Anti-Social Behaviour and Anti Bullying Policy

Policy Owner	Senior Leadership Team
Formally endorsed by	Council of Trustees
Endorsement Date	March 2019
Next Review Date	March 2020

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It considers the DfE statutory guidance "Keeping Children Safe in Education" 2018 and takes into account Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

Policy Objectives

This policy outlines what Michael Hall will do to prevent and tackle all forms of anti-social behaviour and bullying.

The Policy has been adopted with the involvement of the Whole School Community.

Bullying is unacceptable and we at Michael Hall operate zero tolerance approach to any bullying

Policy Statement

There can be a number of different forms of anti-social behaviour carried out between people who learn, work, play or live together and not all of these are bullying. Some for example involve situations of short-term conflict; others are incidents of random, or non-directed, aggression. *All* forms of anti-social behaviour are taken seriously at Michael Hall. We are committed to maintaining a culture of respect and empathy for ourselves and for others throughout the School.

All anti-social behaviour and bullying will be investigated, tackled promptly and effectively. If any student is found to be behaving anti-socially or bullying, sanctions and support will be put in place and this may in some cases result in suspension and/or exclusion.

As a school, we aim to:

- Create a safe environment where the children and students can learn, work and play within a safe culture of support and mutual respect.

- Foster relationships between staff and pupils so that the pupils feel safe to talk about their concerns and have confidence that staff members will listen, provide help and support to make them feel safe.

- Make it clear to children, students, staff and parents that when bullying happens we will take the matter seriously, ensure the safety of the victim and work together as a school community to stop it.

Definitions

Bullying is defined as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally." (Guidance on Preventing and Tackling Bullying, Department of Education 2017). It is the intention and targeting which differentiates bullying from anti-social behaviour.
Bullying can include physical aggression, persistent verbal abuse, intimidation, interfering with others' property, the prolonged exclusion of others, the spreading of rumours and so forth. It can also be a subtle or hidden process involving third parties in manipulating a situation.
Cyber bullying ("the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others.") can include the deliberate posting of hurtful messages via the internet, texts, messaging, abusive calls

to mobile phones, the use of indecent or inappropriate images, or inappropriate postings on web sites, blogs or social media. (See Online Safety Policy, Acceptable Use Agreements and Child Protection and Safeguarding Policy)

Bullying can take several forms: physical, verbal, non-verbal and indirect including use of mobile phones and computers.

- Physical: for example hitting, kicking, pushing, taking or damaging belongings etc.
- Verbal: for example name calling, taunting, mocking, making offensive comments, e.g. racist, sexist or homophobic remarks, repeated teasing, threats, sarcasm, gossiping etc.
- Indirect: for example excluding people from social groups, spreading hurtful and untruthful rumours, leaving notes, failure to speak to and/or acknowledge a person, making someone the subject of malicious rumours, inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet, producing offensive graffiti, etc.
- Homophobic bullying occurs when it is motivated by a prejudice against persons who identify as LGBT (lesbian, gay, bisexual, transgender).
- Racist bullying refers to a range of hurtful behaviours, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.
- Cyber bullying is the using of Information and Communications Technology (ICT) particularly mobile phones and the internet, deliberately to upset someone else.

The Michael Hall Staff Community must be aware of the vulnerability of particular groups of students with specific regard to bullying:

- Students with Special Educational Needs
- LGBT students
- Children in care
- Traveller groups
- Ethnic minorities

Prevention and Education

As a school we aim to inform and prepare students for various aspects of life. Michael Hall recognises that bullying in any form can be emotionally abusive and can cause severe and adverse effects on children's emotional development.
We recognise that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.

We provide bullying prevention education through:

- Promoting a whole-school ethos of care and respect for others and a school culture where pupils feel safe to bring their concerns to an adult and trust that action will be taken.
- Regular age appropriate classroom conversations with the pupils about social and anti-social behaviour, including religion/ethics lessons, PSHEE lessons, tutorials and Guardian lessons.

- Early identification of anti-social behaviour where special discussions or support for class groups will be put in place.
- Pupils (including those new to the School and boarders) are made aware of our expectations for behaviour through in class awareness raising by Class Teachers/Guardians, our stance on bullying and who they may approach for help.
- Clear channels of communication between staff and parents.
- Online & in house training on anti-social behaviour and bullying.
- Regular opportunities in our Faculty Meetings to discuss how to promote positive social behaviour.
- The provision of a regular agenda point in the weekly teachers' meetings to share any pupil concerns.
- Regular conversations within Parents' Evenings on the social dynamics of the class.
- Our Pastoral Care and Safeguarding team supports pupils and teachers, and/or assists in dealing with situations. Pupils and parents are informed who these staff member are through posters with photographs listing the team on the website and on notice boards throughout the School.
- New teachers are informed of the school policies in these areas during their Induction Programme.

Noticing and Reporting Anti-Social Behaviour and Bullying (see Appendix C)
Staff:
If a member of staff comes across an act of anti-social behaviour or suspected bullying they are expected to make the situation safe immediately and then it must be reported to the relevant Class Teacher or Guardian as soon as possible and be reported on CPOMS.

Parents:
If any parents become aware of/or suspect bullying, they should speak to their child's Class Teacher, Guardian or Faculty Chair in the first instance. Should they feel that that their concerns have not been acted upon, they should raise a concern following the Schools Complaint and Concerns Policy procedures.

Students:
If a student feels that they are being bullied or are the victim of antisocial behaviour, they need to report it to a trusted adult. Students should be aware that under no circumstances are they expected to tolerate any unwelcome behaviour.

Responding to Bullying or Suspected Bullying
As soon as a member of staff becomes concerned about a student suspected of being bullied they must converse with the student to find out further information. Notes will be recorded on CPOMS and the relevant Class Teacher/ Guardian informed. The Class Teacher/ Guardian will then seek further information from relevant staff and students.

The Class Teacher/Guardian will meet with, listen to and record a full account from the 'victim' as soon as reasonably possible following report of the incident. The pupil will be informed that their safety and well-being is considered paramount, and they will be assured that the situation will receive immediate attention and that their parents will be informed.

The Class Teacher/ Guardian will also listen to and record a full account from the perpetrator(s) (and any other witnesses) as soon as is reasonably possible following report the of the incident. The perpetrator(s) will be informed that the School takes such behaviour seriously and that their parents will be contacted.

The Safeguarding Team will be notified by the Class Teacher or Guardian about the suspected bullying incident and support sought. Parents/Guardians will be informed and may be invited to contribute to the picture or attend a meeting in school to discuss the matter.

Once all evidence surrounding the incident has been collated the Class Teacher/ Guardian will determine the severity of the allegation and decide on an appropriate way forward. They may contact the Behaviour Management Coordinator or Safeguarding Team at this stage for further advice. (if they have previously been included)

- In the event that the situation can be dealt with by the Class Teacher/Guardian, an appropriate action will be taken. This will be communicated to all relevant staff, students and parents.
- In the event that the situation warrants further concern, the Class Teacher/ Guardian will seek support from the Behaviour Management Coordinator to determine a plan of action. The plan will be communicated to pupils and parents. The Faculty Chair and all subject teachers will be informed of the plan which may include Support Group work, mentoring of the pupils, sanctions and counselling for either perpetrator or victim if deemed appropriate.
- In the event that the Class Teacher/Guardian determines the situation is sufficiently serious to warrant fixed term or permanent exclusion, the disciplinary aspect will be referred to the Faculty Chair to discuss with the Director of Operations. In the event of fixed term exclusion, a plan of action will be put in place by the Class Teacher/ Guardian with the assistance of the Behaviour Management Coordinator or Safeguarding Team. The pupil will be met, before their return, to discuss the plan. The School's expectations and sanctions should the action plan be transgressed, will be clearly explained.
- All relevant staff will be informed in order to be supportive and vigilant. The plan of action will be reviewed by the Behaviour Management Coordinator after 2 weeks. In repeated and/or serious cases, the Safeguarding Team may determine it appropriate to contact and/or refer the matter to the police or social services.

Anti-Social Behaviour

Those involved in anti-social behaviour are made thoroughly aware of what they have been doing, and the effects that it has had. They are invited to suggest how things can be improved. Most young people who have behaved anti-socially feel at this stage that they must apologise and this is a response to be encouraged. Strategies may be offered to support improved behaviour which can lead to positive changes in both the short and long term.

The Staff involved record and monitor the situation to make sure that the anti-social behaviour does not continue. A recurrence of the anti-social behaviour will be followed up immediately.

Cyberbullying

The School recognises the development in technology, the threat of cyberbullying and the impact it can have on members of our community. We educate both Staff and Students in cyberbullying as part of our training and PSHEE program. We also provide online training and resources to parents to help identifying the signs of cyberbullying.

When responding to cyberbullying concerns, the School will act as soon as an incident has been reported or identified as follows:

- Provide appropriate support for the person who has been a victim of cyberbulling and work with the person who has carried out the bullying to ensure that it does not happen again.

- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
    - Looking at use of the school systems;
    - Identifying and interviewing possible witnesses;
    - Contacting the service provider and the police, if necessary.
    - Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

        1. Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
        2. Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
        3. Ensure that sanctions are applied to the person responsible for the cyberbullying; (this relates to activities in and out of school) the school support the student to understand the impact of their behaviour, as well as ensuring access to any additional help that they may need.
        4. Inform the police if a criminal offence has been committed. Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
        5. Advising those targeted not to retaliate or reply; providing advice on blocking or removing people from contact lists; helping those involved to think carefully about what private information they may have in the public domain.

Any bullying related incidents must be reported on CPOMS and the Safeguarding Team alerted.

Disciplinary action
Sanctions will be given where appropriate, in accordance with the Lower School Behaviour and Sanctions Policy and the Upper School Behaviour and Sanctions Policy.

Support provided
These following options are possible responses of support for a student that has been a victim of bullying or has been found to be bullying.

- **Safeguarding, Student Welfare Officer and Behaviour Management Co-ordinator**

    Students will be put on a programme of support designed by the Behaviour Management Co-ordinator as appropriate for the circumstance.

- **SENCO**

    We may refer the pupils involved in the incident to the SENCOs in order that they may determine whether the pupil may require their support/additional support.

- **Tutors** – *personalised support, advice and guidance*

Tutors can support students by providing advice and guidance based on their circumstances.

- **Guardian/ Class Teachers** – *general support, advice and guidance*

Guardians and Class Teachers can support students with monitoring of the situation and provide all students with informative teachings of bullying.

- **Counselling** - *confidential support, advice and guidance*

Students will be referred for counselling if deemed appropriate by Pastoral Care. Counselling is also available and recommended for general support for students.

Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:
- Offering an immediate opportunity to discuss the concern with the HR and the DSL.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the Schools' Behaviour and Discipline Policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
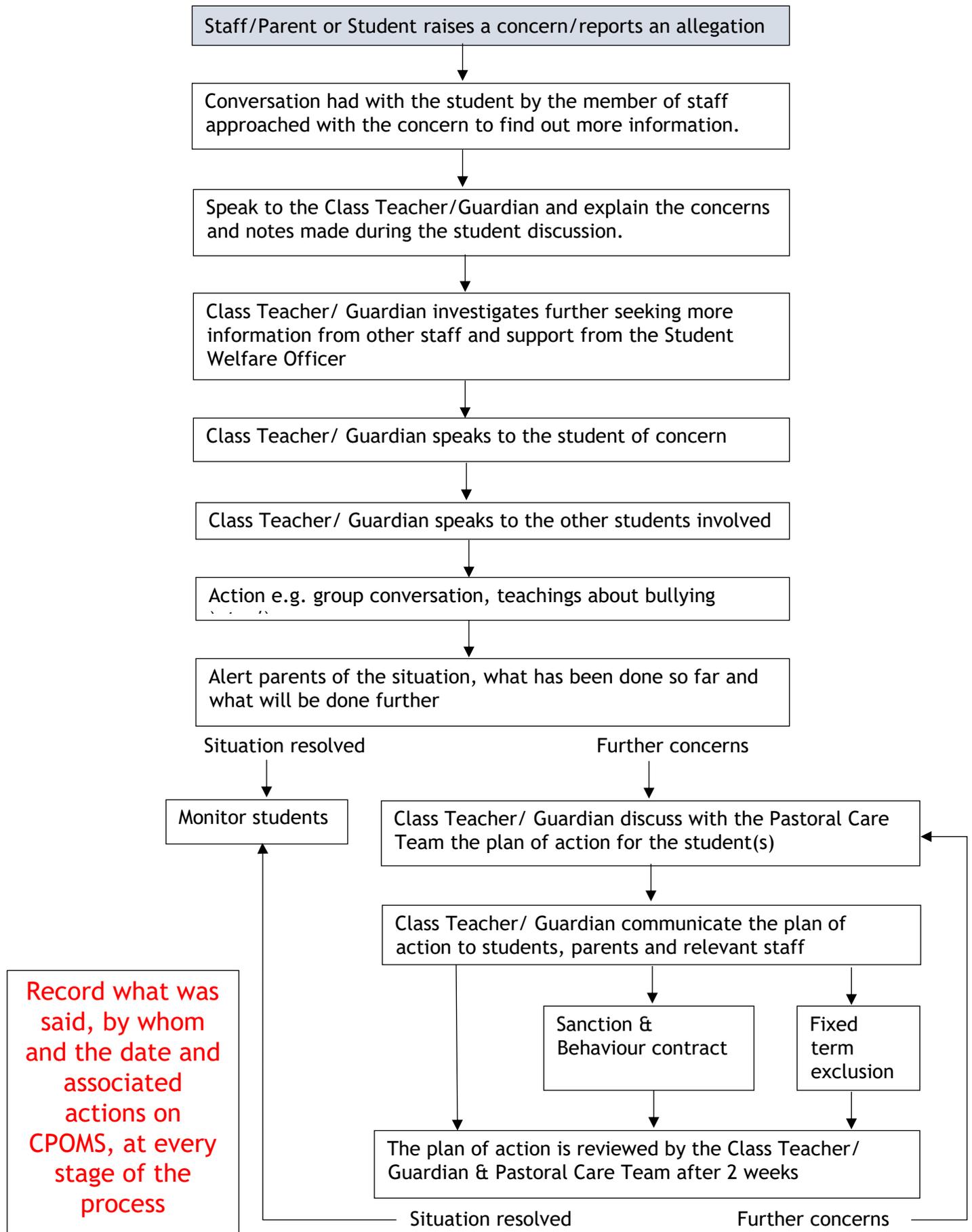
Adults who have perpetrated the bullying will be helped by:
- Discussing what happened with a senior member of staff and/or the Director of Operations to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the School's official Complaints Procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Relevant Polices:

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Complaints and Concerns Policy
- Exclusion Policy
- Lower School Behaviour & Sanctions Policies
- Upper School Behaviour & Sanctions Policies
- SEN Policy

Annex A – Bullying procedure

Staff/Parent or Student raises a concern/reports an allegation

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Conversation had with the student by the member of staff approached with the concern to find out more information.

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Speak to the Class Teacher/Guardian and explain the concerns and notes made during the student discussion.

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Class Teacher/ Guardian investigates further seeking more information from other staff and support from the Student Welfare Officer

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Class Teacher/ Guardian speaks to the student of concern

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Class Teacher/ Guardian speaks to the other students involved

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Action e.g. group conversation, teachings about bullying

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Alert parents of the situation, what has been done so far and what will be done further

Situation resolved   Further concerns

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Monitor students   Class Teacher/ Guardian discuss with the Pastoral Care Team the plan of action for the student(s)

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Class Teacher/ Guardian communicate the plan of action to students, parents and relevant staff

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Sanction & Behaviour contract   Fixed term exclusion

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The plan of action is reviewed by the Class Teacher/ Guardian & Pastoral Care Team after 2 weeks

Situation resolved   Further concerns

Record what was said, by whom and the date and associated actions on CPOMS, at every stage of the process

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send__module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying • DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org

- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub:
  www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- Ending Violence Against Women and Girls (EVAW)
  www.endviolenceagainstwomen.org.uk o A Guide for Schools:
  www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
  www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:
  www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Annex C –signs of bullying

Signs of Bullying (For Staff, Parents and Students)

Changes in behaviour that may indicate that a pupil is being bullied include:
- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self-confidence
- Frequent visits to the Medical Room with symptoms such as stomach pains, headaches etc.
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares etc.
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers. Even if you are unsure, it is better to raise the issue with a responsible adult.

Policy issue date: 08/03/2019