



Mary Hare Policy: SCH009

Anti-bullying Policy

Policy Owner: Behaviour Group

Date Approved: Awaiting ratification at board meeting March 2022

Approved by: Board of Governors

Next review date: November 2022



Securing the future of deaf children and young people

Registered charity 1048386

Contents

Aim	3
Legislation and the law	3
Education and Inspections Act 2006.....	3
The Equality Act 2010	3
Safeguarding children and young people	3
Criminal law	3
Harassment	4
Bullying.....	4
Causes – why do people bully others?.....	5
Cyber bullying	5
Procedures for managing incidents of bullying and harassment.	5
Prevention.....	5
Anti-bullying ambassadors.....	5
Monitoring computer use	6
Intervention	6
Informally:.....	6
Formally:	7
Resources for Staff and pupils	7
Policies to read alongside this one include:.....	7
Supporting Agencies	8
Policy Version Detail	9

Aim

1. Mary Hare School works to ensure that everyone within the community is equally valued and treated with respect. It is recognised that all forms of bullying and harassment are unacceptable and action will always be taken to protect everyone within its community. This policy has been written alongside advice given by the [Department for Education on Preventing and tackling bullying July 2017](#).

Legislation and the law

Education and Inspections Act 2006

2. There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:
 - provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.
3. Detailed advice on teachers' power to discipline, is included in '[Behaviour and Discipline in Schools – advice for head teachers and school staff](#)' (Department for Education January 2016).
4. Detailed advice can also be found in 'Department for Education: Preventing and tackling bullying – a guide for head teachers, staff and governing bodies' (July 2017).
www.gov.uk/government/publications/preventing-and-tackling-bullying

The Equality Act 2010

5. The Equality Act 2010 requires schools to adhere to the new Equality Duty which has 3 aims:
 - to eliminate unlawful discrimination, harassment, victimization and any other conduct prohibited by the Act,
 - to advance equality of opportunity between people who share a protected characteristic and people who do not share it,
 - to foster good relations between people who share a protected characteristic and people who do not share it.
6. The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimize a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

Safeguarding children and young people

7. 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, staff should report directly to the Designated Safeguarding Lead.

Criminal law

8. Although bullying in itself 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 speak to a member of Senior Management, who may need to seek assistance from the police. Staff have the power to discipline pupils for misbehaving outside school premises. See policy 2: Wellbeing and behaviour for details.

Harassment

9. Harassment may be defined as any conduct that is unwanted by, or affects the dignity of, an individual or group of individuals. Harassment may include repetitive or isolated incidents.
10. It may be related to race, colour, nationality, ethnicity, gender, age, health, disability, sexual orientation, political and/or religious belief, ability or any other personal characteristic and includes any actions or comments that are felt to be unacceptable or demeaning to the recipient.
11. Examples of harassment include:
 - Verbal behaviour – jokes, suggestions and propositions, name-calling, malicious gossip, unwelcome remarks.
 - Non-verbal behaviour – non-cooperation, suggestive or aggressive looks, gestures, invasion of personal space, cyber bullying, including through/on social networking sites.
 - Visual behaviour – display or transmission of pictures and images, graffiti, literature, unwanted letters, emails or text messages, including social networking sites.
 - Physical contact – unwanted touching, assault, aggressive behaviour, intimidation.

Bullying

12. Bullying is a particular form of harassment. It can be persistent, threatening, offensive, abusive, intimidating or insulting behaviour that may be an abuse of power, position or knowledge. It may be the use of unfair sanctions. It can happen in public or in private. Bullying may include any action that makes the recipient feel upset, humiliated, vulnerable or undermines their self-confidence. Bullying may also lead to stress and, on occasion, self-harm. It can be carried out by an individual or a group and can take many forms both overt and covert.
13. Examples of bullying include:
 - Undermining someone and their ability to do their work.
 - Shouting, using sarcasm and 'putting people down'.
 - Derogatory, insulting or belittling remarks.
 - Unwarranted exclusion or victimisation – being ignored or left out.
 - Teasing.
 - Unpleasant and/or threatening and/or anonymous letters, emails, text messages, social website posts (cyber bullying).
 - Taking, damaging or stealing personal possessions.
 - Physical abuse.
 - Demanding money, food, coursework.
 - Intimidating and threatening behaviour.
 - Inappropriate classroom management.
 - Unwarranted questioning – being singled out.

14. This list is not exhaustive.

Causes – why do people bully others?

15. Bullying is a syndrome – a pattern of repeated behaviours indicating an underlying problem. Almost all individuals involved in bullying, no matter what their age or status, lack self-esteem and assertiveness. Bullying gives them the feeling of power and status. Individuals involved in bullying often adopt certain roles as follows but this list is not exhaustive.

- The aggressive bully is dominant, insensitive, a leader of gangs or groups.
- The collusive bully is a follower of the aggressive bully, a group member – sometimes for protection, sometimes to achieve status and is usually easily led.
- The bully victim, plays both roles in different situations i.e. is bullied therefore bullies.
- The passive victim is often weak, an easy target (maybe because of size, disability, race etc). They generally have low self-esteem, cannot make eye contact and show weak body language.
- The provocative victim will often wind others up and seek attention.
- The collusive victim seeks adult attention, can be manipulative, live in a victim world, does not want a solution.

