

St Helen's School

Anti-Bullying Policy

September 2022



Anti-Bullying Policy

I. Bullying

I.1 Bullying is any behaviour which intentionally hurts another pupil or group, physically or emotionally. Bullying is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender (including gender fluidity), homophobia, transphobia, biphobia, special educational needs and disability, or because a child is adopted, looked after or is a carer. Bullying is often repeated over time but can also occur as a single incident.

Bullying takes a variety of forms, including:-

- I.1.1 Physical (e.g. hitting, kicking, pushing people around, spitting; or taking, damaging or hiding possessions)
- I.1.2 Verbal (e.g. name-calling, taunting, teasing, insulting or demanding money)
- I.1.3 Exclusionary behaviour (e.g. intimidating, isolating or excluding a person from a group)
- I.1.4 General unkindness (e.g. spreading rumours or writing unkind notes, mobile phone texts or e-mails)
- I.1.5 Cyberbullying (e.g. the use of information and communication technology, particularly mobile telephones, and the internet, including social networking sites or gaming, to upset someone else deliberately).
- I.1.6 Sexual Violence and Sexual Harassment (e.g. talking to or touching someone in a sexually inappropriate way)
- I.1.7 Sexist
- I.1.8 Bullying related to gender identity, including gender fluidity
- I.1.9 Racist bullying or bullying regarding someone's religion, belief or culture
- I.1.10 Bullying related to a person's sexual orientation (e.g. homophobic, transphobic, biphobic bullying)
- I.1.11 Bullying related to pregnancy and maternity
- I.1.12 Bullying related to a person's home circumstances (including if adopted or in care), disability, special educational needs, learning difficulty, health or appearance

2. Policy Statement

- 2.1 This policy is based on The Education (Independent School Standards) Regulations 2014: Welfare, health and safety of pupils.
- 2.2 In accordance with the School's Child Protection and Safeguarding Policy, any allegation of bullying, including cyber-bullying and bullying outside School, will be dealt with in line with this policy. Where, however, there is reasonable concern that a child may be suffering, or is likely to suffer, significant harm, this will be brought to the attention of children's social care and addressed under the School's Child Protection and Safeguarding Policy.

3. Aims

- 3.1 St. Helen's School believes that every person in the school community has the right to be safe, happy and protected whilst at school. Bullying is always unacceptable. The aims of this policy are:
 - To create an environment where bullying is never acceptable.
 - To establish the importance of caring and supportive relationships between members of the school community.
 - To encourage every pupil to act with integrity, responsibility, and concern for others.
 - To promote mutual understanding and respect.
- 3.2 We recognise the seriousness of bullying, both physical and emotional, and its ability to cause psychological damage. Staff are aware of possible signs of bullying. If bullying does occur, the victim should feel confident about asking for help within the school community. Pupils should understand that withholding information protects the bully and allows them to continue the practice. We want people to tell us if they are bullied and we want them to tell us if they witness or hear of any bullying taking place.
- 3.3 The School is very aware of the increased opportunity for bullying and for the promotion of extremist views through the increasingly unrestricted access some children have to the internet on electronic devices.
- 3.3 We aim to deal with all incidents sensitively, consistently, and efficiently. Our prime concerns are to prevent any continuation of the bullying, improve the behaviour of the person doing the bullying and provide support to individuals who have experienced bullying
- 3.4 Bullying on the basis of protected characteristics (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) is taken particularly seriously.
- 3.5 **Children with special educational needs and disabilities:**
Staff are mindful that children with special educational needs and disabilities can be more prone to peer group isolation and bullying than other children, and that they can be disproportionately impacted by bullying without outwardly showing any signs. Staff are

aware that these children may face communication barriers and they bear this in mind when considering whether any action is required.

4. The Prevention of Bullying

4.1 The anti-bullying policy will work to achieve the above aims through the promotion of:

- good character for all pupils, especially promoting courage, kindness and integrity;
- positive attitudes towards all individuals;
- an understanding of the sensitivities of others in the community;
- a sense of personal safety in school;
- assertiveness, self-esteem and self-confidence;
- self-discipline;
- an understanding of other's differences.

