# ANTI-BULLYING POLICY

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## 1. Purpose

The Department for Education (DfE) defines bullying as: "Behaviour by an individual or group, usually repeated over a period of time that intentionally hurts another individual or group either physically or emotionally".

Bullying can happen to all children and young people, and it can affect their social, mental, and emotional health. Staff will support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

Bullying will not be tolerated at Howard House School and is seen as a misuse of power. The school seeks to provide a safe, secure and positive environment where young people can achieve their potential, making full use of the opportunities available to them and having the right to be treated with respect and to be free from intimidation. The school seeks to protect these basic human rights by ensuring that:
• We are proactive in setting up a range of preventative measures.
• We actively listen to our students and their parents/carers.
• We act appropriately on their behalf.

Howard House School communicates its stance on bullying to all students and parents by publishing its policy on the School website.

## 2. Objectives of this policy
• All SAB members, teaching and non-teaching staff, pupils and parents should understand what bullying is.
• All SAB members and teaching and non-teaching staff should know what the School policy is on bullying and follow it when bullying is reported.
• All students and parents should know what the School policy is on bullying, and what they should do if bullying arises.
• Students and parents should be assured that they will be supported when bullying is reported.

**3. Our commitment is to:**

- Ensure that staff are alert to the possibility of bullying taking place, e.g., via pastoral team meeting discussions, sending e-mails to staff, and making sure that CPD opportunities are available to all staff.
- Ensure that students are not left completely unattended in corridors or classrooms and that staff are in the vicinity (e.g., duty staff). Ensure that staff moving around the School regularly check the toilets, stairwells, corridors and discourage students from congregating in these areas.
- Ensure that good communication is maintained when monitoring and managing bullying. We will ensure effective communication with parents and between pastoral and curriculum staff.
- Whilst on duty ensure that staff are on time and that students are in allocated areas/rooms and that a positive presence is maintained. If staff know they are going to be away ensure they arrange to swap duties with someone else.
- Ensure that the teachers model non-bullying behaviour and that methods of teaching and control do not endorse bullying tactics.

While recognising that bullying happens in all schools/academies and within the wider community, parents/carers and students at Howard House School are encouraged to report incidents of bullying to any member of staff and be confident that action will be taken as per the School procedures set out in Appendix 5 to deal effectively with the victims of, and those responsible for, acts of bullying.

Education to prevent bullying will be provided to all students during their time at School and appropriate behaviour will be reinforced during lessons and around the School site. Curriculum opportunities are used to address bullying through a range of activities such as:

- Subject areas e.g., English, Humanities
- Personal Social Health Education (PSHE).
- Thematic days or lessons e.g., National Anti-Bullying Week, National Safer internet day.
- Presentations from outside agencies and theatre groups.
- Tutorial activities.
- Peer support, students are encouraged to develop and understand patience, empathy, cooperation and understanding.
- PCSO visits

**4. As well as the British Values shown below:**

- Mutual respect
- Democracy
- The rule of the law
- Individual liberty
- Tolerance of those of different faiths and beliefs

**5. And in addition to the Protected Characteristics below:**

- Religion or Belief
- Sexual Orientation
- Marriage and Civil Partnership
- Pregnancy and Maternity

# ANTI-BULLYING POLICY

- Age
- Disability
- Sex
- Gender Reassignment
- Race

Howard House School recognises that there are several forms of bullying.  This policy follows all statutory guidance in relation to bullying (please refer to Appendix 2).

## 6. Bullying encompasses all the following forms of bullying:

- Deliberate, unkind and persistent remarks.
- Racist, sexual or homophobic name calling.
- Being hurtful about appearance.
- Name calling, sarcasm, persistent teasing.
- Spreading hurtful rumours.
- Writing graffiti or using images/offensive materials.
- Tormenting, humiliating.
  Excluding someone and leaving them out on purpose.
  Theft/damaging property e.g.  Taking a students' bag deliberately and breaking it.
- Malicious damage to property e.g., pencil case, uniform.
- Physical e.g.  Pinching, punching, pushing, kicking and hitting.  Any violence that is done on purpose to others.
- A racial taunt, graffiti, gestures.
- Making inappropriate comments regarding faiths and beliefs
- Sexual e.g., Making sexual comments.  Inappropriate touching.
- Cyber Bullying e.g. The use of ICT, particularly mobile phones and the internet, deliberately to upset someone else. Hurtful, harmful messages sent from individuals and groups.
- Homophobic e.g.  Because of, or focusing on the issue of sexuality.

