



ANTI-BULLYING POLICY

INTRODUCTION

This policy is both a framework for current requirements and procedures and for future aspirations. It is applicable to all pupils, including those in the Early Years Foundation Stage. This policy is drawn up taking account of the DfE non-statutory advice 'Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies', July 2017 and supporting documents 'Supporting children and young people who are bullied: advice for schools', 'Cyberbullying: advice for headteachers and school staff', 'Advice for parents and carers on cyberbullying' (Nov 2014). It also takes into account the DfE statutory guidance 'Keeping Children Safe in Education' (Sept 2016)

DEFINITION

Bullying is *'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally (DfE 'Preventing & Tackling Bullying' – July 2017) and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is in care.*

Bullying includes:

- Name-calling
- Taunting
- Mocking
- Making offensive or humiliating comments
- Gossiping
- Spreading hurtful and untruthful rumours
- Laughing or sniggering at someone in an unkind way
- Taking or deliberately damaging a person's belongings
- Threats and extortion
- Physical violence (e.g. kicking, hitting)
- Using body language inappropriately e.g. giving "dirty" looks
- Deliberately invading someone's personal space
- Cyber bullying¹, i.e. the sending of inappropriate messages by phone, text, Instant Messenger, through websites, social media sites and apps, sending offensive or degrading imagery by mobile phone or via the internet and sending or displaying offensive or degrading images by phone or via the internet or email
- Producing offensive graffiti or writing unkind notes about someone
- Excluding people from groups
- Racist, religious, cultural, sexual, sexist, homophobic or disability-related language and comments

It is also bullying if someone feels hurt because of things said about their ethnic, cultural or economic background, religious faith, gender, sexuality (homophobia), disability, special educational need, appearance or issues in their family.

Bullying can cause psychological damage and even suicide. It is, therefore, of the utmost importance that the culture at Rose Hill School is one where all members of the community work to prevent bullying.

¹ See appendix 3



AIMS AND OBJECTIVES

Bullying is unacceptable and will not be tolerated. Any member of the Rose Hill School community, pupil, employee or volunteer, has the right to learn and work without fear of being bullied. Through this policy, Rose Hill School aims to prevent bullying from occurring. Its objectives are to ensure that all members of the School community:

- Feel safe from bullying
- Recognise bullying behaviour
- Understand and support the School's stance against bullying
- Know how to report incidents of bullying
- Contribute to informing and, where possible, evaluating the policy

IMPLEMENTATION

Everyone at Rose Hill School has the ability to contribute towards making the School a safe and happy place where bullying will have no place and where bullying will be challenged and eliminated.

Staff should:

- Be familiar with the definition of bullying
- Monitor changes in pupils' or colleagues' behaviour (e.g. becoming shy, nervous or withdrawn; pretending to be ill; taking unusual absences; in the case of children, clinging to adults)
- Ensure that pupils understand the definition of bullying and know the School's stance on bullying and are confident about the School's ability to deal with it
- Ensure that pupils reporting bullying are heard
- Ensure that pupils understand that staff cannot promise confidentiality
- Pass on the information to the appropriate member of the pastoral team
- Make sure that a person being bullied feels safe and knows how and where to get support
- Record and report cases of bullying on our school system
- Help to foster a climate of respect through their own words and actions
- Prevent the use of inappropriate language (e.g. the casual and pejorative use of the term 'gay')
- Encourage an anti-bullying culture through the curriculum (see Appendix I)

BULLYING ACTION

Pupils who have been bullied will be supported by:

- Being offered an opportunity to discuss the experience with a member of staff of their choice
- Being advised to keep a record
- Having a discussion about how to respond and how to build resilience
- Reassurance and ongoing support
- A focus on self-esteem and confidence
- Liaison with parents/carers
- Links with local/national organisations to provide further support and guidance if necessary



Pupils who engage in bullying:

Pupils have to learn that bullying is unacceptable. Those who engage in bullying and fail to show through their actions that they have learnt that bullying is unacceptable risk forfeiting their right to be at Rose Hill School and can face permanent exclusion.

