THE MULBERRY HOUSE SCHOOL

All The Mulberry House School Guidance Documents are always to be read and considered in conjunction with Equal Opportunities, Behaviour Policy, Safeguarding Policy, Data Protection Policy, E-Safety, Race Equality and Inclusion Policies

ANTI-BULLYING STRATEGY

This strategy of The Mulberry House School applies to all sections of the school including the Early Years Foundation Stage.

The Mulberry House School is a Rights Respecting School (RRS) and we take our responsibility as Duty Bearers seriously, respecting (though not exclusively) the following Children's Rights Articles under the United Nation's Convention on the Rights of the Child (UNCRC) in relation to this school policy.

- ◆ **Article 3,** The best interests of the child must be a top priority in all decisions and actions that affect children.
- ◆ **Article 12,** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- ◆ **Article 19:** Governments and Institutions must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
- ◆ **Article 28,** Every child has the right to an education.
- ◆ **Article 29,** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

This policy is written with regard to the DFE Guidance Preventing and Tackling Bullying (2017), Equality Act (2010) and Cyber bullying! Advice for Headteacher's and school staff (2014).

We aim for The Mulberry House School to be a safe school, one where all aspects of bullying are taken seriously and that children, staff and parents understand that it is a listening, caring and telling school.

Children should have a feeling of confidence and safety wherever they are in the school and we should foster an attitude of responsibility amongst both staff and pupils. This policy aims to prevent all forms of bullying as far as is reasonably practicable and is used in conjunction with our behaviour management policy, internet and social media policies.

Definition

Bullying is behaviour by an individual or group, either as a one off or repeated over time that **intentionally** hurts another individual or group either physically or emotionally (which may cause psychological damage). 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 sex, race, religion, culture, gender including transgender, homophobia, special educational needs and disabilities or because a child is

adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

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. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

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.

◆ Some claims of bullying may turn out to be false or exaggerated. However, whatever the victim's previous history, all claims of bullying should be treated seriously and not dismissed without further enquiries being made.

◆ the seriousness of bullying, both physical and emotional (which may cause psychological damage);

◆ procedures to follow – so that it is easy to report bullying, including cyber-bullying and bullying outside school and records are kept to evaluate the effectiveness of the approach adopted or to enable patterns to be identified.

◆ The threshold for reporting a bullying issue to the external agencies is known and a bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

◆ raising 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;

◆ where appropriate, the School will invest in specialised skills to understand the needs of their pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

◆ using educational elements such as personal, social and health education (PSHEE), assemblies, projects, drama, stories, literature, with discussion of differences between people and the importance of avoiding prejudice-based language;

◆ implementing disciplinary sanctions which reflect the seriousness of an incident and convey a deterrent effect (strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying);

◆ having clear policies communicated to parents, pupils and staff, and creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils and celebration of success;

◆ involving parents and making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

Where does bullying take place?

Most bullying takes place in the playground or doing similar free play activities. However increasingly, technology is being used to bully others remotely.

Cyber-bullying

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 gives teachers' stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Cyber-bullying can involve email and internet chat room misuse; threats by text; calls and on social websites. expects all pupils to adhere to the code of conduct relating to the use of the internet;

The school may impose sanctions for the misuse, or attempted misuse of the internet;

Children do not have their own school email address.

The school offers guidance on the safe use of social networking sites and cyberbullying in PSHEE and IT lessons including blocking, removing contacts from 'buddy lists, sharing of personal data and saving evidence where bullying has taken place;

The school offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe;

The school does not permit mobile phones to be used in classrooms, public areas of the school, or where they may cause annoyance to others.

Cyber bullying

Definition and description

Cyber bullying is defined as the use of ICT to deliberately hurt or upset someone. Unlike physical forms of bullying, the internet allows bullying to continue past school hours and invades the victim's home life and personal space. It also allows distribution of hurtful comments and material to a wide audience.
Bullying may take the form of:

◆ rude, abusive or threatening messages via email or text

◆ posting insulting, derogatory or defamatory statements on blogs or social networking sites

◆ setting up websites that specifically target the victim

◆ making or sharing derogatory or embarrassing videos of someone via mobile phone or email (for example, "happy slapping").