HOWARD HOUSE
SCHOOL
## ZERO TOLERANCE!

| EMOTIONAL BULLYING | VERBAL BULLYING | PHYSICAL BULLYING |
|---|---|---|
| • IGNORING<br>• EXCLUDING<br>• TORMENTING | • SPREADING RUMOURS<br>• TEASING<br>• SWEARING | • HITTING<br>• PUSHING<br>• KICKING |

| CYBER BULLYING | DISABLED BULLYING |
|---|---|
| "MISUSE OF SOCIAL NETWORK; COMMENTS OR PICTURES" | "NEGATIVE REFERAL OF DISABILITY; " |

| RACIST BULLYING | SEXUAL/SEXIST BULLYING | HOMOPHOBIC BULLYING |
|---|---|---|
| • TAUNTS<br>• SLURS BASED ON RACE<br>• SLURS BASED ON RELIGION | • OFFENSIVE COMMENTS<br>• UNWANTED TOUCHING<br>• NEGATIVE STEREOTYPES | • NEGATUVE SLURS<br>• OFFENSIVE LANGUAGE<br>• TORMENTING |

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# ANTI-BULLYING POLICY

**7. Cyber-bullying**

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Head of School, that staff member can examine data or files, and delete these, where there is good reason to do so.

There is no need to have parental consent to search through a young person's mobile phone. Mobile phones are not permitted to be seen at Howard House School during lesson and social times and will be seized if seen. Should a member of staff have reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable.

Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or a pornographic image, should not be deleted prior to giving the device to the police.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of School discipline.

**8. Dealing with Bullying**

There is effective monitoring, recording, and analysing of the frequency and nature of bullying via Sleuth. Any student that is involved in a bullying incident will receive 100 debits. For further guidance on Howard House School bullying procedure please refer to appendix 5.

In addition, the school will:
- Regularly review and reinforce the school's approach to anti-bullying at pastoral meetings, training days etc.
- Explore students' understanding of the use of homophobic language, sexism, issues of difference/diversity through the curriculum (including a guidance programme).
- Ensure students are listened to and that there are opportunities for them to express their views and opinions e.g., Student Voice.
- Explore multi-agency working to support the implementation of the policy.
- Explore and celebrate differences and diversity through a wide range of events within and outside of the curriculum.
- Educate students and parents around artificial intelligence

**9. Monitoring and Evaluation**

Monitoring is essential to help assess progress and evaluate the impact of the anti-bullying policy. Monitoring will include:
- Regular analysis of information to provide details of types of bullying, frequency, action taken etc. This information will be shared/discussed at pastoral team meetings and practice reviewed.
- Surveys - these will be undertaken to provide information on incidents and concerns as well as attitudes towards bullying.

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- Relevant Senior Staff will regularly evaluate and update their approach to bullying to consider the developments in technology,

## 10. Other relevant legislation and policies

This policy has been developed after reviewing the relevant policies and legislative guidance. The Anti-Bullying Policy also links with the following School policies:

- Safeguarding.
- Behaviour.
- E-Safety.

## 11. Appendices

1. Definition of bullying.
2. Bullying by race, gender, sexual orientation or disability.
3. Recognising bullying – Signs and symptoms.
4. Specific Strategies to Support Students.
5. Procedures for Staff.
6. The law and statutory guidance with respect to bullying.

## APPENDIX 1

Definition of bullying

The Government's definition of bullying is:

'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Bullying may be thought of as the abuse of power by an individual or group with the intent to cause distress to another individual or group. It is deliberately hurtful behaviour which may be physical, sexual, verbal or psychological in nature. It is repeated over a period on those who feel powerless to resist with the intention of causing distress. Bullying should always be taken seriously. All bullying is unacceptable. Bullying does not only occur between children. The above definition can also be seen to characterise some relationships between adults or between adults and children. In more serious instances where adults abuse their power over a child or a child abuses their power over another child, bullying may be viewed as child abuse and should be treated as such.

Bullying is deliberately hurtful. It typically has the following elements:
- An initial desire to hurt which is expressed in action.
- Someone is hurt either physically or emotionally.
- There is an imbalance of power.
- It is without justification.
- It is repeated.