5. Responsibilities

5.1 The Deputy Head (Pastoral) and Head of Prep are responsible for the implementation of the policy by working with members of staff to address anti-bullying in the following areas:

5.1.1 Phase Leaders, Prep Acting Assistant Head, Acting Assistant Head Pastoral, Heads of Year, PSHCE Co-ordinator, Director of Sixth Form and Assistant Head Sixth Form are responsible for elements of anti-bullying education through the PSHCE programmes, including the Personal, Social and Emotional Development in the EYFS, and the pastoral care system. Within the PSHCE Programme sessions, the personal safety, health and lifestyles, relationships and self-esteem, and social and moral responsibility vertical strands address this important issue. The programme refers to the legal consequences of some bullying behaviour i.e. that it may constitute a criminal offence or a civil wrong. The misuse of electronic communication for this purpose will be highlighted and discussed in particular.

5.1.2 PSHCE in Senior School is delivered primarily by the Form Tutor.

5.1.3 In the Prep School, either the Form Teacher or the Class Teacher delivers PSHCE.

5.2 The Form Tutor (Senior School), Form Teacher (Prep School) and Class Teacher (EYFS) provide the first line of contact when an incident occurs and may discuss issues which are relevant to their group in tutor sessions and class Circle Time in Nursery, Reception, Years 1 and 2.

5.3 When bullying has the potential to become, or has become, a Safeguarding issue, incidents are referred to appropriate outside agencies by the DSL or a Deputy DSL, e.g. the police or Children's Services.

6. Education on Bullying

6.1 Within the curriculum, teaching staff will address anti-bullying issues through specific content to reinforce the delivery of the anti-bullying programme. For example:

6.1.1 English - using works of literature dealing with various aspects of bullying, conflict, and intimidation.

6.1.2 Drama - experience of situations in which conflict arises are dealt with through role-play, extempore and formal drama.

6.1.3 Religious Studies - opportunities for discussion and debate on many personal and moral issues, including bullying.

6.1.4 P.E. - group dynamics within team and individual sports allow pupils to develop their awareness of others that may not be amongst their friends.

6.1.5 The Assembly programme - Prep School, Whole School, Year, Section, House and Form assemblies are all opportunities to reinforce the school ethos of understanding and tolerance.

6.1.6 Co-curricular activities - these can engender an understanding of others and involve staff and pupils in differing situations.

7. Procedures for Reporting Bullying

7.1 To encourage people to speak out with confidence and to make the reporting of incidents as easy as possible, we provide as many initial contacts as possible for pupils to report incidents with confidence within the school. It must be the pupil's choice as to whom they reveal the problem. The following list is for reference only; the order is of no significance:

- Form Tutor / Form Teacher / Class Teacher
- Head of Year/Phase Leader
- Prep Acting Assistant Head/Acting Assistant Head Pastoral (Senior)/Assistant Head Sixth Form, Director of Sixth Form
- Deputy Head (Pastoral)/ Head of Prep School
- Nurse
- Any Member of Staff
- Sixth Form Year Leader or Prefect
- Listening Ear / Wellbeing Service (WBS) / Counsellor

Pupils may choose to email or speak in person to any of the above people. The person to whom the pupil has revealed the problem will inform the appropriate Phase Leader/Head of Year, Prep Acting Assistant Head, or Acting Assistant Head Pastoral (Senior) or Assistant Head Sixth Form/ Director of Sixth Form, and Deputy Head (Pastoral). We will always deal with incidents that have occurred inside and outside of school if they have been reported to us and affect the health and happiness of a St Helen's pupil.

8. Actions

- 8.1 Where an incidence of bullying is suspected / reported, it must be referred immediately to:
- For Prep: Phase Leader and Prep Acting Assistant Head
 - For Senior: Head of Year, Acting Assistant Head Pastoral (for pupils in Years 7-11), Assistant Head Sixth Form and Director of Sixth Form (for students in Years 12-13) and Deputy Head (Pastoral)
- 8.2 The pupil(s) who has / have reported the incident will normally be spoken to first of all by staff.
- 8.3 The account of the incident by the allegedly bullied pupil(s) will be recorded in writing and they will be reassured and offered immediate support.
- 8.4 The account of the incident by the pupil(s) accused of bullying will also be recorded. At this stage, blame will not be apportioned but, if appropriate, they may be encouraged to see the other person's point of view and acknowledge the impact of this behaviour on others.
- 8.5 Any further investigation deemed necessary will be carried out.
- 8.6 If the complaint is upheld, then it will be made clear to the person carrying out the bullying behaviour why the behaviour was inappropriate and caused distress. The motivation behind the behaviour will be considered and whether counselling or other support should be used to tackle any underlying issues for the bully. Any support and any sanctions issued will be discussed with the Deputy Head Pastoral in advance and will be in accordance with the School's Pupil Behaviour Policy; the reasons for their use will be explained to the pupil/s accused and their parents.
- 8.7 The parents of all pupils involved will be informed and given the opportunity to discuss the matter with a member of the pastoral team.
- 8.8 Strategies such as some of those listed in section 9.1 below may be used. For example, a meeting of all pupils involved, with close staff supervision, may be helpful in achieving closure with all involved and agreeing a plan for moving forward positively.
- 8.10 The situation will be monitored and reviewed over time.
- 8.11 In the case of severe and/or persistent bullying, the Headmistress may exclude a pupil for a fixed period or permanently. Where there is reasonable concern that a child may be suffering, or is likely to suffer, significant harm, this will be brought to the attention of the Designated Safeguarding Lead (DSL) or a Deputy DSL immediately. The DSL or Deputy DSL will consult children's social care and address the matter under the School's Child Protection and Safeguarding Policy.

