



Anti – Bullying Policy

February 2018

Date	Review Date	Coordinator	Nominated Governor
February 2019	February 2020	Mr Laurence Clayton	Dr Alan Vallon

Muntham House School is a safe caring and positive environment dedicated to supporting individual needs and seeking effective change in order to send our Children and Young People forward into society.

Keeping Children Safe in Education

All staff should comprehensively cover this advice in particular that which refers to Child Sexual Exploitation, Preventing Radicalisation and the Prevent Duty. In general Specific Safeguarding issues are to be regularly reviewed under the observations and supervisions of young people and their Outcomes Wheels.

The new strictures of child protection and safeguarding emphasise a meaningful examination of all that happens within our community in the light of young people's safety and wellbeing and rightly so. We as a caring and happy community are challenged in all that we do to support the lifelong learning of young people and paramount in that is the safety and security of our young people and staff. Any policy at Muntham House School, is validated by its' outcomes towards improving support for young people.

We believe this policy relates to the following legislation:

- Regulations 2013
- Children and Families Act 2014

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims of this policy

- To outline the procedures for Anti-bullying
- Prevent Bullying
- Deal with Bullying when it occurs
- Record and ensure follow up on bullying incidents and reports
- Ensure safety and happiness of pupils
- Provide an environment (**Safe, Caring, Happy**) which allows pupils to work towards achieving their potential
- Provide a consistent model for appropriate behaviour
- Develop a reputation as an effective, caring school
- To work with other schools to share good practice in order to improve this policy.

Definition of Bullying

“An action, by one or more people, which is a wilful, conscious desire to hurt, frighten, threaten or belittle, through physical, verbal or psychological means”

- is deliberate and often repeated
- intends to cause fear, distress, hurt or harm to another
- is action by a more powerful individual or group over a less powerful individual or group

Bullying takes many forms, all of which will cause distress. Examples of bullying include:

- **Physical** - hitting, pushing, tripping, kicking, spitting on others etc.
- **Verbal** - teasing, using offensive names, ridiculing, spreading rumours etc.
- **Non-Verbal** - writing offensive notes or graffiti about others, using e-mail or text messaging to hurt others, rude gestures etc.
- **Exclusion** - deliberately excluding others from group, refusing to sit next to someone etc.
- **Extortion** - threatening to take someone's possessions, food or money etc.
- **Property** - stealing, hiding, damaging or destroying property etc.
- **Racial** – Focusing on a person’s ethnicity
- **Faith based** – Focusing on religious beliefs
- **SEN / Disability** – Learning, physical disabilities
- **Homophobic/ Biphobic/ Transphobic Remarks** – Because of, or focusing on the persons sexuality.

- **Cyber** - any form of bullying which is carried out through electronic means such as mobile phones, email, chat room, social networking, 'sms', web page etc.

Some signs and symptoms that Bullying MAY be occurring

- Changes their usual routine
- Is frightened about going to school
- Begins to truant
- Becomes withdrawn, anxious
- Persistently feels ill in the mornings
- Does less well at school
- Damaged clothes
- Stops eating
- Damaged possessions
- Has unexplained cuts or bruises
- Displays bullying behaviour towards others
- Is nervous or jumpy when they receive a text, social media alert, phone call
- Is frightened to say what is wrong

The above list is not exhaustive and could indicate other problems, but bullying should be considered as a possibility.

How does Muntham Prevent Bullying

- Across the 24 hour curriculum (PDC, SMSC lessons)
- Explicit teaching of positive behaviours embedded within the curriculum addressing positive relationships, conflict resolution, and resilience
- Explicit positive role modelling and positive reinforcement of acceptable behaviour
- Managed transitions between lessons and breaks with vigilant staff being a present at these times
- Structured break activities
- Points (right place right time)
- Evaluation of data and preventative planning
- Restorative processes / practices / conversations
- Discussions at Student council meetings

Possible hotspots for Bullying (Difficult to supervise areas)

- Toilets
- Sports hall
- Corridor
- Bedrooms
- Hard court

How do we respond to Bullying

- Calmly and sensitively LISTEN
- Challenge any bullying directly witnessed
- Record / Report / Follow up
- Educate, restorative practices / conversations
- Consequence (time, loss of activity)
- SMT sanction if appropriate (internal exclusion / exclusion / parental involvement)
- Police involvement

How do students report Bullying

- Students should be encouraged to take 'positive action' and report any bullying to any member of staff at the school
- The member of staff should support (take) and encourage the student to see Mr Anderson or Mr Clayton to complete a bullying form
- The student will be consulted and their view will be taken into consideration on what will happen next and what will be done about their report