# ANTI-BULLYING POLICY

Bullying can also stem from thoughtlessness, such as in name calling or stem from institutionalised attitudes, for example in relation to gender or race. That does not make it any less unacceptable.

Young people will often say that they are being bullied when another student or adult is unkind or treats them badly.  A distinction should be made between 'bullying behaviour' which might not fit with all the elements described above, and 'bullying' which does.

Bullying can typically take four forms:

1.  Physical bullying hitting, kicking, taking belongings.
2.  Verbal bullying name calling, insulting, making offensive remarks.
3.  Indirect bullying spreading nasty stories, exclusion from social groups.
4.  Inappropriate use of information technology which may involve the use of the following: texting, use of phones, cameras, emails and social networking sites to harass or transmit derogatory, obscene or threatening messages or images.

Name calling is the most common direct form. This may be because of individual characteristics. However, students can be called names because of their ethnic origin, nationality or colour, sexual orientation, religion or belief, age, pregnancy or maternity, gender reassignment or some form of disability. Bullying is always significant to the person being bullied.

These forms of bullying can affect people in different ways and each person will react differently when bullied. We believe that if a student feels intimidated or is made to feel unsafe by the words/actions of another student then he or she is being bullied. No case brought to our attention will be viewed as unimportant. We want everyone in our School community to view bullying as antisocial behaviour which is unacceptable and which will not be tolerated.

**APPENDIX 2**

Bullying by race, gender, sexual orientation or disability

1. Racist bullying
The Macpherson (1999) report defines racist bullying as "any incident which is perceived to be racist by the victim or any other person" A child or young person may be targeted for representing a group. Attacking the individual sends a message to that group. Incidents can include:
•    Verbal abuse - name calling, racist jokes, offensive mockery/mimicry.
•    Physical aggression or threats.
•    Wearing offensive or provocative badges or other insignia.
•    Bringing racist leaflets, comics, or magazines into the school.
•    Racist inciting of others.
•    Racist graffiti or other written insults including against food, music, dress or customs.
•    A refusal to associate with someone of other ethnic origin in work or play

2. Sexual bullying
Sexual bullying is characterised by the following:
•    Abusive name calling.

# ANTI-BULLYING POLICY

- Looks and comments about appearance, attractiveness, emerging puberty.
- Inappropriate and uninvited touching.
- Sexual innuendoes and propositions.
- Pornographic material.
- Graffiti with sexual content.

In its most extreme form, sexual bullying takes the form of sexual assault or even rape. Under these circumstances police would normally be involved as these are criminal offences.

**Sexual Orientation**
Students do not have to be lesbian, gay, gender reassigned or bi-sexual to experience this type of bullying. In most cases being different can be enough. Factors hindering Academies in challenging homophobic bullying include staff inexperience and parental disapproval.

3. Disabilities
Children and young people with special needs or disabilities are often at a great risk of being bullied, both directly and indirectly. The bullying is usually about their specific difficulties or their appearance. This is compounded by the fact that these children and young people may not be able to articulate their experiences.

**APPENDIX 3**

RECOGNISING BULLYING – SIGNS AND SYMPTOMS

A child may indicate by signs of behaviour that he or she is 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 the School.
- Doesn't want to go on the school.
- Demands to be driven to the School.
- Changes their usual routine.
- Is unwilling to go to the 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 academic 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.
- Continues to say that he/she has 'lost' their dinner money.
- Has unexplained cuts or bruises.
  Comes home very hungry (money/lunch has been stolen).
  Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings.

- Stops eating.
- Is frightened to say what's wrong.
- Is afraid to use the internet or mobile phone.
- Is nervous and jumpy when a cyber-message is received.
- Gives improbable excuses for any of the above.

This is not an exhaustive list.

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

**APPENDIX 4**

Specific strategies to support students:
- Self-esteem and Conflict Resolution Groups.
- Use of peer supporters (training provided for peer supporters).
- Use of circle of friend's strategy in which students are asked to befriend the victim.
- Student discussions/mediation so that the perpetrator can identify with/ empathise with the victim.
- Very close monitoring following an initial incident e.g., daily drop into a year office to sign in to indicate they are safe or to indicate another incident. Incidents identified to be followed up immediately.
- Use of other organisations to provide specific support.
- Teaching students' specific techniques to deal with incidents if they arise, to enable victims to be more assertive/less affected.

