



Policy No: 4.1

APPLEFORD SCHOOL
ANTI-BULLYING POLICY

This policy applies to the whole school, including boarding

The Policy is publicly available on the school website and on request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office. All who work, or volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school.

Safeguarding is everyone's responsibility. Our approach at Appleford School is child-centred and at all times, we will act in the best interests of the child. All who work, or volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. All employees and volunteers are required to sign that they have read, understood and will abide with our 'Child Protection Policy', 'KCSIE part one' and for those who work directly with children 'KCSIE Annex A' This policy takes full account of the child protection procedures agreed by the Wiltshire Safeguarding Vulnerable People Partnership (SVPP) along with our Safer Recruitment Policy, Whistleblowing Policy, Staff Behaviour policy, and The Teachers' Standards.

Legal Status

- Complies with The Education (Independent School Standards) (England) Regulations currently in force
- Prepared with reference to: [Preventing and Tackling Bullying \(July 2017\)](#), [Cyberbullying: Advice for headteachers and school staff \(DfE- November 2014\)](#), [Advice for parents and carers on cyberbullying \(DfE- November 2014\)](#) and [School support for children and young people who are bullied \(DfE- March 2014\)](#), [Section 89 of the Education and Inspections Act 2006](#), has regard to the [Equality Act 2010](#) and the [Public Sector Equality Duty](#)

Related Documents:

- ICT-Based Forms of Abuse (including Cyber-Bullying) Policy
- Anti-Bullying: Parents and Pupils Information Sheets, Anti-Bullying Code, What to do if you are Worried
- Positive Behaviour Management Policy (including Sanctions, Rewards, and Exclusions), The School Rules
- Safeguarding Policy and Procedures including Child Protection
- On-line Policy including ICT Acceptable Use, including Mobile Phone and Camera Policy
- Personal, Social, Health, Economic Education (PSHEE) and Citizenship.

Applies to:

- The whole school along with all activities provided by the school, including those outside of the normal school hours;
- all staff (teaching, support and supply staff), contractors, students on placement, the proprietor and volunteers working in the school

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headmaster
- The Headmaster and Proprietor undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Appleford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.



Signed:

Dr Peter Gardner
Proprietor

Mr David King
Headmaster

Date: September 2021

Review Date: September 2022

Designated Member of Staff responsible for Anti-Bullying: Mr. David King, The Headmaster, has overall responsibility for managing anti-bullying works in conjunction with the Head of Pastoral Care. Additionally the Headmaster has oversight of Behaviour Management at the school.

Statement of Intent: Appleford School's Anti-bullying Policy is dovetailed with the Behaviour Management Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying. Appleford School is committed to providing a caring, friendly, safe and secure environment for all of our children so they can learn in a relaxed and secure atmosphere, without anxiety. Bullying in any form is unacceptable at Appleford School. We do all we can to prevent it, by developing a School ethos in which bullying is regarded as unacceptable.

We aim to make all those connected with the School aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the minimisation of bullying in our School. If bullying does occur, all pupils should be able to tell any member of staff and know that incidents will be dealt with promptly and effectively. We are a TELLING School. This means that anyone who knows that bullying is happening is expected to tell the staff. Posters to this effect are displayed in the school. All adult members of our school community should be vigilant in order to recognise where bullying is taking place, and to deal with it thoroughly and with sensitivity. Records are kept to evaluate the effectiveness of the approach or to enable patterns to be identified.

What is bullying? Definition of Bullying: Bullying can be defined as '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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is our school's first priority, but emotional bullying can be more damaging than physical; the school will make judgements about each specific case. Bullying also involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Appleford School ensures early intervention to help set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. *Keeping Children Safe in Education* (2021) defines bullying as a form of abuse, 'peer abuse'

Bullying – Child Protection Related Issues: A bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school reports its concerns to the Wiltshire Council Children's Social Care) via the Multi Agency Safeguarding Hub (MASH) by telephone on 0300 456 0108 during office hours or the out of hours Duty Team (evenings and weekends) on 0300 456 0100. Any kind of bullying is unacceptable

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Bullying can be:

- *Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion* - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.
- *Physical harm or its threat including the abuse of personal property* – jostling, serious fighting, pushing, kicking, spitting, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.
- *Cyber* – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated and so on. For more details of this see the specific ICT-Based forms of abuse (including Cyber Bullying) Policy.
- *Racist* - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. This is an area where schools are required to keep statistics about incidents.
- *Cultural* – focusing on and/or playing off perceived cultural differences or similar.
- *Sexist* – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender.
- *Sexual* - is unwanted or inappropriate physical contact or sexual innuendo.
- *Homophobic* - This is bullying which is directed towards people who are openly gay, bisexual, are perceived as gay, or show characteristics. Heterosexual young people subject to homophobic bullying are less reluctant to report it as this may enforce the stereotypical way that they are already viewed by others so sensitivity and positive support is required for victims.
- *Religious* – Attacking faith, belief, religious practice or custom.
- *Special Educational Needs and Disability* – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) - Dyslexia, Dyscalculia and Dyspraxia.
- *Verbal* - Name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others.
- *Written* – Spreading rumours, writing or printing unkind or malicious on paper.

We believe that all children and staff should be able to work and play without any fear of being bullied by any other person. Bullying is not tolerated and all accusations are to be taken seriously and dealt with. Bullying can take place between pupil and pupil, staff and staff or staff and pupil. We consider the pastoral care of the staff and children to be of prime importance. In class this role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, cloakroom or any part of the school. A common code of behaviour is expected from everyone in the school (see Behaviour Policy). All staff and volunteers at Appleford School are expected to treat each other with a professional level of respect.

We have clear procedures to follow including who to tell and how to record bullying to enable patterns to be identified. We raise awareness of staff through training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available. We take action to reduce the risk of bullying at times and in places where it is most likely. We invest in specialised skills to understand the needs of the children, including those with special educational needs or disabilities, and 'lesbian, gay, bisexual and transgender' (LGB&T) pupils.

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Online Safety – Cyber-Bullying Preventative Measures. Please refer to the ‘Online Safety including Cyber Bullying and Acceptable Use Policy’: In accordance with legislative requirements we have a whole school approach to e-safety including online radicalisation. This includes annual update training for staff regarding e-safety. To support our parents/carers in their education of online safety, the school also organises annually an awareness session for parents with regards to e-safety. We expect all pupils to adhere to the safe use of the internet as detailed in our e-safety Policy. The active management of hardware, software and connectivity and vigilance of teachers and parents has an active part to play in the protection of pupils from Cyber-Bullying incidents. Pupils will have access to technologies that have both positive and negative potential. Our policy on the use of technology within the school setting and beyond is understood and respected by staff and it is important the students and the wider school community also respect this policy.

Within our e-safety policy, we have clearly defined roles and responsibilities for online safety as part of the school’s wider safeguarding strategy and how this links with our main safeguarding policy (please refer to Safeguarding Child Protection policy cited in related documents). There is clear guidance on the use of technology in the classroom and beyond for all users within the school’s e-safety policy that references permissions/restrictions and agreed sanctions. The school’s e-safety policy also delineates detail into the school’s technical provision and infrastructure, including the safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues (please refer to e-safety policy).

The policy also details how the school builds resilience in its pupils to protect themselves and their peers through education and information. Our staff receive training into the professional development of safeguarding techniques that include online safety (please refer to e-safety and safeguarding policies). There are reporting mechanisms available for all users to report issues and concerns to the school and how they are managed and/or escalated (please refer to Online Safety policy including ICT acceptable use policy). The management of all personal data is in line with statutory requirements.

Signs and Symptoms: A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

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| is frightened of walking to or from school | attempts or threatens suicide or runs away |
| doesn't want to go on the school / public bus | cries themselves to sleep at night or has nightmares |
| begs to be driven to school | feels ill in the morning |
| changes their usual routine | begins to do poorly in school work |
| is unwilling to go to school (school phobic) | comes home with clothes torn or books damaged |
| begins to truant | has possessions which are damaged or " go missing" |
| becomes withdrawn anxious, or lacking in confidence | asks for money or starts stealing money (to pay bully) |
| starts stammering | has dinner or other monies continually "lost" |
| has unexplained cuts or bruises | is bullying other children or siblings |
| becomes aggressive, disruptive or unreasonable | stops eating |
| is frightened to say what's wrong | gives improbable excuses for any of the above |
| is afraid to use the internet or mobile phone | is nervous & jumpy when a cyber message is received |

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. Children are encouraged to share their concerns with the adults responsible for them. Staff will consult with the Headmaster or other Senior Management knowing that their response will be sympathetic and appropriate.

Parental complaint or complaint from a child:-

- Headmaster / Head of 6th Form / Head of Years / Head of Prep / Co Heads of Boarding / Head of Pastoral to be notified and to be kept fully informed at each stage.
- Headmaster / Head of 6th Form / Head of Years / Head of Prep / Co Heads of Boarding / Head of Pastoral to contact the parents who have made the complaint.

What Should The Pupils Tell An Adult?

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| Who has been bullying you? | How long has this been going on? |
| How many times has this happened to you? | Has anyone seen this happen? If so, who? |
| Has anyone else been bullied by the same person? | Have you told anyone else about this before? |
| Was anything done about it? | Have you done anything unhelpful that has not helped the situation? |

What Should a Pupil Do If They Witness Bullying?

- Tell an adult in school.
- Inform one of the Anti-bullying ambassadors or a prefect who will then inform an adult without delay.

What Should Parents Do About Bullying? Inform the school if they think their child is being bullied or is bullying other children. Try to establish the facts and keep an open mind. The symptoms at home of children being bullied or who are bullying can sometimes be very similar. With older children it might be useful to refer to this policy and the Home-School Agreement.

Why is it Important to Respond to Bullying? Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Bullying children need to learn different ways of behaving. The School has a responsibility to respond promptly and effectively to issues of bullying. Bullying is an extremely serious matter. It can cause psychological damage and even lead to suicide. It is worth remembering that in certain cases bullying can constitute harassment and threatening behaviour and as such is in principle subject to criminal sanctions, demonstrating how serious it is. Pupils who are bullying need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying. Handling of a bullying incident is given much thought to ensure that the facts are fully known, agreed and understood by the bully(/ies) and the victim(s). All children in our school will be informed about bullying. They will be made aware that we are a 'telling school' they must tell an adult if they or someone else is being bullied and that this is not telling tales. Children will be encouraged to talk to their Group Tutor, Headmaster, Head of Year, Head of Pastoral, Head of Boarding, House-parents, support staff or parents.

Our Policy and Procedures are concerned with the following:

- To provide a clear framework for dealing with incidents of bullying.
- Proprietor; Headmaster; employees; children and parents should have an understanding of what constitutes bullying, through appropriate training etc.
- To encourage openness in which pupils, staff and parents act immediately if there is any suspicion of bullying.
- Proprietor and staff should know what the school policy is on bullying, and follow it when bullying is reported.
- To ensure that parents and the School community are aware of the students' right to be protected from physical, written and oral abuse or intimidation and to educate pupils in resisting bullying.
- To create and maintain a non-violent and non-threatening atmosphere in the school through a combination of regular staff training and educational opportunities that arise such as Personal Social Health Economic Education (PSHEE) lessons, English lessons, drama, literature, historical events, the involvement of guest speakers, assemblies and so on to highlight the essential anti-bullying messages and maintain awareness of potential problems.

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- To raise awareness of staff through training, taking action to reduce the risk of bullying at times and in places where it is most likely.
- To ensure that as a result of staff being respectful towards pupils at all times, pupils will internalise and model these human encounters and thus treat each other respectfully.
- To increase the sensitivity of the school community to incidents of bullying.
- To provide support and help for victims of bullies and for bullies themselves.
- To make clear to pupils, staff, parents and guardians that bullying is unacceptable, including promoting a transparency in human relationships so that pupils, by default, are held to account for the feelings they may evoke in others. Bullying will not be tolerated.
- To educate pupils in resisting bullying.
- To ensure that the adults in the pupils' world do not endeavour to diminish pupils so that they lose respect amongst their peer group but rather enhance them, so as to continue to develop their self-esteem.
- To support those being bullied, and build a framework, within which those bullying others may recognise and reform their behaviour.

Anti-Bullying Strategies Adopted by Appleford School

- To acknowledge that the problem of bullying exists everywhere in our society including potential for it here at Appleford.
- Asks pupils what they feel constitutes bullying. Discussions about what is and is not bullying can help establish support mechanisms to help pupils who are being bullied.
- Anti-bullying ambassadors are put in place throughout the school. These are a group of pupils formed through a voluntary scheme. The ambassadors encourage peer support schemes such as buddying and peer listening.
- We have a whole school approach in which pupils and adults work together to create an environment where bullying is not tolerated.
- We involve our pupils in anti-bullying activities within the classroom. Using these educational elements, we discuss differences between people and the importance of avoiding prejudice-based language
- Appleford School finds ways to help those who are bullying change their behaviour. Punishing bullies doesn't end bullying. It is important to stress that it is the behaviour that is not liked, rather than the person.
- Bullying often takes place in groups. Pupils have a choice of watching from the margins, joining in, trying to remain uninvolved or trying to help those being bullied. Acknowledge and reward pupils who help prevent bullying.
- Support schemes that encourage pupils to make friends. Having friends is one of the best defences against bullying, but not everyone has the right social skills to make friends easily. Teaching assertiveness skills and confidence-building to the class may be a way to help pupils make friends.
- Use time during PSHE classes to work on activities which explore bullying/intimidation in general.
- There are strategies for introducing new pupils to Appleford School. All new pupils are allocated a guide/buddy for their first two weeks, and all Appleford pupils lookout for one another.
- Assemblies held each week remind pupils and staff of the School's policy on bullying and reinforce the message that we are a telling school and that bullying will not be tolerated

Teachers support all pupils in their class to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all pupils, we aim to prevent incidents of bullying. Staff are continually watchful and available, promoting good behaviour and encouraging the care of others. Colleagues' report all cases of bullying on Cpoms. Parent's involvement and cooperation can be sought in the case of persistent offenders after consultation with the Headmaster.

Methods

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| We watch for early signs of distress in pupils. | We listen, believe and act when a child tells us that he or she is being bullied. |
| We intervene to stop the child who is bullying from harming the other child or pupils. | We explain to the child doing the bullying why his or her behaviour is unacceptable. |
| We give reassurance to the child or pupils who have been bullied. | We help the child who has done the bullying to recognise the impact of his or her actions. |
| We emphasise the importance of pupils informing staff of any incidents of bullying that occur. | |

If an allegation of Bullying is disclosed or if there is a concern

Members of staff to whom disclosures are made should initiate the following procedures themselves and/or consult with the relevant staff as appropriate. All disclosures, whether from a pupil, a parent or a member of staff, should be taken seriously and treated with sensitivity. The victim should be made aware that his/her safety is considered to be of paramount importance. Parents will always be informed if their child has been found to be either a victim or a perpetrator of a bullying incident. All instances of suspected bullying should be recorded on Cpoms by the person reporting it. This is read by the Head of Pastoral and Pastoral Team, class Tutor, Houseparent if a boarder and the Headmaster is informed.

Victims, alleged bullies and witnesses should be interviewed separately and their accounts of the incident are to be written down. In the course of this procedure, enquiries should be made to ascertain whether or not the alleged bully has been involved in similar incidents involving this or other pupils, thus enabling patterns or behaviour to be established. The relevant Group Tutor should always be informed. In serious cases these will be discussed with the Head of Pastoral, Head of Boarding, Head of Year and Headmaster. Consultation with the Pastoral team, Head of Year and Headmaster will determine which level of the school management is most appropriate to deal with the incident.

Action should then be taken with regard to each of the following:

- If possible, the pupil will be reconciled after the incident/incidents have been investigated and dealt with. Each case will be monitored to ensure repeated bullying does not take place.
- The bully (bullies) may be asked to apologise. Reflection and support for the bully will be given in accordance with the behaviour management policy.
- Informing the parent of the victim, the bully and possibly others involved.
- Formally recording the incident on the student(s) files and on Cpoms.
- Giving general information to all staff, through close liaison and inter- departmental communication.
- Giving relevant feedback and reminders about appropriate behaviour to students.

Appropriate actions may include:

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| Verbal warning | Detention |
| A loss of free time to complete a reflection | Isolation |
| Parents informed | Suspension |
| Parents asked to come into school | |

If bullying persists, the parents of the perpetrator and victim are called to discuss the situation with the Headmaster. In serious cases, exclusion will be considered.

Bullying which occurs outside school premises: Staff at Appleford School have the power to discipline students for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 direct that a school's disciplinary powers can be used to address students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate students' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town. Where bullying outside school is reported to school staff, it should be investigated and acted on. The headmaster should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. While school staff members have the power to discipline students for bullying that occurs outside school, they will only impose the disciplinary sanction and implement that sanction on the school premises or when the student is under the lawful control of school staff, for instance on a school trip.

Remember we are a *'TELLING SCHOOL'*. Bullying in any form will not be tolerated