How do staff record / manage witnessed Bullying

- **Challenge** the bullying and '**stop it**' **make the situation safe**
- Ensure that everybody is '**safe**' and away from the situation
- Ask the victim "what happened"
- Complete a **SLEUTH** report
 1. Only the **FACTs** (location, time, those involved, what you saw / heard)
 2. Identify who was the victim
 3. Identify who were the perpetrators
 4. Identify the type of bullying witnessed (verbal, physical, racist, isolating, homophobic, biphobic, transphobic)
- Notify Mr Anderson and Mr Clayton to ensure any follow up needed is actioned.
- If students need to be Interviewed this will be done by SMT/SLT **ALL** involved / present will be spoken to separately (if more than one)
- If serious incident (e.g. someone has been physically hurt) inform SMT/SLT immediately

Useful resources

- Childline Freephone 08001111 (24hrs a day)
- EACH has a freephone Actionline for children experiencing homophobic bullying: 0808 1000 143. It's open Monday to Friday 10am-5.00pm
- Direct Gov www.gov.uk/bullying-at-school

- Anti-bullying alliance www.anti-bullyingalliance.org.uk/tools-information/if-youre-being-bullied/find-help-and-support
- CEOP (Child Exploitation and Online Protection centre)
- Kidscape - www.kidscape.org.uk/advice/advice-for-young-people/dealing-with-bullying/

Role of the Governing body

- appointed a member of staff to be responsible for Anti-Bullying;
(**Dr Alan Vallon**)
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor Rob Fryatt to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
 - responsibility for ensuring all policies are made available to parents;
 - the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominate a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the students

If you are being bullied

1. Try not to show you are upset (this is difficult)
2. Tell the person to 'STOP IT, I DON'T LIKE IT'.
3. Walk away quickly and confidently (you are probably very frightened inside, try not to show it).
4. Get your friends together and say 'NO' to the bully.
5. If you are in danger, your safety comes first. GET AWAY.
6. If you are bullied tell yourself IT'S NOT MY FAULT.
7. Tell an adult, be persistent and tell someone you know will act:
 - Your teacher / Tutor / Co tutor
 - Key Worker
 - Principal / Head Teacher / Head of Care

- Your Parents
- Your Friends
- The Police

If you see someone being bullied – YOU CAN HELP

- Don't stand by and watch, get help
- Show you and your friends disapprove, say something, e.g. STOP IT, YOU ARE UPSETTING HIM
- show the victim of the bullying that you care
- Be careful what you say or do to others, imagine how YOU might feel
- If you see bullying tell an adult. It is not telling tales. The victim may be too scared or lonely to tell.
- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of all MHS staff

Members of the school personnel will:

- undertake appropriate training;

Identify Bullying

It is not easy to identify a bully. The most common perpetrators are individual Students or groups of Students. Mixed sex bullying is less common. Children who bully can come from any social or ethnic background. Some experience poor discipline at home, whilst others experience quite severe discipline and are abused by their parents. It is not uncommon for bullies to come from very caring families, whilst others come from homes with little warmth in family relationships. Other children who bully may simply take part because their friends do so, or the opportunity exists.

Similarly it is not easy to identify the victim. Any child can be bullied. There are certain risk factors which make a child more vulnerable and the experience of bullying more likely.

These include:

- Lacking close friends

- Being shy
- Coming from an over protective family environment
- Being from a different racial or ethnic background to the majority
- Being different in some obvious way from the majority
- Having some special education needs

Being a provocative victim – a child who behaves inappropriately with his peers, barging in on others activities, being a nuisance or boasting about feats or belongings.

None of these characteristics can excuse allowing a child to be bullied.

Bullying takes many forms but the most common direct form is name calling (particularly because of their ethnic origin, colour, sex or nationality). Also frequent are being physically hit or threatened. Being isolated or deliberately left out of groups by their peers and made the subject of malicious rumours, are frequent indirect ways of being bullied. Having possessions taken, hidden or destroyed, being subjected to extortion or locked in a room or a cupboard are less common.

All Staff have a **'Duty of Care'** to challenge and prevent Bullying. If a **'safe, caring and happy'** community culture is established this will create an environment where bullying cannot flourish. Education and openly talking about the issue of bullying and its effects will also aid in keeping it isolated and infrequent.

Role of the Coordinator

- lead the development of this policy throughout the school;
- work closely with the Headteacher, designated persons and the nominated governor;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of Nominated Governor

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;

- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of all School Personnel

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Parents and Carers will

- comply with all aspects of this policy and ensure that this policy is commonly applied throughout the school
- report any concerns they have on any aspect of the school community

The School Council will

- discuss this policy with the Governing Body;
- review improvements to this policy during the school year;
- organise surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

Raising awareness of this policy

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and end of half term newsletters
- reports such as the annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the effectiveness of this policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

- Safeguarding policy
- Mental Health and wellbeing policy
- Behaviour (sanctions) policy

Signature

Date

Principal

Lead Governor

Head Teacher