8.12 The Prep Acting Assistant Head or Phase Leader, or Head of Year (Senior), Acting Assistant Head Pastoral, Assistant Head Sixth Form, Director of Sixth Form will ensure that a summary of the incident and all actions taken is recorded in CPOMS, where the Central Record of Incidents of Bullying is kept.

8.13 The Deputy Head (Pastoral), Acting Assistant Head Pastoral, Prep Acting Assistant Head and Head of Prep will monitor the overall number of such incidents and look for any patterns.

9. Strategies

9.1 St Helen's School employs a range of strategies to prevent or to reduce bullying. These include:

- Prep School playground monitors
- Co-operative group work
- Circle time
- Circles of friends
- Befriending/ friendship monitors/ online friendship monitors
- School watch and in particular, the use of quiet/friendship areas
- The use of support groups
- PSHCE, form time discussions and assemblies
- Mediation by adults or by peers
- Active listening/ counselling
- Senior School staff duties
- Active management of hardware, software and connectivity to try and prevent cyber bullying
- Age-appropriate Acceptable Use (ICT) Policy
- Guidance to pupils on the use of IT for any form of bullying or criminal activity

- Guidance to pupils on how to report internet activity about which they feel uncomfortable
- Guidance to staff and parents on preventing the use of technology for bullying or criminal activity

9.2 As the list is descended the strategies become more suitable for older students

10. Training and Delivery

10.1 The Deputy Head (Pastoral) and Head of Prep are responsible for monitoring the policy by:

- making sure all staff are aware of actions that can cause someone to feel that they are being bullied, and that they know to whom they should refer any concerns about possible bullying
- monitoring the behaviour of the pupils with the Prep Acting Assistant Head, Phase Leaders, Acting Assistant Head Pastoral, Heads of Year, Assistant Head Sixth Form and Director of Sixth Form, the School Nurses, the Listening Ear (Prep), WBS (Senior School) to identify any patterns of bullying behaviour
- devising strategies for monitoring the handling of individual cases with the Prep Acting Assistant Head, Phase Leaders, Acting Assistant Head Pastoral, Heads of Year Assistant Head Sixth Form and Director of Sixth Form, in accordance with the specific needs of those involved
- reviewing and revising the PSHCE Programme with the PSHCE Co-ordinators to ensure that it continues to meet the needs of the pupils
- setting up appropriate INSET for staff, the focus of which is the prevention of bullying at times and in places where it is most likely, as well as dealing with individual incidents
- observing the programme of co-curricular activities to ensure sound group dynamics

11. Sources of Advice

11.1 DoFE: Preventing and Tackling Bullying Advice for Headteachers, staff and governing bodies, July 2017

11.2 Cyberbullying: Advice for Headteachers and staff, November 2014

12. Review

12.1 The Deputy Head (Pastoral) and Head of Prep will be responsible for assessing the effectiveness of this policy by:

- Evaluating the PSHCE programme of study with the Prep Acting Assistant Head, Phase Leaders, Acting Assistant Head Pastoral, Assistant Head Sixth Form, Director of Sixth Form, Heads of Year, PSHCE Coordinator, and by incorporating the views of the pupils where applicable.
- Reviewing the bullying and sanctions records logs to establish the number of bullying incidents and to identify any patterns.
- Reviewing the procedures with the Assistant Head Pastoral and Prep Acting Assistant Head after any incidents during the year.

12.2 The Deputy Head (Pastoral), Head of Prep and the Pastoral Committee will review this policy annually.

Authorised by	Executive Team
Date	July 2022
Effective date of the policy	1 st September 2022
Date of Next Review	July 2023