

Anti-Bullying Strategy: The Whole School Policy including EYFS and Boarding

This Strategy is part of and should be read in conjunction with the Discipline, Behaviour, Sanctions and Rewards Policy. Please also refer to the e-Safety Policy, Safeguarding Policy, Special Educational Needs – Learning Disability and/or Difficulties Policy, ICT Acceptable Use Policy for Staff and Prevent Duty Guidance. It applies here at Hall Grove and also to pupils away from the main school premises, whether it be at home or, for example, at Battisborough House, on school trips or when attending sports matches at other schools. Boarding at Hall Grove follows the same values and adopts the same Anti-Bullying Strategy as the school itself.

1. INTRODUCTION

Among the definitions of ‘**bully**’ in the *Shorter Oxford English Dictionary* is the following:

a person who makes himself or herself a terror to the weak and defenceless.

A further definition states that:

....it is repeated over time and intentionally hurts another pupil or group physically or emotionally 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 a carer – it may occur directly or through cyber-technology (social websites, gaming, mobile phones, text and other types of messages, photographs and email). – ‘Preventing and Tackling Bullying, DfE Advice for Headteachers, Staff and Governing Bodies’ July 2017

2. OBJECTIVES OF THIS STRATEGY

- 2.1 Bullying, especially if left unaddressed, can have a devastating effect on a child. It can be a barrier to learning and have serious ongoing consequences for their mental health. The prime objective of this Strategy is to try to ensure so far as is reasonably practicable that bullying of any kind does not happen, but that where it is known to have taken place, steps are taken as soon as possible to deal with it.
- 2.2 The key aspects of our strategy are Prevention and Intervention
 - a. All teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is. This includes EYFS (our Pre-School and Reception) and Boarding.
 - b. All teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported. Staff should be alert to children who may be vulnerable or at particular risk from bullying. For example shy children, those with small friendship groups, children who have poor social skills and those whose special qualities are over-inflated at home. Children with SEND may also be at risk.
 - c. All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
 - d. As a school we take bullying seriously, whether physical, emotional and psychological. Pupils and parents should be assured that they will be supported when bullying is reported.
 - e. Bullying will not be tolerated.
- 2.3 We are committed to providing a caring, friendly and safe environment for all of 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, any pupil should feel able to tell, and be confident that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff. The DfE advice ‘Preventing and Tackling Bullying 2017’ has been referred to.
- 2.4 The pupils of Hall Grove range in age from three to fourteen years, but this unpleasant form of human behaviour is generally unmistakable to an experienced onlooker, whether the aggressor is three or six feet tall. Sometimes, however, it can go unnoticed, even in a small school like Hall Grove.

The urge to dominate may be expressed through physical or verbal violence, mockery or the manipulation of general opinion in order to isolate a victim. This can be based on religious, racial, cultural, sexual/sexist, special educational

needs and disability, homophobic or gender prejudice, or because a child is adopted or is a carer. Cyber-bullying through the increased use of technology and online material (eg. social media, gaming, mobile phones, text and other types of message, photographs, emails) can occur at all times of the day and give little respite to the victim. Whilst mobile phones are not permitted in school, the Anti-Bullying Strategy and Discipline, Behaviour, Sanctions and Rewards Policy still apply to conduct outside of school.

- 2.5 Where incidents of bullying, including cyber-bullying outside of school, are reported, they will be investigated and acted upon in accordance with this Strategy and the Discipline, Behaviour, Sanctions and Rewards Policy which includes details of the school's power to search pupils and seize property which may be relevant to a disciplinary matter. This would include a mobile phone brought into school against the school rules. A separate Online Safety Policy has been drawn up with guidance for parents and staff and the part they play in safeguarding the pupils at school and at home.
- 2.6 In order to minimise the incidence, and for the school community to gain an understanding of the effect of bullying, Hall Grove uses various educational elements to increase awareness. These include PSHE, projects, stories, literature, historical events, assemblies, drama, current affairs, class curriculum, group discussions etc. Opportunities are taken wherever possible to increase awareness of bullying across the school in all areas of the curriculum, for example an English comprehension on an aspect of bullying. The curriculum also looks to build resilience in pupils to protect themselves and others, promote and understand the differences between people and avoid prejudice-based language. For example, in the Performing Arts, the music of different cultures and countries is explored and how this music is affected by prejudice including racism. RS lessons consider different religions and cultures. Please see 'Supporting British Values at Hall Grove School' document for further details and examples.
- 2.7 The school must avoid opportunities for bullying through careful staff supervision and through ensuring that risks in key areas in the school at all times are minimised through proactive staff presence. Staff duties are carefully designed and classroom areas are generally 'out of bounds' when not supervised. A classroom and changing room protocol exists and this is regularly enforced by staff. Children are not permitted to bring mobile phones into school.

