



Haileybury Bhaluka



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Anti-bullying Policy

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ANTI-BULLYING POLICY

1. Aims and Objectives

This policy sets out the School's zero tolerance position on bullying and the robust procedures that will be followed whenever any form of bullying is suspected, known or reported. Bullying of any kind is unacceptable and has serious psychological, educational and welfare impacts. Any pupil who engages in an act of bullying must rapidly and authentically modify their behaviour.

The School takes seriously its obligation to ensure that pupils and staff enjoy a safe working environment. It believes that all members of the school community have the right to learn and teach in a supportive, caring and safe environment without fear of intimidation or being bullied in whatever form. Accordingly, the aim of this policy is to establish a safe, friendly and caring environment for all members of the school community, where bullying is proactively discouraged and prevented, and whenever it does occur, for pupils to feel safe and confident in reporting such incidents, knowing that such incidents will be dealt with promptly and effectively.

In furtherance of this aim, this policy has the following objectives:

- Provide pupils, parents and staff with a working definition of bullying, providing categories of bullying, and providing non-exhaustive examples.
- Establish preventative measures.
- In instances of bullying, establish procedures, including sanctions, to be enacted.

This policy should be read in conjunction with the School's Cyberbullying Policy. The systems and procedures set out in this policy are also linked to other relevant school policies: Behaviour, Safeguarding, Online Safety, IT Responsible User Policy (RUP) and the School's codes of conduct.

2. Definition of Bullying



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Bullying can be defined as unwanted and often aggressive behaviour intended to evoke emotional distress (such as feeling upset, uncomfortable or unsafe) and/or physical harm.

2.1 Forms of Bullying

Bullying can take many forms – emotional, physical, racist, sexual, homophobic, verbal, cyber, and include:

- persistent name calling;
- pointedly ignoring an individual resulting in isolation;
- interfering with another person's property on a regular basis;
- making comments about family, friends, appearances, race, sexuality, religion, and personal matters;
- any comment on behaviour which upsets and causes hurt to another person;
- making false accusations or spreading rumours;
- the use of technology to hurt or cause upset to another person – cyberbullying. Please note the school has a separate policy on cyberbullying

2.2 Some Examples of Bullying

- Written: spreading antagonistic notes, letters, messages
- Graphic: a sketch or drawing that may contain harassing gestures towards another person
- Cyber: all areas of internet such as email, abuse of internet chat room and social websites
- Mobile: threats by messaging & calls. Misuse of associated technology, i.e. camera & video facilities
- Racial: racist taunts, graffiti, gestures
- Religious: directed towards a particular faith or worship or lack of faith
- Gender/Sexual: unwanted physical contact or sexually abusive comments
- Sexist: sexist taunts, graffiti
- Homophobic: focusing on the issue of sexuality
- SEN/Disability: aiming at a certain educational, mental, physical or sensory disability/impairment
- Cultural: directed towards a particular culture

3. Prevention



Haileybury Bhaluka

3.1 School

- Pupils are encouraged to express their feelings and to understand what the term *bullying* means through regular PSHE lessons.
- The school runs an annual anti-bullying week to educate and address bullying with pupils, teachers and parents.
- Children are encouraged to report bullying incidents (involving themselves or others) to their Class Teacher/Form Tutor or Duty Staff. Parents are also encouraged to report any concerns to the School.
- The School will endeavour to ensure strict confidentiality, anonymity and protection for those who report bullying occurrences.
- The School monitors bullying and the effectiveness of procedures (e.g. via regular pupil questionnaires).
- The School monitors all records of bullying to identify patterns in: individuals, class, year group, groups, places (including school buses) and locations and times of day.
- Pastoral leaders will raise awareness of staff (particularly of emerging patterns) through training and focused meetings (briefings, leadership team meetings, key stage and year group, tutor teams and case conferences).
- Action is taken to reduce the risk of bullying at times and in places where it is most likely to occur, and where patterns have been identified through the monitoring of records (examples include review of Duty Rotas, supervision arrangements, training of bus supervisors, and Trips Policy and procedures).
- The School will ensure bullying incidents are properly and fairly dealt with.
- The School makes the anti-bullying policy available to all staff, parents and pupils.

3.2 Pupils

- Will be given a clear understanding of School expectations on behaviour through assemblies, PSHE sessions and via published Codes of Conduct. Pupils need to appreciate the harm that bullying causes and of the range of sanctions that the School is obliged to use, including the involvement of outside agencies.
- Will be given a clear understanding of the definition, impact and seriousness of bullying through the curriculum (year group projects, drama, stories, literature, historical events, current affairs).
- Will know what to do and who to turn to if they are being bullied.
- Will know what to do if they witness others being bullied. Pupils have a duty to report bullying whether it is happening to themselves or others.
- In leadership roles are encouraged to report problems of bullying, individual or group, and to be involved in finding solutions with the School.
- Will receive further support as and when necessary.

