullying is often motivated by prejudice against particular groups. 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.

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.

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 Disabilities	Bullying may be physical or emotional and adults should be aware that it may be harder for SEND 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.

More Able /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)

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 schoolwork
- 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

Why is it important to respond to Bullying?

It is important to recognise bullying can happen anywhere and at any time. No one deserves to be a victim of bullying and everybody has the right to be treated with respect. Bullying can cause serious and lasting psychological damage and even lead to suicide. We always take incidents of bullying seriously. Where criminal offences of harassment and threatening behaviour are evident the police will be involved. 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 can happen anywhere and at any time. It can cause serious and lasting psychological damage and even lead to 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 be supported 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.

Strategies to prevent bullying

- 1) Effective school leadership that promotes an open and honest anti-bullying ethos.

Raising awareness of staff through training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to report, resolve and prevent problems and sources of support are available.

Working with external partners such as the NSPCC to develop awareness and strategies to support victims of bullying

Using opportunities in the School day or year through pastoral values themed assemblies, topics discussions during form periods, PSHE lessons, Circle Times, Girls

on Board sessions (Upper School), RS lessons or indeed any lesson, to raise awareness of issues surrounding bullying and reinforce the core values of the School and our zero tolerance of bullying.

- Displays to highlight the importance of children’s rights, anti-bullying attitudes, behaviours and remedies.
 - Ways in which we promote an anti-bullying ethos?
- 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
 - Engaging pupils in the process of developing the school anti-bullying policy through the Pupil Council
- 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. Any ‘low-level’ concerns about a member of staff should be reported to the DSL and/or Headmistress.
- 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 bullying from one child to another is most likely to occur – such as non-lesson times.
- Ensuring there is adequate supervision at all times of the school day. Playground and lunchtime duties as well as beginning and end of the day duties are performed by the staff and the lunchtime 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 updated 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.
 - Supervision of pupils on residential trips, particularly in ‘down time’ is carefully planned and provided.
- 5) We reward and praise kind and considerate behaviour, e.g. stars of the week certificates and 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: Governing body and proprietors ensure that all staff undergo safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see paragraph 141 KCSIE 2023 for further information) at induction. The training is regularly updated.

Children are safeguarded from potentially harmful and inappropriate online material through our whole school approach to online safety which protects and educates children and staff in their use of technology and establishes mechanisms filtering and monitoring systems to identify, intervene in, and escalate any concerns where appropriate. The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk (the 4Cs): content, contact, conduct and commerce. (See KCSIE 2023 paragraph 136)

- 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 and Network Manager monitor and filter 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 children to use 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, cameras and smart watches 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 about online contact between parents, pupils and staff.
- Offers guidance and signposting to further information and tools to parents on keeping their child safe when using cyber technology.

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 children so that they feel able to approach staff with concerns. Staff will regularly and on an on-going basis let the children 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 Assistant Head (Wellbeing & Mental Health) photographs.

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

Actions and Recording incidents of bullying

- Reassure the person who makes the allegation that the matter will be fully investigated.
- Make a record of the allegation and keep records of all follow-up actions taken on

Engage. Where bullying incidents are related to protected characteristics this will be identified in recorded.

- Confer with the Headmistress, Head of Upper School or Head of Junior House (who are Deputy Heads (Pastoral)).
- Inform the pupils form teacher and other staff as necessary so that all staff can support and monitor the affected child or children.
- After a suggestion of bullying, those **believed to be** affected will be spoken to sensitively. The form teacher, Head of Upper School 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 them realise how their 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 their 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 give a report on the incident which will be recorded by the member of staff.
- In cases of bullying, the class teacher, Head of Upper School 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. Ongoing restorative support may be needed for both the victim and bully.
- After the incident/ incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- The Head of Upper School and Head of Junior House regularly review Engage records and 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 Head of Upper School as the children move to Upper School.
- Extreme or persistent bullying is referred to the DSL and Headmistress who, in extreme cases, having consulted with the Chair of Governors, may suspend or even exclude the offender. In an extreme case it could be necessary for the DSL or Headmistress, to make a report to the Police or Social Services.

If a child feels they are being bullied, what should they do?

They must seek help. They must tell a trusted adult who should thank them for telling them and reassure them they have done the right thing. Staff will communicate their concerns to the Headmistress, Head of Upper School or Head of Junior House for further investigation. Any Upper School pupil may ask for Time to Talk with the Head of Upper School, Assistant Head Wellbeing and Mental Health or Head of Learning Support or a tutorial with her Form Teacher. In Upper School, a girl could also use the 'Sharing Box' to alert pastoral staff that she would like to talk to someone. In Junior House, pupils are encouraged to speak to their form staff (Teacher or Classroom Assistant), or Head of Junior House. 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 School's Behaviour Policy will be followed for all incidents of bullying. This may include the Head of Junior House, the Head of Upper School or the Headmistress talking to the child concerned. The pupil bullying will be asked to take time to reflect on their behaviour and the impact it has had on others and themselves. Support will be given to pupils to modify their behaviour in the future. Parents will be contacted and invited to discuss ways of handling the situation and an action plan for the child may be produced. Sanctions in line with the School's Behaviour Policy relating to incidents of bullying will be applied.

In the case of repeated instances of bullying behaviour, the school's Behaviour Policy relating to Stage 4 and above sanctions will be followed.

Opportunities for further training are brought to the attention of staff by the Assistant Head for Professional Development.

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 which may cause harm to others, damage to property and tarnish the reputation of the School "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 officer 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 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
Log reviewed by Governors on (insert date here)			
Signed:			