Pupils who are guilty of bullying will be given sanctions (see below) according to the severity of the offence. Pupils will be given opportunities to:

- Face up to the harm they have done
- Learn to behave in ways which will not cause harm in future
- Develop their understanding of how others think and feel
- Learn how to take steps to repair the harm they have caused by paying a penalty for the harm they have done and be held accountable for their actions.

Pupils who engage in bullying will be supported and mentored in order to aim to achieve a change of behaviour through:

- discussing what happened and establishing the need to change
- informing parents/carers to help change the attitude and behaviour of the child
- providing appropriate education, if necessary through local/national organisations

Staff who engage in bullying

It is expected that all staff employed by Rose Hill School will recognise and avoid any behaviour which is bullying. Bullying of pupils or colleagues will be treated as a disciplinary offence. Support will be given to both perpetrator and victim as described above re pupils.

THE ROLE OF THE SCHOOL

The responsibilities of staff, including teachers, are set out in the section above and in the Appendices below. In addition, the School will:

- Collate data about incidents of bullying and monitor trends, reporting annually to Governors: this includes consulting children on their experience
- Provide training to new staff at induction and to all staff regularly, through INSET and briefings
- Promote awareness of where and when bullying is most likely to take place and ensure actions are taken to reduce the risk
- Promote the anti-bullying policy and stance on bullying in assemblies and other activities
- Ensure that awareness of bullying is raised and anti-bullying measures are taught in PSHEE lessons and assemblies (see PSHEE syllabus)
- Ensure that pupils know about the roles they can take in preventing bullying
- Communicate to parents guidance on anti-bullying measures in the school and make available this policy on request
- Ensure that parents are confident that the school will take any complaint about bullying seriously
- Inform parents if their child is being bullied or is bullying someone else
- Review its policy and procedures in the light of data and any complaints



- Celebrate the success of anti-bullying measures and a positive culture where everyone feels safe to be themselves and where no one fears to learn or work
- Promote the anti-bullying ethos through the curriculum (see Appendix 1)
- Keep records in order to evaluate the effectiveness of the approach and to enable patterns to be identified.

FURTHER INFORMATION

Staff Action

Whenever bullying is suspected the incident should be recorded and investigated.

In the Pre-Prep, the staff should liaise immediately with the Head of Pre-Prep who will initiate an investigation.

In the Prep, staff should liaise immediately with the Head of Lower or Upper School who will initiate an investigation.

Heads of Area should report their findings to the Deputy Head/Head if necessary and he will decide on action to be taken. The Deputy Head monitors and records all bullying or potential bullying issues and the action taken by the school as a response. The Head of Upper School (Pastoral Lead) monitors the pastoral curriculum.

When responding to cyberbullying concerns, the school will take all available steps to identify the perpetrator, including looking at school systems, identifying and interviewing possible witnesses, and contacting the service provider and, if necessary, the police.

When the bullying takes place outside school (including cyberbullying) then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with this policy.

If necessary and appropriate, the police (if a criminal offence has been committed) or other local services (including children's social care where a child is felt to be at risk of significant harm) will be consulted or involved.

Legal requirements

The law requires that the Head must:

- Determine the more detailed measures (rules, rewards, sanctions and behaviour management strategies) on behaviour and discipline that form the school's behaviour policy. The policy determined by the Head must include measures to be taken with a view to "encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils";
- Publicise the measures in the behaviour policy and draw them to the attention of pupils, parents and staff
- Determine and ensure the implementation of a policy for the pastoral care of the pupils;
- Ensure the maintenance of good order and discipline at all times during the school day when pupils are present on the school premises and whenever the pupils are engaged in authorised school activities, whether on the school premises or elsewhere.