Staff are regularly reminded to refer to the Anti-Bullying Strategy for guidance, and behaviour of individual pupils is regularly highlighted through full staff and section meetings. New staff are inducted thoroughly through the Staff Handbook and through Induction Training days which highlight the importance of referring to the Anti-Bullying Strategy. We have an external expert who advises Staff, children and parents on the important subject of e-Safety. Safeguarding training (including Bullying) is regularly given to all staff. Staff should be aware that, in extreme cases, serious bullying can cause psychological damage and even suicide. Although bullying is not a criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

3. PREVENTION

- 3.1 Hall Grove encourages good behaviour through a combination of high expectations and an ethos of discipline, mutual respect and understanding of the effect of our actions on each other. The likelihood of bullying is diminished considerably if pupils feel themselves to be subject to school discipline even when adults are not present in person. Movement between lessons, queuing, waiting for Staff to arrive, distant corners of the changing rooms - all are times of uncertainty, when standards of behaviour may slip. Supervision must be taken seriously by all Staff, whether officially on duty or simply passing by. At break, it is essential that Duty Staff are mobile, visible and vigilant, taking an interest in the children's games and watching their patterns of play. If this job is done properly, unpleasant incidents will be fewer and the need for an unwelcome degree of regimentation can be avoided. It is a major responsibility. This duty of supervision must also be balanced, as children grow up, by pupils becoming increasingly responsible for their own actions, learning the difference between right and wrong.
- 3.2 Pupil use of computers and the Internet in school is carefully monitored by the Network Manager, who discusses any irregularity with the Head of Pastoral Care. Pupils and parents are offered guidance with regard to the use of the Internet, computers and, in particular, age-appropriate software and social networking sites. The Head of Pastoral Care and School Nurses are the first points of contact and will discuss with the Headmaster as necessary. Further guidance can be found in the school's Online Safety Policy.
- 3.3 PSHE (Personal, Social, Health and Economic) lessons, Assembly and SMSC (Spiritual, Moral, Social and Cultural) guidance all aim to promote British values and respect for the community at Hall Grove. We are also mindful always of the responsibility to be alert to any steps that might lead to radicalisation and to involvement in terrorism (Prevent

Strategy).

3.4 Parents are made aware of the Anti-Bullying Strategy which is available on the school website, and should feel confident that in reporting any incident of bullying to the school, it will be taken seriously. Pupils know how to report bullying and know that they will be listened to and incidents investigated and acted upon.

3.5 Each pupil's school diary in Years 3-8 contains a Code of Conduct, Complaints Procedure and translation of the School motto, a copy of which follows. The Pre-Prep classes (Pre-School – Year 2) display their school rules which relate to the school values...

Be kind and gentle

Be hard working

Be respectful

Be honest and truthful

Be a good listener

Be polite and thoughtful

Code of Conduct

Always...

- be aware of your actions
- respect others

Never...

- cause hurt
- spoil a chance to learn
- make community life difficult
- damage or take property

In an emergency...

- find an adult calmly but quickly

Complaints procedure

You must make your feelings known if...

- you are being bullied
- you have been treated unfairly or harshly
- your property has been taken or damaged

You might choose to speak to a member of Staff, such as your Form Teacher, Study Tutor, Head of Pastoral Care, Head of Boarding, School Nurse or Headmaster. Take a friend with you for support if you wish. You may well find that the Staff are aware of your problem or that there is a simple explanation.

You may use the telephone in the School Office. Next to the phone are the numbers for Childline (0800 1111), NSPCC (0808 800 5000) and the ISI Boarding Inspectors (02077766000).

- ***Do not be afraid.***
- ***If you do not tell someone, they will never know.***

The School Motto

Fais ce que dois, advienne que pourra

means....

Do your duty, come what may.

4. INTERVENTION

- 4.1 Early intervention can help to set clear expectations of the behaviour that is and is not acceptable, and help stop negative behaviours escalating by educating the perpetrator at a level appropriate to their age and understanding. Throughout, it must be plain that no form of harassment or violence is tolerated in the school, whatever provocation is claimed as justifying it. Equally important is the message that all must be willing to speak up when they know that wrong is being done. The school aims to support both the bullied and the bully at all stages.

NB A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that that a child is suffering, or likely to suffer, significant harm'. This is something that the School Nurses will consider in conjunction with the Headmaster/Deputy Head/Head of Pastoral/Head of Girls as appropriate by reference to the Safeguarding Policy.

All complaints of bullying will be logged on iSAMS in a child's profile whether as victim or perpetrator.

- 4.2 We have adopted a four stage procedure to deal with the very rare reported cases of bullying that occur at Hall Grove:

4.2.1 Stage One

A pupil complains of bullying, either as the victim or as a witness; or an adult – parent or staff member – speaks up. The pupil's Form Teacher if not the first point of contact, should be informed at once and will:

1. investigate, hearing both sides of the story separately and calling any witnesses;
2. inform the Head of Pastoral Care and/or Head of Boarding (as appropriate) who liaise with the School Nurses to assess the situation and decide on the procedure to be followed.

Sometimes the intended victim is a good match for the aggressor: then there is a clash of wills which is best resolved with judicious assistance which encourages mutual respect. Sometimes children unintentionally irritate each other: again, with help they may learn to coexist. In either of these cases it may be claimed that 'bullying' is happening but use of the word should be firmly set aside, so that it can be given its full value when needed. However, when one pupil is plainly distressed by another, the School must take action to remedy the situation. Support will always be given to the victim of any incident of bullying. A flash of temper or a moment of excessive behaviour deserves a warning; when bullying is identified, in any degree, the next stage in the four-tier procedure will be followed.

Should it be clear that bullying has not actually occurred, parties will be encouraged to make up their differences and shake hands. The School Nurses will keep a record of all incidents in the files of all of those involved (on iSAMS). This will then enable any pattern of behaviour to be identified. The Form Teacher will monitor the subsequent behaviour of both parties discreetly and inform the Head of Pastoral Care and/or Head of Boarding if problems arise again.

If it is apparent that bullying has occurred, the procedure moves to Stage Two.

4.2.2 Stage Two

The Head of Pastoral Care/Deputy Head/Head of Boarding/Head of Girls and/or Form Teacher will:

1. speak firmly with the aggressor, making a record in his/her school diary (Years 3 – 8) or noted in the Pre-Prep Communication Book (Pre-School – Year 2);
2. give advice and reassurance to the victim;
3. consult the parents of both parties and enlist their support;
4. require the Form Teacher to monitor the subsequent behaviour of both parties discreetly and inform the Head of Pastoral Care and/or Head of Boarding if problems arise again.
5. An account of the proceedings will be made by the Head of Pastoral Care on iSAMS and copied to the files of the pupil and his/her own incident record. The School Nurses will oversee the recording of all incidents in the files of all of those involved.

She/He may speak to the whole year group, emphasising the need for their cooperation in settling the matter and giving rules to be followed at times when conflict has arisen. Pupils need to be fully aware of the part they play in preventing bullying, including those as bystanders.

Each incident of bullying, including cyber-bullying outside school, is recorded electronically so that patterns can be identified and effective approaches taken to prevent them happening again. Incidents which occur away from school are investigated, reported and monitored in the same way.

Both parents and pupils are involved at this stage to highlight the importance of working together.

Throughout, choice of language needs to be careful, with the key word 'bully' used only when it is shown to be appropriate.

4.2.3 Stage Three

If there is continuing or severe harassment, the matter should be taken directly to the Head of Pastoral Care who will repeat the procedure outlined above in the presence of School Nurse and inform the Headmaster. The appropriate sanction under the Discipline, Behaviour, Sanctions and Rewards Policy will be considered. The aggressor may well be put on regular Report to the Head of Pastoral Care, with the sanction of a personal visit to the Headmaster in the case of failure to modify behaviour. The Head of Pastoral Care and the School Nurses will keep a record of all incidents in the files of all of those involved. The formal record for the pupil's file will in all cases be shown to the Headmaster. Parents will be kept fully informed.

4.2.4 Stage Four

Unwillingness or inability to desist from aggressive behaviour will invoke the intervention of the Headmaster, who, in accordance with the Discipline, Behaviour, Sanctions and Rewards Policy, may prescribe:

1. separate supervision during the School day and exclusion from Boarding
2. suspension for a limited period
3. he may choose to consult external agencies if deemed necessary
4. exclusion

4.3 *Note: there may be cases reported directly to the Headmaster (by a parent, perhaps), which he decides to deal with himself because of their urgency. Equally, if a single incident or series of incidents is considered to be sufficiently serious, it may be considered appropriate to proceed to Stage 4 directly, without the need to first complete earlier stages of the procedure.*

4.4 The School Nurses will make sure that there is a record of all incidents in the files of all of those involved. The Safeguarding Team will decide if a bullying incident should be treated as a child protection concern and take necessary safeguarding steps in accordance with the Safeguarding Policy.

