



## THE DOWNS MALVERN

### Anti Bullying Policy

**This policy is relevant to all sections of the school, EYFS, Pre-prep and The Prep School.**

This document should be read in conjunction with the school's Child Protection Policy. The school is committed to train staff on a regular basis to manage all aspects related to both policies. This policy pays due regard to 'safe to learn – embedding anti bullying work in schools'.

Physical or verbal abuse of pupils is not acceptable at the school and it is everyone's moral and legal (Children's Act 1989) duty to prevent it from happening. Bullying is taken seriously at the school and all reported incidents are recorded and appropriate action taken. Parents are encouraged to support the work of the school and the children are regularly reminded of their responsibilities for the happiness of those around them. Staff receive regular formal and informal training and are encouraged to look for and report worries about children in their care.

It must be recognised that bullying in any of its forms can have significant and long lasting physical and psychological implications for the 'victim' and that in some forms (ie discrimination or threatening behaviour) legal implications for the 'perpetrator'.

#### Aims

It is the aim of this school to

- Have a bullying free environment
- Enable children, parents and staff to feel confident in reporting concerns about any member of the community
- Have robust and effective systems for dealing with all levels and types of bullying.
- The School's stand on anti-bullying is reinforced across the curriculum, in Assemblies, on the games field, in activity periods, in Circle Time and whenever possible throughout the school day.

In order to work towards the aim of a bullying free environment the following guidelines are laid down.

#### Basic Principles

- Prevention of bullying concentrates on raising the self-esteem of all pupils and creating an atmosphere of mutual respect.
- If bullying occurs both victims and perpetrators must receive support.
- Recording and review of incidents must occur to detect patterns where they exist.
- Monitoring should include both formal and informal questioning of all sections of the school Community.
- Whilst generally addressing bullying between pupils the school recognises its responsibilities to ensure that no member of the community (including any adult) suffers abuse or discrimination.
- Bullying usually involves the abuse of *power* in some shape or form and is *personal* to the individual. Bullying can include but is not limited to:

- Verbal abuse i.e. name calling and teasing.
- Physical attack.
- Threats.
- Psychological abuse i.e. isolating or spreading rumours.
- Racial, religious, sexual/sexist and/or homophobic comments or reactions.
- Extortions of money or property.
- Targeting perceived weaknesses.
- Use of technology to perpetrate any of the above.

## **What is Bullying?**

Bullying is behaviour by an individual group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, Special education needs or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority, but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

## **Cyber-Bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur inside or outside school. Cyber-bullying is a different form of bullying that can happen 24/7, with a potentially bigger audience and more accessories, as people forward on content at a click.

## **The Responsibility of the School**

1. The ethos of the school encourages and supports an atmosphere of mutual respect and understanding.
2. Pupils are helped to develop positive strategies and to become assertive without using threats or violence. This process is on-going but is formally addressed in PSHE lessons and tutorial periods.
3. Pupils are assured that someone will listen to their version of events.
4. Systems are in place to allow all staff to report concerns about pupils to the senior staff or pupil's tutor. Pupils being bullied will be consulted and kept informed of action being taken.
5. In serious incidents, statements will be taken and recorded from all involved in and witnessing incidents.
6. Counselling by an appropriate person will be offered to all sides.
7. The school will undertake to remove from school on a temporary or permanent basis anyone who makes another person's life miserable. These decisions will be made at the discretion of the Headmaster and all normal rights to appeal will exist.
8. The School will pay heed to Boarding NMS 12 **Promoting Positive Behaviour and Relationships**

## **Pupils and Parents' Responsibilities**

Pupils and Parents should follow the guidelines as issued from time to time in the attached leaflets.

## **Staff Responsibilities**

It is unrealistic to expect that action to manage incidents will not be necessary. Strategies need to be in place and known in order that a common policy is operating. Staff should follow the following guidelines.

- All incidents of a bullying nature should be recorded by staff in the school Behavioural Book located in the Staff Room with details of any actions/sanctions taken. These will be discussed weekly at the Pupil Meeting.
- Incidents need to be resolved, not just smoothed over.
- Blame may not all be one sided and there may not be a need to establish a blame.
- It may be difficult to prove what really happened. Talk to many people.
- Levels of tolerance vary enormously from child to child.
- Removal of a child from the school (bully or bullied) may not always solve the problem.
- Adults are crucial to helping with these problems but the emphasis should also be to help pupils deal with bullying issues themselves.
- Both victim and alleged bully must be spoken to. Do not jump to conclusions.
- Counsel both sides. It may be necessary to point out that a child's behaviour can open them to bullying and they may be able to reduce the risk of becoming a target.
- Seek advice and inform senior staff of your investigation and action. Ensure that recording is meticulous.
- A meeting between the two sides may be appropriate.
- Peers may be useful in helping in the follow up but ensure the victim is happy with this approach.
- Ask yourself the question; is this a child protection issue that needs referring to the school's safeguarding officer?

### Sanctions

It may be appropriate to sanction the bully. Depending on the seriousness of the incident/s the normal school sanctions will be used with all normal restrictions on these applied. (ie no corporal punishment or humiliating actions). Sanctions may include;

- Telling off
- Removal of privileges or time
- Community service
- Referral to senior member of staff
- Temporary or permanent exclusion (Authorised by Headmaster/ Chairman of Governors only)

### Confidential Box

Pupils may post notes into the confidential box next to the Senior Deputy Head's office on the ground floor of the White House. This may give a child the reassurance to 'tell' when otherwise they may not. This box gives confidentiality to the child at the point of most stress but it is important to realise that ultimate confidentiality can not be guaranteed if the incident constitutes a very serious issue. It may not be possible to follow up anonymous complaints.

The Senior Deputy Head is responsible for the regular checking of this box and for instigating follow up action.

Alastair S Cook  
Headmaster  
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