The law requires that teachers must:

- Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to them, which includes ensuring as far as possible that pupils are free from bullying and harassment; and
- All staff must apply the school rewards and sanctions lawfully.
- All staff must follow the school's guidance on physical restraint (see Appendix 2)

When and where bullying is most likely to happen in the School:



Bullying can take place anywhere at any time; however, it is most likely to happen outside normal lesson time in communal areas such as:

- Designated social areas e.g. foyer, quad, playground, field and playground adventure area
- Corridors and stairwells
- Changing rooms and toilets

To reduce the likelihood of bullying taking place in these areas, the following preventative measures have been put in place:

- Staff Duty Rota - to ensure effective supervision in the main communal areas at break time, lunchtime and after school
- Staff in Form Rooms from 8.25am each morning
- In the dining room from 8am until 8.25am every morning before school (Prep)
- MT monitoring to ensure that the Duty Rota is effectively enforced
- Reminders to staff (at briefings and via email) about the importance of carrying out duties.
- Guidance to staff about the necessity for punctuality to lessons, and for pro-active monitoring of pupils' behaviour whilst moving between lessons
- Supervision of the changing rooms by duty staff and gap students.
- Supervision and monitoring of computer facilities
- Mobile phones are not allowed at school (see policy on pupils use of phones)

Direct Sanctions

Proven and persistent bullying will lead to sanctions against the perpetrator(s). Action could include:

- The Perpetrator seen by Deputy/Head
- Victim reassured by Deputy/Head
- Written explanation by Perpetrator
- Contact with Parents
- Letter of apology to victim
- Letter of apology to Head
- Removal of free time/Detention
- Use of a Yellow Card (see Prep School Behaviour Policy)
- Use of Behaviour Support Programme
- Suspension from School
- Expulsion from school
- If online, requesting that content be removed and reporting content to the service provider

We seek to alleviate bullies' low self-esteem, but our prime aim is to provide a safe learning environment for all our children.

ROLES AND RESPONSIBILITIES

- The Governors and Staff who seek to maintain an ethos of trust and security throughout the school.
- All staff, whose own behaviour should be a model for the pupils at all times.

MONITORING AND EVALUATION

- Feedback from staff
- Feedback from pupils (pupil surveys, worry boxes)



- Management Team oversight of outcomes

This policy will be reviewed by the staff every three years or as required by statutory requirements and approved by the Governors.

This policy should be read in conjunction with the school's policies: Child Protection (Safeguarding), Pastoral Care Policy, Equal Opportunities, Behaviour, SEND, Exclusion Expulsion, Removal and Review, PSHEE Policy and Schemes of Work and is integral to the Spiritual, Moral, Social and Cultural development of pupils.

This anti-bullying document is also compliant with:

Equality Act, 2010

SEND Code of Practice 2014: 0 to 25 years

Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, July 2017

Keeping Children Safe in Education, DFE, September 2016

The Education and Inspections Act 2006

The Education (Independent School Standards) Regulations 2014

Reviewed by Emma Neville, September 2017

Next review: September 2018



APPENDIX I

Tackling Bullying through the Curriculum

Key Stage 1

The PSHEE curriculum guides pupils to:

- Recognise what they like and dislike, what is fair and unfair, and what is right and wrong – including inappropriate touching
- Share their opinions on things that matter to them and explain their views
- Recognise, name and deal with their feelings in a positive way
- Think about themselves, learn from their experiences and recognise and enjoy what they are good at
- Realise that people and other living things have needs, and that they have responsibilities to meet them (How they affect other people)
- How to make simple choices that improve their health and wellbeing
- Listen to other people, and play and work co-operatively
- Identify and respect the differences and similarities between people
- Acknowledge that family and friends should care for each other
- Learn about bullying – there are different types, that it is wrong, and how to get help to deal with bullying

Staff are encouraged to use every opportunity to reinforce these topics across the wider curriculum.

Key Stage 1 activities will include the importance of friendship, positive ways of coping with life's ups and downs, recognising that everyone has similar worries, and coping with disappointment.