Cyber bullying can affect pupils and staff members. Often, the internet medium used to perpetrate the bullying allows the bully to remain anonymous. In extreme cases, cyber

bullying could be a criminal offence under the Harassment Act 1997 or the Telecommunications Act 1984.

Dealing with incidents

The following covers all incidents of bullying that involve pupils at the school, whether or not they take place on school premises or outside school.

◆ School anti-bullying and behaviour policies and acceptable use policies should cover the issue of cyber bullying and set out clear expectations of behaviour and sanctions for any breach.

◆ Any incidents of cyber bullying should be reported to the e-safety officer who will record the incident on the incident report form and ensure that the incident is dealt with in line with the school's anti-bullying policy. Incidents should be monitored and the information used to inform the development of anti-bullying policies.

◆ Where incidents are extreme, for example threats against someone's life, or continue over a period of time, consideration should be given to reporting the matter to the police as in these cases, the bullying may be a criminal offence.

◆ As part of e-safety awareness and education, pupils should be told of the "no tolerance" policy for cyber bullying and encouraged to report any incidents to their teacher.

◆ Evidence of bullying, for example texts, emails or comments on websites should be preserved by the young person as evidence.

Action by service providers

All website providers and mobile phone companies are aware of the issue of cyber bullying and have their own systems in place to deal with problems, such as tracing and blocking communications. Teachers or parents can contact providers at any time for advice on what action can be taken.

◆ Where the bullying takes place by mobile phone texts, the mobile phone company can be contacted to ask them to trace the calls and ensure that any further calls and texts from that number are blocked. The pupil should also consider changing their phone number.

◆ Where the bullying takes place by email, and the messages are being sent from a personal email account, contact the service provider so that the sender can be traced and further emails from the sender blocked. The pupil should also consider changing email address.

◆ Where bullying takes place in chat rooms, the pupil should leave the chat room immediately and seek advice from parents or teachers. Bullying should be reported to any chat room moderator to take action.

◆ Where bullying involves messages on social networking sites or blogs, contact the website provider to request that the comments are removed. In extreme cases, the bully's access to the site can be blocked.

◆ Parents should be notified of any incidents and advised on what measures they can take to block any offensive messages on computers at home.

Risk from inappropriate contacts

Teachers may be concerned about a pupil being at risk as a consequence of their contact with an adult they have met over the internet. The pupil may report inappropriate contacts or teachers may suspect that the pupil is being groomed or has arranged to meet with someone they have met on-line.

◆ All concerns around inappropriate contacts should be reported to the e-safety officer and the designated child protection teacher.

◆ The designated child protection teacher should discuss the matter with the referring teacher and where appropriate, speak to the pupil involved, before deciding whether or not to make a referral to Safeguarding and Social Care and/or the police.

◆ The police should always be contacted if there is a concern that the child is at immediate risk, for example, if they are arranging to meet the adult after school.

◆ The designated child protection teacher can seek advice on possible courses of action from Camden's e-safety officer in Safeguarding and Social Care.

◆ Teachers should advise the pupil how to terminate the contact and change contact details where necessary to ensure no further contact.

◆ The designated child protection teacher and the e-safety officer should always notify the pupil's parents of any concerns or incidents and where appropriate, arrange to meet with them discuss what action they can take to ensure their child's safety.

◆ Where inappropriate contacts have taken place using school ICT equipment or networks, the e-safety officer should make a note of all actions taken and contact the IT company to ensure that all evidence is preserved and that an audit of systems is carried out to ensure that the risk to other pupils is minimised.

Prejudice-Based Bullying and Discriminatory Bullying

Prejudice-based bullying and discriminatory based bullying can include Racial, Faith-based, Gendered (sexist), Homophobic, Transphobic, Disability-based. It can involve taunts, gestures, graffiti or physical abuse focused on a particular characterises (e.g. gender, race or sexuality) and can effect both pupils and staff members.

Staff should follow the procedures set out in the policy when reporting any concerns of Prejudice-Based Bullying and Discriminatory Bullying. Any reports will be taken seriously and investigated fully in line with this policy.

