



ANTI-BULLYING POLICY

Bullying behaviour can only be stopped if information is shared.

INTRODUCTION

1. Halliford School does not tolerate bullying and this policy is a central part of the School's pastoral provision. All members of the school community are expected to base their behaviour on respect for others, regardless of differences of age, status, race, religion, gender, sexual orientation or any other difference. Bullying always damages the victim and diminishes the perpetrator. It will not be allowed to continue and will be treated with great seriousness. In extreme cases it will be punished by suspension and, ultimately, by expulsion.

AIMS

2. This policy has four main aims:
- a. To minimise and attempt to prevent bullying at Halliford.
 - b. To provide guidelines for dealing with instances of bullying.
 - c. To raise awareness of bullying and how to prevent it amongst pupils, parents and staff.
 - d. To ensure that the School's approach to bullying is consistent.

NATURE OF BULLYING

3. Bullying is the wilful infliction of psychological and/or physical pain on others, with the intention of asserting the authority of the perpetrator over the victim. It is always abusive behaviour and can take various forms. It can be a single incident or may be repeated over a period of time. It can be verbal or physical. The type of bullying chosen is usually designed to make it difficult for the victim to defend himself. Whatever form it takes it is hurtful and damaging. Set out below are examples. Bullying can involve some or all of these.

- a. Unpleasant comments on one or all of appearance, academic or sporting weakness and family as well as sexual innuendo and racist remarks.
- b. Social exclusion.
- c. Messing about with, damaging or hiding personal property.
- d. Physical harm and intimidation, usually by an individual and occasionally by a group.

It is usually the constant repetition of the bullying that is most damaging and hurtful.

PREVENTION OF BULLYING

4. The School actively seeks to prevent bullying in four main ways: by creating an ethos and atmosphere in which bullying has no place; by a sustained programme of anti-bullying education which takes place both inside and outside the classroom; by the example provided by staff and senior pupils as well as by the way in which bullying incidents and bullies are dealt with; by developing an atmosphere in which both pupils and parents feel comfortable in

communicating their worries and concerns, whether on behalf of themselves or others, to those who can help.

a. **Ethos**. Central to the prevention of bullying is the friendly, nurturing ethos of the School and the way that this ethos is reflected through every aspect of School life. This ethos makes it clear that any unkind treatment or bullying of others is completely unacceptable.

b. **Education**. Anti-bullying education is implemented throughout the School in a wide and sustained variety of ways, including the following:

- The PSHE programme.
- Subject based teaching, in particular in English and Biology.
- Regular whole school and house assemblies.
- Tutor group meetings.
- Year group meetings.
- Visiting experts and performances.

The education programme includes the following areas:

- The destructive nature of bullying.
- Types of bullying.
- Strategies for dealing with bullying.
- The School system for dealing with bullies and bullying.

c. **Example**. A clear ethos and an effective education programme are insufficient on their own to ensure that bullying is deterred and marginalized. They will only be successful if they are backed up by the example of the behaviour set by staff, senior pupils and pupil mentors. The key aspects of setting an example that stands against bullying are as follows:

- Treating seriously every incident or concern, however trivial they may seem.
- Being seen to take firm action against the perpetrators of any bullying.
- Never dealing with people in a bullying manner, whether pupils or staff.
- Always intervening when aware of an incident.
- Never being seen to walk away from confronting a situation however difficult.
- Always being seen to pass on information so that follow up action can be taken.

d. **Communication**. Crucial to the success of any anti-bullying policy is the passage of information to those who can take action. Without information it is impossible to confront bullying let alone prevent it from developing. Every effort is made by the School to create an environment in which both parents and pupils feel able to voice their concerns, however trivial they may seem. The following will be done to ensure such an atmosphere:

- Frequent reminders to parents that they must feel free to express their concerns.
- Frequent reminders to pupils by that they must feel free to express their concerns.
- A rapid and supportive response to any pupil or parental expression of concern.

DEALING WITH BULLYING – ACTION BY PUPILS

5. A pupil who is being bullied or sees another pupil being bullied is urged to approach any member of staff or other responsible person. Those who might help include:

- A friend
- A pupil mentor

- Parents
- Matron
- Any member of staff or trusted adult
- Senior House Tutor or Tutor
- Headmaster or any other senior member of staff

6. Pupil Mentors. The School appoints a number of pupil mentors to provide support to the anti-bullying programme.

a. **Main Tasks.** The pupil anti-bullying mentors have three main tasks: to provide a sympathetic ear for those facing difficulty, to identify bullying so that it can be dealt with rapidly and to deal with low level problems and prevent them from escalating.

b. **Dealing with Bullying.** If pupil mentors become aware of bullying they must inform the relevant tutor and the Senior Tutor. In low level cases they may feel able to solve the issue with a quiet word or two. However, they are never to take the law into their own hands.

DEALING WITH BULLYING – ACTION BY STAFF

7. The steps outlined below are intended as general guidance as every situation will be different in some way.

a. Any member of staff identifying bullying is to report it to the relevant Form Tutor/Tutors.

b. It is the task of the Form Tutor to decide upon the seriousness of the incident and whether he/she can resolve the matter or not.

c. If the Tutor decides he/she can deal with the matter they will usually do so by talking with those involved. They may decide the parents of the perpetrator should be informed.

d. If the matter is more serious or if the bullying reoccurs it may be necessary to involve the Senior Tutor. He is likely to impose sanctions of some kind and will inform the family of the perpetrator.

e. Any serious bullying is to be referred to the Headmaster. In the first instance he may require the perpetrator to bring in a letter from parents showing that a full confession to them has been made.

f. In the most serious cases or when bullying continues the Headmaster is likely to require the parents of the perpetrator to come in to School and also to impose a suspension. The perpetrator may also be placed on a warning as to his future conduct.

g. In the most extreme cases, when the safety of other pupils is deemed at risk or when there is no improvement in the behaviour of the perpetrator, expulsion may be necessary.

ADVICE TO PARENTS

8. The most important point for parents to note is that the School cannot take action over matters it knows nothing about. If a parent has any fears about bullying they should contact the School as soon as possible. Parents must not be put off from contacting the School because their son/daughter is afraid of retribution. This is a genuine but misplaced fear. In the unlikely event of retaliation the School would take the severest action against the perpetrators.