5. SUPPORT FOR PUPILS

Pastoral care at Hall Grove is strong and children know that they can speak to a member of staff or the School Nurses about issue of concern to them. Children who are being or have been bullied will be supported. It is also incumbent on the school to consider the motivations behind bullying behavior. The School Nurses will look for patterns of behavior and consider whether they reveal any concerns about or support needs of the perpetrator.

6. SUPPORT FOR STAFF WHO ARE BULLIED

6.1 Hall Grove considers bullying of staff, whether by pupils, parents or colleagues, to be unacceptable. This includes cyber-bullying. The school offers support to parents on how to help their children engage safely and responsibly with social media through parents' evenings, talks by specialist speakers and the eSafety Policy. Whilst these are rightly aimed at safeguarding the children, the school will not tolerate behavior by pupils, parents or others that seeks to denigrate or bully school staff via social media or any other means. Parents have a right to raise concerns about the education of their child, but they should do so in an appropriate manner.

6.2 Staff are given guidance in the ICT Acceptable Use Policy in the Staff Handbook and are supported by the school in the event that an incident occurs.

6.3 Where the perpetrator is known to be a current pupil or colleague, in most cases the matter will be dealt with through the appropriate disciplinary policy. Where the perpetrator is a parent or other adult with responsibility for a current pupil, they will be invited to a meeting with the Headmaster or a senior member of staff to discuss the matter, including the appropriate way to raise a legitimate complaint through the Complaints Procedure and asking them to remove the

relevant content.

In more serious cases, the school will follow the relevant DfE Guidance and its legal obligations in order to resolve the matter. The school reserves the right to take further action where it is considered appropriate and/or necessary to support the staff member concerned, including requiring the removal of a child from the school.

7. BULLYING – A NOTE FOR PARENTS

One of the most distressing experiences of parenthood is finding that one's child has been involved in a case of bullying, whatever the exact role may have been. Modern opinion rightly abhors such behaviour and all Staff and children at Hall Grove share this feeling. To help Staff to understand what is meant by the term and what should be done when bullying is reported, a definition and procedure are a key part of the School's policies and Staff Handbook.

Every reasonable consideration will be given to all children involved and a second member of Staff will be present during investigation if circumstances allow. The four-tier procedure is intended to give a fair hearing to all, a fresh view at each level without loss of continuity and a sense of redress for the victim and of learning for the perpetrator. In the sad case of a child being unwilling or unable to respond to these efforts, the Headmaster reserves the right of suspension or even exclusion.

The School claims no higher source of wisdom but will endeavour to exercise common sense in the interests of the children in its care. The children themselves develop their own common sense through regular pastoral contact with their Form Staff and their own knowledge through relevant parts of the Personal, Social, Health Education (PSHE) programme, which emphasises the responsibilities of the individual as a member of the community. Children are not allowed to bring mobile phones or cameras to school. Photography sessions are supervised. These responsibilities are summarised in the Code of Conduct in the School Diary. Below it comes the School's Complaints Procedure, which states clearly anyone's right to identify anti-social behaviour and call for help.

A Final Word

Hall Grove aims to be a happy school where all children feel secure and where there is an atmosphere of mutual respect, tolerance and support. Fulfilment of this aim will make incidents of bullying rare in our school, but we must always be ready to acknowledge that it can happen, even here.

Alastair Graham, Headmaster

**Written by ARG October 2015
Revised October 2019**

Appendix

Dealing with bullying – Extract from Government Advice

Successful schools have policies in place to deal with bullying and poor behaviour which are clear to parents, pupils and staff so that, when incidents do occur, they are dealt with quickly. However a school chooses to define bullying for the purposes of its own behaviour policy, it should be clearly communicated and understood by pupils, parents, and staff. Successful schools create an environment that prevents bullying from being a serious problem in the first place. School staff, headteachers and governors are best placed to decide how best to respond to the particular issues that affect their pupils. There is no single solution to bullying which will suit all schools.

Prevention

A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Intervention

Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

The organisations listed in the ‘further resources’ section provide a range of practical resources for schools to help staff develop their own approaches to different issues which might motivate bullying and conflict.

Successful schools also:

- involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home
- involve pupils. All pupils understand the school’s approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- regularly evaluate and update their approach to take account of developments in technology, for instance updating ‘acceptable use’ policies for computers
- implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. Schools can also teach children that using any prejudice based language is unacceptable
- use specific organisations or resources for help with particular problems. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying
- provide effective staff training. Anti-bullying strategy’s are most effective when all school staff understand the principles and purpose of the school’s policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Schools can invest in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils
- work with the wider community such as the police and children’s services where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school
- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying
- create an inclusive environment. Schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination
- celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.