3.3 Teaching Staff



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- Have knowledge of the policy and are aware of the signs of bullying; regular in-service reinforcement occurs.
- pro-actively supervise break times and look out for evidence of bullying.
- pro-actively report and respond to incidents and patterns identified and reported by middle and senior leaders.
- effectively cover the topic in PSHE.
- effectively cover the topic in assemblies and other educational elements such as group projects, drama, stories, literature, historical events, current affairs.
- apply effective and appropriate deterrents consistently and fairly.
- report single incidents and especially if they suspect persistent bullying to the Head of Year or Head of Key Stage as soon as possible.
- consider pairing/grouping in class and social grouping arrangements during School activities/trips.

3.4 Parents

- Parents need to know that the School takes bullying seriously and be aware of the serious sanctions for persistent and severe cases.
- Parents need to support the School in stopping bullying, particularly in cases where their children have been found to be bullying other pupils at School.
- Parents need to be informed about bullying, particularly in knowing the signs and symptoms.



Haileybury Bhaluka

4. Procedures

- In many reported cases of bullying, the Class Teacher/Tutor will deal directly with the children involved to resolve and further monitor the situation. Parents will be informed.
- In case of persistent or serious incidents or concerns the parents of both the victim and the accused will be informed and will individually meet and the Head of Year/Head of Key Stage to discuss the problem. The Senior Teacher (Pastoral) will be informed of this meeting and may also attend. A written record will be made with actions noted. The situation will be monitored, and sanctions may take place.
- Any child exhibiting bullying behaviour will be educated in ways that are designed to address and change their behaviour.
- All bullying incidents on School buses will be reported by the Bus Supervisor to the relevant Head of Year or Senior Teacher. Procedures and sanctions specified in this policy are applicable to bus incidents.
- Persistent or repeated bullying will result in more serious action.
- The victim may receive additional support where deemed appropriate.
- The bully may receive additional support and mentoring to avoid repetitive patterns of behaviour.
- Wherever possible the School will employ restorative practices for all parties and seek to reconcile pupils.
- The School will respond in a timely and effective manner.
- The School maintains written records and details to resolutions/sanctions.
- Teachers, in consultation will review records to identify any patterns and report to the LT as appropriate and when necessary for further action.

5. Sanctions

Sanctions for bullying are in line with the School's Behaviour policies. Strong sanctions, such as suspension and exclusions, may be necessary in response to single incidents or persistent cases.

6. Policy Review

This Policy was created in February 2024 and will be subject to an annual review by the Board of Governors.

Appendix 1: Signs and Symptoms of Bullying

All adults, whether close family members or School staff, should be aware of the possible signs and symptoms of bullying. They should investigate if a child:

- *doesn't want to go on the School bus;*
- *doesn't want to come to School;*
- *begs to be driven to School;*
- *changes their usual routine;*
- *becomes withdrawn or anxious;*
- *lacking in confidence;*
- *starts stuttering or stammering;*
- *cries themselves to sleep at night or has nightmares;*
- *feels ill in the morning;*
- *begins to do poorly in School work;*
- *comes home with clothes torn or books damaged;*
- *has possessions which are damaged or "go missing";*
- *asks for money or starts stealing money (to pay bully);*
- *has monies "lost";*
- *has unexplained cuts or bruises;*
- *comes home hungry/lunch has been stolen;*
- *becomes aggressive, disruptive or unreasonable;*
- *bullying other children or siblings;*
- *stops eating;*
- *frightened to say what's wrong;*
- *gives improbable excuses for any of the above;*
- *is afraid to use the internet or mobile phone;*
- *nervous when cyber message is received.*
- *In more extreme cases a child may run away or attempt/threaten suicide.*



Haileybury Bhaluka

Appendix 2: How can parents help prevent bullying?

1. By not exhibiting bullying behaviour that may be copied by children.
2. Encourage your child to have friends round, to join clubs and to be tolerant and broad minded towards others.
3. Build up your child's self-esteem by emphasising positive features and accepting individual characteristics.
4. Discuss the School's anti-bullying policy with your child and suggest positive strategies if his/her rights are abused.
5. Do not tell your child that bullying is part of growing up or imply that it is in any way acceptable.
6. Encourage your child to take action on bullying, but do not tell him/her to retaliate either physically or with name calling.
7. Show an example by being firm but positive and not aggressive in your approach to discipline.
8. Confront the possibility that your child may be a bully. If the School contacts you suggesting that your child may have been involved in bullying, try not to go on the defensive or to find excuses for the bullying behaviour. Work constructively with the School to find a solution to the problem.
9. Recognise that bullying is often a repeated action rather than a one-off event.
10. If your child is being bullied, please report it; the School can then take action.
11. Check your child's devices frequently for signs that they may be the target of bullying or engaging in bullying behaviour.



Haileybury Bhaluka

Appendix 3: Further information

Further relevant information can be obtained via:

- Regular promotion of the policy through School communications;
- Parent workshops on topics such as the dangers of cyberbullying and social networking sites;
- One-to-one meetings at School with teachers;
- Related policies such as those on cyberbullying and the Junior School and Senior School Behaviour Policies.
- Up-to-date sources such as:
 - <http://www.anti-bullyingalliance.org.uk/>
 - <http://www.beatbullying.org/>
 - <http://www.kidscape.org.uk/>
 - <http://www.childnet.com/>
 - <https://www.thinkuknow.co.uk/>
 - <http://www.digizen.org/>