# Maiden Erlegh Trust ANTI-BULLYING PROCEDURES



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#### **Definitions**

Bullying is any act carried out by a group or individual, repeatedly over time against a target who cannot defend themselves, that intentionally causes harm, either physically or emotionally.

Harassment is unwanted behaviour which you find offensive or which makes you feel intimidated or humiliated. You do not need to have previously objected to something for it to be unwanted.

Bullying behaviour may be direct or indirect. Direct forms include physical violence and threats; verbal assaults and taunts; the destruction of property; extortion; unwanted sexual interest or contact. Examples of indirect forms of bullying include ignoring and the withdrawal of friendship; excluding; malicious gossip and spreading rumour; abusive or oppressive graffiti (this includes cyber-bullying and sexting).

Harassment is direct and includes spoken or written words or abuse, offensive emails, tweets or comments on social networking sites, images and graffiti, physical gestures, facial expressions, jokes.

Maiden Erlegh Trust takes all forms of bullying and harassment seriously and is particularly concerned to take action in relation to any incidents which involve identity-based bullying – relating for example to race, culture, country of origin, sexism, disability, giftedness, homophobia or circumstance (e.g. Young Carer, Adopted, LAC). In such cases these issues will be specifically addressed with the bully (and his/her parents where appropriate) in the course of post incident management.

The Anti-Bullying Procedures have been drawn up with reference to the DfE publication: Preventing and tackling bullying Advice for headteachers, staff and governing bodies July 2017 and The Equality Act 2010.

#### Rationale

There is no justification whatsoever for bullying or harassment and it will not be tolerated in any form. Prejudice of any sort is absolutely repudiated as a reason for bullying or harassment.

Bullying or harassing behaviour is a problem for both the perpetrator and the target and is addressed in positive and constructive ways which provide opportunities for growth and development for the bully and target alike.

We believe that taking proactive, preventative action is key. This is best done through the development of a school ethos based on mutual respect, dignity of the individual, inclusion, fairness and equality.

Effective management of bullying and harassment is a shared responsibility and strategies involve school staff and parents working together (sometimes with other professionals) with students who are the targets or perpetrators of bullying or harassment.

#### **Principles**

All members of staff and all students have a right to carry out their work in a supportive, safe and positive environment.

Every student has the right to learn, to experience success and fulfil his/her potential.

Every teacher has the right to teach, to experience success and fulfil his/her potential.

Every member of the school community has the right:

- To feel valued
- To feel supported

- To feel safe and secure and protected from harm, humiliation and abuse
- To a healthy, pleasant environment
- To be treated with respect
- To be treated with dignity
- To be treated fairly

#### Aims

- To promote an atmosphere in which there is a respect for others, recognition of others' achievements and differences are valued.
- To promote an atmosphere which is conducive to learning.
- To promote behaviour which is in the best interests of all members of the school.
- To promote good manners towards all members of the school community, to visitors and to members
  of the community outside the school.
- To eliminate intimidating and aggressive behaviour in line with our ethos of providing a secure, caring community where bullying and harassment is not tolerated in any form.
- To clarify to stakeholders our methods for responding to incidents of bullying and harassment and for fulfilling our statutory responsibility to respect the rights of students and to safeguard and promote their welfare.

#### Scope

This policy applies to incidents of bullying and harassment which take place on school premises, on the journey to and from school (while students are in uniform), on off-site activities organised by school and while using school equipment.

The School is not **legally** responsible for bullying or harassment which takes place elsewhere and the School owes no general duty to its pupils to supervise their activities after they have left its charge, since it is not directly in control of them. (Bradford Smart v Sussex County Council 2002).

Maiden Erlegh Trust will, however, respond positively to any information it receives about bullying or harassment outside school thus:

- 1. If a student is responsible for bullying or harassing other students outside school, including cyber-bullying, then this matter will be investigated. The bully's parents will be informed so they can take appropriate action. The school will consider whether it is appropriate to notify the police.
- 2. If a student is found to be the target of bullying or harassment outside school then help and support will be offered and advice given on how to avoid further incidents in future. The target's parents will be informed so they can take appropriate action.
- 3. If there are more general concerns about student safety outside school then the local police will be contacted and their help sought in making the area around the school premises more secure.
- 4. If information is received that a student is being bullied by a sibling outside school this will usually initially be discussed with the parents. If concerns persist then the matter will be referred to the Children's Services.

5. If a student is being bullied by students of another school the Headteacher of that school will be informed and asked to deal with the matter.

Maiden Erlegh Trust recognises that staff can be the target of bullying or harassment. If a member of staff is the target of bullying or harassment by a student then the same protocols and procedures will apply. If they are targeted by a parent then possible actions are outlined in our document on Unacceptable Communication which can be found <a href="here">here</a>. In the event that the perpetrator is a member of staff this will be raised with Human Resources who will conduct and investigation.

#### Monitoring and evaluating

Each incident of bullying or harassment falling within the school definition will be recorded. Any incidents involving race, culture, country of origin, sexism, disability, giftedness, homophobia, biphobia or transphobia will be identified.

A termly report will be made to the Headteacher and an annual one to the *Local Advisory Board and Director* of *Inclusion and Safeguarding*, indicating the numbers of bullying incidents and any trends which may emerge. Senior staff and *Local Advisory Board members* will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any ongoing concerns. These will be shared with staff, parents and students (e.g.: through School Improvement Plan, website, "you said, we did" etc)

### ANNEX: Great Hollands Primary School

#### ACTIONS FOLLOWING A REPORT OF A SUSPECTED BULLYING INCIDENT

No bullying is substantiated.

Students and parents receive feedback and evidence is retained on student files.

There has been unacceptable behaviour, that may be unkind, physical, emotional or verbal but that does NOT fit the definition of bullying.

Students are sanctioned according to our Behaviour Policy.

Restorative Justice used as appropriate.

Parents informed and evidence is retained on student files Allegations of bullying are dealt with at Phase Leader level.

All parties are listened to and treated with respect.

Their statements are recorded and any other evidence provided is logged.

The evidence is reviewed by the Phase Leader together with Class Teacher.

The bullying is substantiated but does not involve any illegal activity.

Student as target of bullying.

Student receives confirmation that reporting the bullying was the right thing to do and that they are not responsible for the behaviour of the bully.

Students provided with support and guidance by teacher.

Parents and Senior Staff meet and support strategies confirmed.

In-school support offered from:

- action to secure the student's immediate safety
- strategies to prevent further incidents
- direct route to safety area confirmed
- friendship group engaged in support
- "buddying" or Peer Mentoring
- FSA mentoring on assertiveness and self-esteem
- extra supervision/monitoring
- RJ or adult mediation
- Addition TA support
- arrangements to review progress
- referral to another agency (e.g.: CAMHS)
- further advice about e-safety

All documentation retained on student file.

Student as perpetrator of bullying.

Parents and Senior Staff member meet and discuss both sanctions and support strategies.

The sanctions will be decided by senior staff in consultation with the HT. In addition, we may:

- withhold participation in sports or out of school activity
- withdrawal of break and lunch privileges
- require the student to be deposited or collected by a responsible adult
- withdrawal of unsupervised IT access
- provide education in isolation

In-school support offered from:

- immediate action to stop any further bullying
- support from inclusion team staff
- buddying or Peer Mentoring (if appropriate)
- friendship group engaged in support
- behaviour target card
- on-going monitoring and extra supervision
- referral to another agency e.g.: police, YOS
- positive reinforcement in order to promote change and bring unacceptable behaviour under control

All documentation retained on student file.

The bullying is substantiated and involves or potentially involves illegal activity.

Illegal activities are those which are against the law e.g.:

- Serious physical or sexual assault
- Anything involving use of/distribution of illegal substances or images
- inciting racial hatred or violence
- promoting illegal acts

Inform the Police and/or Social Services

Follow Police and Social Services' guidance.

Remove any school equipment or books which may contain evidence.

Disable school network account.

Collect and save all evidence but do not copy or view (if IT /digitally based).

Inform LADO and or HR as necessary.