Prevention

The school's response to bullying should not start at the point at which a child has been bullied. The role of the school staff is to pro-actively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference,

perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address. Ensuring parents understand their involvement in making sure their children are clear about the part they can play to prevent bullying.

Creating an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Legal implications

Bullying can result in psychological damage and even suicide. Although bullying is not a specific criminal offense, there are criminal laws which apply to harassment and threatening behaviour.

A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence and also a civil wrong known as a "tort" for which there can be legal consequences outside the School. Bullying behaviour may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.

Bullying Behaviour may include:

◆　　Verbal: name calling, "put-downs", offensive language, "nuisance" phone calls, spreading malicious rumours, tone of voice.

◆　　Visual: offensive notes, cyberbullying (social websites, mobile phones, text messages, photographs, e-mail) and graffiti.

◆　　Victimisation: damage or theft of others' possessions, threats to "get" people, repeated social exclusion, being ignored.

◆　　Physical: fighting, pushing, shoving, gestures, invasion of personal space.

◆　　Intimidation and rude gestures

◆　　Threats and extortion

◆　　Malicious gossip and exclusion from the group

◆　　Telling tales with the intent of causing trouble

◆　　Threatening texts or messages in chat rooms

Signs and Symptoms

A child may indicate signs or behaviour that he or she is being bullied. Adults should investigate if a child:

- Is unwilling to go to school

- Becomes anxious

- Starts stammering

- Regularly feels ill in the morning

- Has unexplained cuts and bruises

- Is frightened to say what is wrong

- Anxious to go out into the playground during break time/lunch.

- Always plays alone (not by choice)

Procedures to Follow:

- Good communication is paramount between teachers, children and parents.

- All staff must report incidences of bullying to the Headteacher, including cyber-bullying outside school. Staff must record the incident in the Bullying Log book. The Headteacher will then decide on a course of action to take which may include a meeting with parents and behavioural monitoring by staff to identify patterns of bullying. In extreme cases bullying will result in exclusion.

- Disciplinary action will be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities of the pupil and the needs of vulnerable pupils.

Recording incidents

Each incident of bullying must be recorded by the class teacher/key person and reported to the Headteacher/Behaviour Management Co-ordinator who will record it on the pupil's file and in a central register. Records are kept to evaluate the effectiveness of the approach adopted and to enable patterns to be identified. From there further action will be agreed by the parents and SLT.

Where it is deemed necessary, when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm and it cannot be resolved by the school and parents. In this case the bullying issue will be reported to external agencies (such as police/children's social care)

Monitoring and Review

The Headteacher, Founder and Directors, along with the Senior Leadership Team will monitor and evaluate the effectiveness of the Behaviour Management Policy and the Anti-Bullying policy, and associated procedures. Policies are subject to review annually, and the operation of the Anti-Bullying Policy and the Behaviour Policy will be reviewed by the Founder and Directors every year alongside their annual safeguarding review. Part of the

critical review of safeguarding will include a review of the central registers of bullying incidents and analysis of incidents and trends.

What parents should do:

◆ Listen and try to provide an open, non-judgemental environment for your child to talk about a problem.

◆ Tell them you understand and give support. Remind them that they have the right to feel safe.

◆ Suggest your child speaks to a member of staff.

◆ If the problem seems particularly serious, or ongoing, contact the Headteacher immediately.

◆ Try to avoid an angry or emotional response.

◆ Parents should realise that actions such as phoning the parent of the bully and discussing the matter with other parents can inflame the situation.

◆ Contact the school straight away if the issue continues to be unresolved.

◆ Trust the school to carry through actions that will solve the problem.

Promoting a culture of Anti-bullying

Throughout the school our anti-bullying policy is promoted by;

◆ Encouraging positive behaviour

◆ Discussions during circle time

◆ PSHEE Lessons and British Values

◆ Annual anti-bullying wee

◆ Promotion and celebration of what makes us each unique (race, gender, abilities, age etc)

◆ Promoting 'friend stop' and buddying system in the playground

◆ Kindness week (annually)

◆ Kindness jars in each classroom

◆ **Involving parents** to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home;

◆ **Involving pupils.** All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders;

◆ Regularly evaluating and updating our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers;

◆   Annual Anti-Bullying Week to raise awareness of bullying- empower children to stand up for what is right, just and fair.