Cyber bullying

16. The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. For more information on how to respond to cyber bullying and how pupils can keep themselves safe, please refer to the **ChildNet International** and **Think U Know** websites. Advice for parents and carers, as well as school staff can be found following this link;

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Procedures for managing incidents of bullying and harassment.

17. Every member of staff has a responsibility to respond to a suspected or reported incident of bullying and/or harassment. Stopping violence and ensuring immediate physical safety is an obvious priority. Emotional bullying can be more damaging than physical bullying and staff may need to make their own judgements about each specific case.

Prevention

18. Staff across the school are encouraged to be proactive about issues arising between pupils that may provoke conflict and to develop strategies to prevent bullying occurring in the first place. This could involve talking to pupils about issues of difference or addressing issues through assemblies for example. It is important to create 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.

Anti-bullying ambassadors

19. During the academic year 2019-2020, the school is trialling a volunteer Anti-bullying Ambassador programme. Interested pupils will have training and support from staff, helping them to organise bullying

awareness events, assemblies and publications. This initiative will be implemented across school and the residential provision.

Monitoring computer use

20. Mary Hare currently use a monitoring system, that allows the Safeguarding Team to analyse and react to any miss-use of the internet, and computer system. This includes any use of language that could be link to, or used in bullying, for example; homophobic, racial or inappropriate words or phrases.

Intervention

21. There are various ways to deal with incidents of bullying that may lead to a positive outcome for the bullied and the bully.

Informally:

22. It is important to respond to complaints of bullying and harassment as quickly as possible and initially, wherever appropriate, in a way that helps the people concerned to resolve the issues themselves.

23. There are many people at Mary Hare who are available to listen to pupils' concerns:

- Heads of Year, Form Tutors, other Teachers or Teaching Assistants.
- Care staff, Key workers, Team Leaders or Heads of Care (Inc. Pupil Voice).
- The School Nurses.
- Well-being support staff.
- Student Council Representatives.
- The Independent Listener.
- The Principal and Vice Principals (Inc. DSL).
- Safeguarding Governors and Governor representatives (Independent Visitors).

24. Action to take when a pupil has a concern about bullying or harassment:

- Listen to what the pupil has to say.
- Determine what level of behaviour is of concern.
- Ask them to write down what has happened.
- Discuss the possibility of them confronting the bully to tell them what is upsetting them and asking them to stop. Offer support with this.
- Suggest that you or another member of staff speaks to the bully on their behalf.
- Let them know that information they give you will be treated confidentiality, but there may be a need to tell someone else in order to help them.
- Keep the pupil informed of what action is taking place and the results of any action taken.
- Evidence discussion with any actions, response, or further support required.

25. It is important to involve parents when dealing with issues of bullying; this helps them to understand that bullying will not be tolerated by the school and informs them of the procedure to follow if they believe their child is being bullied.

Formally:

26. If the situation is not resolved informally or if further complaints are made or if the report is of a more serious and/or a persistent nature – ~~the Wellbeing and~~ Behaviour Policy and Procedures/Staff Disciplinary Procedures must be invoked and followed.

27. Serious incidents may include:

- When an individual's safety is in question.
- When an individual's mental health is being affected.
- When attendance or work is affected.
- When an individual has been physically attacked.

28. If a pupil feels that they have spoken to everyone they can about their concerns (please see paragraph 22 above) and they are still unhappy, they can contact Ofsted about the situation.

Resources for Staff and pupils

29. The school has a dedicated Wellbeing Site portal page. This has useful links to anti-bullying websites, resources and top tips for children and young people.

Policies to read alongside this one include:

Behaviour Policy

[Positive Mental Health and Self-Harm Policy](#)

Equality and Diversity policy.

Complaints and Representations Procedure.

Whistleblowing policy.

Supporting Agencies

OFSTED

enquiries@ofsted.gov.uk

General helpline 0300 123 1231

Anti-Bullying Alliance (ABA)

The Alliance brings together over 100 organisations into one network with the aim of reducing bullying. Their website has an advice section: Parents & Carers with links to recommended organisations who can help with bullying issues.

www.anti-bullyingalliance.org.uk

Childnet International

Specialist resources for young people to raise awareness of online safety and how to protect themselves.

www.childnet.com

Children's Commissioner

This is the official website for the Office for the Children's Commissioner (OCC).

www.childrenscommissioner.gov.uk

Kidscape

www.kidscape.org.uk

Parent Advice Line 020 7823 5430

Childline

Advice and stories from children who have survived bullying.

www.childline.org.uk

0800 1111

BullyingUK (part of Family Lives)

www.bullying.co.uk

0808 800 2222

Family Lives (previously known as Parentline)

Advice and links for parents.

www.familylives.org.uk

0808 800 2222

Policy Version Detail

Reviewed Date:	Version:	Details of change:
November 2019	0.1	<ul style="list-style-type: none"> • Update to Department for Education guidance <i>Preventing and Tackling Bullying</i>, now 2017. • Sec18-19, Prevention; now includes a paragraph on Anti-bullying ambassadors and the school’s computer monitoring software. • Sec22; The Principal/Vice and Safeguarding Governors/Independent Visitor listed as trusted adults for pupils to talk with. • Sec28, Resource; Removal of reference to Wellbeing portal site being accessible to parents. This is not accessible to parents. • Supporting agencies, pg.8; change to Children’s Commissioner web address.
November 2021	0.2	<ul style="list-style-type: none"> • Now includes the Positive Mental Health and Self-Harm Policy, in ‘read alongside’ information.