**APPENDIX 5**

Procedure

Howard House School recognises that bullying is never acceptable and will follow the procedures as outlined below:
1.      Incidents of bullying should be reported immediately to any adult on the staff who in turn will report the matter to the appropriate Senior Leader.
2.      All students will be listened to, and individual issues understood. The School provides opportunities and a safe location for students to report bullying so that they are assured that they will be listened to and that the incident will be investigated and if found true, acted on.
3.      Staff will take appropriate action on information given. It will be the professional judgement of the senior staff to determine the nature of the problem and the appropriate level of response and course of action.
4.      In all cases written accounts of the incident will be taken using the School incident form or through discreet interviews where necessary and following the investigation, the incident will be dealt with appropriately and in line with the School's Behaviour Policy.
5.      Incidents of bullying will be recorded by type and outcome. This data is used for monitoring and evaluation and is shared with the Governing Body.  A student who is involved with Bullying will receive 100 debits.

# ANTI-BULLYING POLICY

A variety of appropriate strategies may be used to deal with reported incidents:

- Apology from bully to victim (verbal/written).
- Discussion of victim's own behaviour leading up to the incident.
- Positive steps to be taken with the bully to encourage improved behaviour.
- Following the incident both the victim and the bully will need support to ensure there is no recurrence and the situation will be monitored closely for the appropriate length of time following the incident – daily in the first instance. This could include daily drop-ins to the Staff Office to report any concerns with immediate follow up by the year team if any concerns are reported.
- Monitoring of the bully after the incident to see if there has been any repeated behaviour.
- Counselling of victim/bully.
- Parents/carers may be contacted by, if appropriate.
- Implement disciplinary sanctions, including detentions/exclusions.
- Record incidents of bullying according to type and use this data to monitor incidents of bullying in the School.
- Use specific organisations and resources for help with problems.
- Work with the wider community such as the Police and Children's Services where bullying is particularly serious or persistent and when a criminal offence may have been committed.
- A multi-agency approach may be adopted if appropriate to the individual case e.g., with involvement from relevant member of staff, Social Worker, Case Worker, Primary mental health worker.

Sanctions will be appropriate to the individual case and may (in line with the School's Behaviour Policy) include:

- Restriction of opportunities to socialise at break/lunchtime i.e., supervised breaks/lunchtimes.
- Detentions at breaktime, lunchtime, after school at the School.
- Placing on daily report.
- Removal from parts of a timetabled curriculum for a fixed period.
- Group changes.
- Loss of enrichment.
- In serious cases students may be excluded for a fixed term or permanently following the incident.
- Where the victim is a parent they will be referred to the School complaints procedure.
- Where the victim is a member of staff the incident should be reported to a line manager or member of the senior team.
- Where the alleged perpetrator is a member of the SAB the incident should be reported to the Head of School
- Where the victim is a member of the SAB the incident should be reported to the Chair of SAB.

**APPENDIX 6**

THE law and statutory guidance with respect to bullying

**THE EDUCATION AND INSPECTIONS ACT 2006**
Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These

# ANTI-BULLYING POLICY

measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

## THE EDUCATION (INDEPENDENT SCHOOL STANDARDS) REGULATIONS 2014

The Education (Independent School Standards) Regulations 2014 provide that the proprietor of a School or other independent school ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

## THE EQUALITY ACT 2010

Under the Equality Act 2010, new duties on Academies and other public bodies came into force from April 2011. The Act strengthens and simplifies existing equality legislation. The Act brings together existing duties not to discriminate on grounds of race, disability and gender which Academies are already bound to comply with, and it extends these to include duties not to discriminate on the grounds of age, sexual orientation, religion or belief, or gender re-assignment. It places a requirement on governing bodies and proprietors of Academies to eliminate discrimination and promote equal opportunities.

## SAFEGUARDING CHILDREN AND YOUNG PEOPLE

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the School staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, Academies may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

## CRIMINAL LAW

Although bullying is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If School staff feel that an offence may have been committed they should seek assistance from the Police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

## BULLYING OUTSIDE SCHOOL PREMISES

The Head of School has a specific statutory power to discipline pupils for poor behaviour outside of the School premises. Section 89(5) of the Education and Inspections Act 2006 gives Heads of School the power to regulate pupils' conduct when they are not on School premises and are not under the lawful control or charge of a member of School staff.