Key Stage 2

The PSHEE curriculum guides pupils to:

- Be able to talk and write about their own opinions, and explain their views
- Being able to recognise self-worth, their achievements, and their good points
- Being able to face new challenges by collecting information, looking for help, making responsible choices and taking action
- Recognise that as they approach puberty, their emotions can change
- How to deal with their feelings towards themselves, their family and others in a positive way
- Realise the consequences of anti-social and aggressive behaviours such as bullying and racism
- What makes for a healthy lifestyle – what affects mental health, and how to make informed choices
- Pressure to behave in an unacceptable or risky way – whether from friends or adults. How to get help, and use basic techniques for resisting pressure
- How their actions affect themselves and others. To care about other people's feelings and try to see their point of view
- Think about the different types of relationships – including marriage and friendships. Develop the skills necessary for forming relationships
- Realise the nature and consequence of racism, bullying and aggressive behaviours and how to respond to them and ask for help
- Appreciate the differences and similarities between people – can include disabilities, mental health problems, as well as racial and cultural differences
- Where individuals, families and groups can go to get help and support

Staff are encouraged to use every opportunity to reinforce these topics across the wider curriculum.

Key Stage 2 activities will address self-image, friendship, recognising individual resilience and coping strategies, hopes and fears for the future, feelings and emotions. Additionally activities could address difficult situations that children may experience, such as family conflict, bullying, problems with schoolwork, being left out, abuse, and knowing right from wrong.



Key Stage 3

The PSHEE and Citizenship curriculum guides pupils to:

- Reflect on and assess their own strengths in relation to personality, work and leisure
- Reflect the differences between people, as they develop their own sense of identity
- Recognise how other people see them, and be able to give and receive constructive feedback and praise
- Recognise the stages of emotions associated with loss and change caused by death, divorce, separation, and new family members, and how to deal with the strength of their feelings in different situations
- Recognise the physical and emotional changes that take place at puberty, and how to manage these changes
- Keep healthy, and think about what influences health, including the media
- Develop good relationships and to recognise that an appropriate balance between work, leisure and exercise can promote physical and mental health
- Recognise when pressures from others threaten their personal safety and wellbeing, and to develop ways to resist pressures, knowing when and where to get help
- Understand about types of stereotyping, prejudice, bullying, racism and discrimination, and how to challenge them assertively
- Empathise with people different from themselves
- Understand the nature of friendship, and how to make and keep friends
- Understand the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- Recognise that goodwill is essential to positive and constructive relationships
- Negotiate within relationships, recognising that actions have consequences, and when and how to make compromises
- Resist pressure to do wrong, to recognise when others need help and how to support them
- Think about topical political, spiritual, moral, social or cultural issues, problems or events analysing information from different sources, including ICT-based sources – this could include researching a topic relevant to mental health.
- Justify orally and in writing a personal opinion about such issues, problems or events
- Develop the pupil's ability to contribute to group and class discussions, and to take part in debates
- Use imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
- Negotiate, decide and take part responsibly in both school and community based activities
- Reflect on the process of participating

Staff are encouraged to use every opportunity to reinforce these topics across the wider curriculum.

Key Stage 3 activities will encourage emotional expression and provide positive coping strategies. Pupils should be shown innovative ways to think through different issues, assess how they feel and record their thoughts and moods at different times. Group discussions about common concerns can be used to help pupils to open up. Issues explored could include families, friends, bullying, sexuality, self-esteem and sources of help.



APPENDIX 2

Physical Restraint Policy

STAFF GUIDANCE ON PHYSICAL CONTACT WITH PUPILS

PHYSICAL CONTACT WITH PUPILS IN SCHOOLS

The right to restrain pupils falls by statute, contract and common law within the teacher's duty of care.

Any physical contact with another person may be construed as common assault; the test is one of reasonableness.

REASONABLE FORCE

The DfES suggests that the application of reasonable force may involve:

- Physically interposing between pupils
- Blocking pupil's path
- Holding (but never round the neck or collar)
- Pushing
- Pulling
- Leading a pupil away by the hand or arm
- Shepherding a pupil away by placing your hand in the centre of the back
- In extreme cases (such as self-defence) more restrictive holding

At Rose Hill School any physical restraint used will always be the minimum needed. The following is a list of possible situations in which the use of reasonable force may be required:

- When a pupil attacks a member of staff
- When a pupil attacks another pupil
- When a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism
- When a pupil is causing, or at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous objects (for example, in the lab or on the sports field)
- When a pupil at risk absconds from class or tries to leave the school
- When a pupil persistently refuses to obey an order
- When a pupil is seriously disrupting a lesson

All teachers involved in an incident requiring physical restraint will report it immediately to the Head or Deputy Head.

RECORD KEEPING

The School will record all incidents involving physical restraint in writing at the time including:

- The name of everyone involved, time and place and names of any other witnesses
- How the incident began and progressed with details of behaviour
- What everyone said, as near as possible
- What steps were taken to defuse the situation
- The degree of physical restraint used, how applied and for how long
- The pupil's response
- The outcome
- Details of any injury and of any damage to property
- Ensuring that all parents/carers are informed immediately, orally or in writing and given a chance to discuss the incident

PROFESSIONAL EXPECTATION

Teachers will not:

- Hold around the neck
- Restrict a pupil's ability to breathe



- Slap
- Punch
- Kick
- Twist or force limbs against a joint
- Hold or pull by the hair or ear
- Hold face down on the ground
- Touch in a way that might be considered indecent
- Use any other physical contact deemed to be unreasonable

N.B

- It is better to defuse than intervene
- Talk over episodes with other staff, find out what you think might have been a good response in difficult situations
- Establish a culture of openness, don't hide behind a notion of professionalism. It is unprofessional not to report incidents

BREAKING UP A FIGHT

- Get rid of non-combatants: violence thrives on witnesses
- Don't put yourself at risk: alert colleagues, enlist their help
- Assess a situation first
- Be calm, don't take it personally
- Use verbal intervention first
- Think about surprise and noise as more useful than force

SUPPORTIVE CONTACT

There are times in a non-restraint context when physical contact between a pupil and a member of staff may be deemed to be appropriate. These situations will be in a caring context when pupils need reassurance and support.

It is important that the member of staff assesses the "reasonableness" of their actions taking the following into account:

- The age of the pupil
- The severity of the distress of the pupil
- The knowledge of the individual child
- The relationship that exists between the member of staff and the pupil

As with physical contact with pupils the level of contact used should be the minimum necessary to achieve the desired outcome.

Due care needs to be taken to ensure that this supportive contact is open and the circumstances in which this takes place are clear to all concerned. Prudence guidelines, detailed in the Staff Handbook, should be followed, especially keeping the situation public whenever possible.

The above assessments would equally apply to those situations that demand that a member of staff assist a child in their personal care.

TRAINING

Juliet Makinson (School Nurse), Luke Beaton (Key Stage 2 teacher), Phillipa Sykes and Elizabeth Saw (Playground Supervisors) are trained to use **Team Teach** (an accredited training framework for positive handling and de-escalation) if this is deemed appropriate to an incident.



APPENDIX 3

School Policy on Cyber Bullying

No mobile phones are allowed in the School. However, the School recognises that pupils have mobile phones and access to technology outside School and to that end regular meetings are held for parents, pupils and staff. The schools disciplinary procedures can apply, even where instances happen outside School.

All incidents of cyber bullying reported to the school will be recorded on Engage (school database).

Pupils, staff and parents/carers will be advised to keep a record of the bullying as evidence. In addition staff, pupils and parents are provided with training on e-safety.

The school will take steps to identify the bully, where appropriate, such as examining system logs, identifying and interviewing possible witnesses, and contacting the service provider and the Police, if necessary.

Procedure for those involved in Cyber bullying may include:

- Parent/carers may be informed.
- The bully will be asked to remove any material deemed to be inappropriate or offensive.
- A service provider may be contacted to remove content.
- Internet access may be suspended at school (and also encouraged at home) for the user for a period of time.
- The Police will be contacted if a criminal offence is suspected.

Publishing inappropriate material online will also result in disciplinary measures being taken. This could include defamatory/libellous statements about teachers on sites such as www.ratemyteachers.com

This policy should be read in conjunction with the following policies relating to the use of modern technology by staff, parents and pupils, which are available on request:

POLICY ON PUPILS' USE OF ICT, MOBILE PHONES AND OTHER ELECTRONIC DEVICES