

# Newland House School



## Anti-bullying policy

**This Policy applies to all sections of the school including the Early Years Foundation Stage**

<b>Updated:</b>	<b>November 2020</b>
<b>Updated by:</b>	<b>Deputy Head (Prep) and Deputy Head Pre-Prep</b>
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	<b>Governing body</b>

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## 1. Statement of intent

- 1.1 At Newland House School, our community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his or her full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed; but orderly, atmosphere. All pupils should care for and support each other.
- 1.2 Newland House School prides itself on its respect and mutual tolerance. Parents or guardians have an important role in supporting the school in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together.
- 1.3 Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. **Any kind of bullying is unacceptable.**

## 2. Definition of bullying

- 2.1 Bullying is behaviour by an individual or 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, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences<sup>1</sup>.
- 2.2 Bullying can include (but is not limited to):
  - Emotional – being unfriendly, excluding, tormenting, for example, hiding books, threatening gestures
  - Related to disability
  - Physical – pushing, kicking, hitting, punching, shaking, biting, hair pulling, spitting or any use of violence
  - Upskirting<sup>2</sup>, sexting and initiating/hazing<sup>3</sup> type violence and rituals
  - Racial and Religious– racial or religious taunts, graffiti, gestures
  - Sexual/sexist/homophobic
  - Cyber – email and internet chat room misuse, mobile phone threats by text messaging and calls, photograph misuse

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<sup>1</sup> Source: *Preventing and tackling bullying Advice for headteachers, staff and governing bodies October 2014*

<sup>2</sup> 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

<sup>3</sup> Hazing definition - To persecute or harass with meaningless, difficult, or humiliating tasks or to initiate, as into a college fraternity, by exacting humiliating performances from or playing rough practical jokes upon.

- Psychological
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Cultural
- Bullying of young carers or looked-after children, or otherwise linked to home circumstances

2.3 Children may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance-misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as not living with their birth parents or because they have fallen behind in their studies.

2.4 Some pupils are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement, or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

### 3. Cyber bullying

3.1 Bill Belsey, the creator of the web site: [www.cyberbullying.org](http://www.cyberbullying.org) defined this unpleasant phenomenon in the following terms:

*“Cyberbullying involves 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.”*

3.2 Cyberbullying can involve Social Networking sites like Bebo and Myspace, Facebook and Twitter, emails and mobile phones, used for SMS messages as cameras.

#### **Cyberbullying – Preventative Measures**

3.3 In addition to the preventative measures described above Newland House School:

- Expects all pupils to adhere to its advice for the safe use of the internet. Certain sites are blocked by our filtering system and our IT department monitors pupils' use.
- May impose sanctions for the misuse, or attempted misuse of the internet.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Mobile phones brought to school must be handed in at the school office on arrival and only collected at the end of the school day. They are not allowed in any area of the school other than the office.

3.4 For further details, please refer to the **Digital Strategy policy**.

## **4. Signs of bullying**

4.1 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 (for example, 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.
- 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, experiences nightmares.
- Talking of suicide or running away.

4.2 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. We cannot stress enough the seriousness of bullying in causing psychological damage and even suicide.

4.3 Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault.
- Theft.
- repeated harassment or intimidation, for example, name calling, threats and abusive phone calls, emails or text messages.
- hate crimes.

## **5. Preventative measures**

5.1 We take the following preventative measures:

- We use appropriate Assemblies to explain the school policy on bullying. Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other. Each year the school participates in the national anti-bullying week in order to address the issue openly and to remind staff and students of the correct procedures and of the standards of behaviour expected.

- Other lessons, particularly Religious Studies, English and Drama highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.
- All form rooms in the Prep have “worry boxes” available for pupils to raise concerns in a confidential manner. A worry box is also available on Firefly where pupils can raise concerns about cyber bullying or inappropriate use.
- In the Pre-Prep we have a school council consisting of Year 2 pupils. They are encouraged to offer advice and support to younger pupils during the morning break.
- In the Prep advice on where pupils can seek help, including details of confidential help lines such as Childline are displayed on school notice boards. All pupils have access to a telephone should they require one.
- All reported incidents are recorded and investigated at once. We always monitor reported incidents.
- We have a strong and experienced pastoral team, and the role of the class teacher is a crucial one. They support the Heads of Year and Deputy Head (Prep) or Deputy Head (Pre-Prep) who deal swiftly with any incidents that are reported to them and are alert to possible signs of bullying.
- Our pastoral team gives support to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are alert to inappropriate language or behaviour.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

## **6. Procedures for dealing with reported bullying**

6.1 If an incident of bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved
- In the Pre-Prep or Nursery, the member of staff, if necessary, will inform the Head of Year, Nursery Manager or Deputy Head (Pre-Prep) as soon as possible. In the absence of the Deputy Head (Pre-Prep) the Assistant Deputy Head (Pre-Prep) must be informed.
- In the Prep, the member of staff, if necessary, will inform the Head of Year as soon as possible, who will then inform the Deputy Head (Prep).
- The victim will be interviewed on his/her own and asked to give an account of events.
- The alleged bully, together with all others who were involved, will be interviewed individually and asked to give an account of events.
- The incident should be recorded on 3SYS. Records of bullying will be monitored by Head of Year and either the Deputy Head (Pre-Prep) or the Deputy Head (Prep) as appropriate so that any patterns can be identified.
- All teachers will be informed either in the Head of Year weekly meeting or Prep/Pre-Prep weekly meeting. In very serious incidents, the Deputy Head (Prep/Pre-Prep) should inform the Head.
- Depending on the nature of the incident the victim will be interviewed at a later stage by a member of the pastoral team, separately from the alleged perpetrator. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself.
- Depending on the nature of the incident the alleged bully will be interviewed at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions.
- Depending on the nature of the incident the parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought.
- A way forward, including disciplinary sanctions and counselling, should be agreed. This should recognise that suitable support is needed both for children who are

being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures.

- A meeting involving all the parties, with close staff supervision, could be helpful in certain situations in developing a strategy for all concerned to close the episode.
- A monitoring and review strategy will be put in place.
- A record of any complaint of bullying will be kept for a minimum of three years by the school.
- If at any time a parent feels it is appropriate to contact the Independent School's Inspectorate (ISI) they may be contacted at [www.isi.net](http://www.isi.net) (Tel: 020 7600 0100).
- All staff will be apprised of serious incidents so that they may play an effective monitoring role in the future.
- Staff awareness of bullying issues will be raised through training.
- In very serious cases and only after the Head has been involved, it may be necessary to exclude a pupil or even make a report to the Police or to the Social Services. However, it is the policy of Newland House School to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely.

## **7. Further information**

7.1 Please see ***Behaviour and sanctions policy*** for information on managing behaviour.

7.2 The following guidance may be useful:

[Preventing and tackling bullying: Advice for headteachers, staff and governing bodies](#)

[School support for children and young people who are bullied](#)

[Cyberbullying: Advice for headteachers and school staff](#)

7.3 This policy will be reviewed every academic year or sooner if changes to legislation, compliance requirements or good practice dictate.