◆   Implementing disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable. All incidences of bulling are logged in a Bullying Log which is kept in the Headteacher's office.

Good Practice

Staff should remember that bullying is hidden in the social sub-curriculum organised by the pupils themselves. Staff should be extremely vigilant during playtimes and during free play. Staff should be alert to children who continually play on their own (not by choice) as well as obvious problems such as name calling and fighting.   Staff should be moving around the playground, engaging with children, encouraging fair play and hopefully preventing situations that could lead to aggressive behaviour.

With very young children such as those at The Mulberry House School an effective way of discussing the issues of conflict and bullying is through such curricular areas as drama, role play and literature.

Through curriculum work on bullying we can achieve some very important objectives:

◆   Promoting tolerance and respect for others.

◆   We can emphasise the importance of responsible behaviour (sharing, turn taking)

◆   We should use teaching methods which actively promote co-operative behaviour.

◆   We can instil boundaries at school and the importance of understanding the behaviour expectations in different situations.

◆   We can raise awareness amongst pupils about bullying behaviour.

◆   We can challenge attitudes about bullying behaviour, increase understanding for bullied pupils, and help build an anti-bullying ethos in the school.

A box of stories that deal with bullying are kept in the Second School office. Role play and drama can be used to explore such issues as:

◆   What is bullying?

◆   What causes people to bully each other?

◆   How does it feel to be bullied/to bully?

◆   What are the effects of bullying behaviour on bullied pupils, on pupils who bully others, on bystanders?

◆   What would our school be like if bullying behaviour was acceptable?

◆   Why should we try not to bully each other?

At The Mulberry House School, we recognise good practice as:

◆   Keeping an open mind- bullying can be difficult to detect, so lack of staff awareness does not mean that bullying does not occur

◆ Remaining calm and understanding

◆ Making clear that the school does care and that something will be done to challenge the perpetrator/ perpetrators.

◆ Explaining the school policy, making sure procedures are followed.

Staff Training

We provide staff training. Anti-bullying policies are most effective when used as part of induction and ongoing supervision so that all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, cyber bullying including online safety, how to resolve problems, and where to seek support.

Empowering Children

◆ Children will be encouraged to say 'no' and walk away from conflict situations seeking help or advice from a teacher or friend.

◆ Children should feel confident that when they inform staff of any trouble they are having with another child/children that the situation will be dealt with immediately and thoroughly.

◆ Children are aware of who can support them at school and at home. Use worry box in PSHEE/circle time lessons.

◆ We openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. We also teach children that using any prejudice based language is unacceptable.

What can we do to stop bullying?

◆ Never ignore suspected bullying

◆ Don't make premature assumptions

◆ Listen carefully to all accounts-several pupils saying the same thing does not necessarily mean they are telling the truth.

◆ Staff to be aware of vulnerable children more at risk of bullying for example children with special educational needs, disabilities, children who are adopted or suffering health problems.

◆ Staff to closely monitor individuals' behaviour and develop strategies to prevent the bullying behaviour occurring.

◆ Adopt a problem solving approach which moves pupils on from justifying themselves.

◆ Follow-up repeatedly checking that bullying has not resumed.

◆ create an inclusive environment. We create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.

The role of staff

◆ Follow the school's behaviour management policy.

◆ Follow the school ethos and instil boundaries and rules.

◆ Staff to closely monitor individuals' behaviour and to be aware of the children who are at risk of bullying.

◆ In any case of bullying ask child for details and record the information.

◆ Monitor the situation and find out if bullying is still happening.

◆ Make an appointment to involve parents.

◆ Celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

◆ Staff are aware of the feelings of parents who report bullying or those whose child may be the victim and realise parents are more likely to accept a calm approach, following the agreed guidelines of an anti-bullying policy they are familiar with.

◆ Offer support for both the victim and the bully.

◆ Follow up with any other staff involved to ensure consistency.

Sanctions

◆ Serious or recurring incidents will be reported to the Headteacher, and parents will be informed where it is appropriate.

◆ The school will work in partnership with parents to prevent problems and resolve any that arise.

◆ Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying.