

HIGHGATE

ANTI-BULLYING POLICY

- *This should be read in conjunction with the School's Behaviour Policy, the Safeguarding & Welfare policy, and the IT Acceptable Use Policies.*
- *This policy fulfils the ISSRs 2014 Part 3, Paragraph 10.*
- *This policy has also been written with regard to the ISI Handbook Part 3 - The welfare, health and safety of pupils, paras 157 –163 (September 2017).*
- *The non-statutory DfE advice "Preventing and Tackling Bullying" (July 2017) and "Cyberbullying: Advice for headteachers and school staff" (November 2014) have informed this policy, in addition to Keeping Children Safe in Education (KCSIE, September 2016) and the Equality Act (2010).*

Contents		
Section 1	Aims and objectives	1
Section 2	Definition	2
Section 3	Procedures	3
Section 4	Bullying	4
Section 5	The role of the School	6
Section 6	Responsibilities and legal requirements	7
Section 7	Guidance for staff	9
Appendix		
Appendix 1	Useful sources of information	12

1. Statement of aims and objectives

Bullying is unacceptable and will not be tolerated. Any member of the Highgate community, pupil, employee or volunteer, has the right to learn and work without fear of being bullied. Through this policy, Highgate aims to prevent bullying from occurring. Its objectives are to ensure that all members of the school community:

- prevent bullying by creating an orderly climate of respect within an inclusive community environment
- feel safe from bullying

- recognise bullying behaviour
- understand and support the School's stance against bullying
- know how to report incidents of bullying
- contribute to informing and, where possible, evaluating the policy

2. Definition (ISI Handbook, Para 160, September 2017)

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is often motivated by prejudice against particular groups, on the grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability or because the child is adopted or is a carer. It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

Bullying may involve an imbalance of power between the perpetrator and the victim. This imbalance may be physical, intellectual or psychological (knowing what upsets someone).

Although it may be unintentional, it is also bullying if someone feels hurt because of things said about, or actions related to, their ethnic, cultural or economic background, religious faith, gender, sexuality (homophobic/transphobic), disability, special educational need, appearance or issues in their family.

Bullying includes:

- Name-calling
- Taunting
- Mocking
- Making offensive or humiliating comments
- Gossiping
- Spreading hurtful and untruthful rumours
- Laughing or sniggering at someone in an unkind way
- Taking or deliberately damaging a person's belongings
- Threats and extortion
- Physical violence and intimidation
- Using body language inappropriately e.g. giving "dirty" looks
- Deliberately invading someone's personal space
- Producing offensive graffiti or writing unkind notes about someone
- Cyber bullying, i.e. inappropriate text messaging, emailing and use of social network sites e.g. Facebook, Whatsapp, Snapchat, Youtube, Instagram etc.
- Sending or displaying offensive or degrading images by phone or via the internet or email
- Isolating or excluding people either socially or online
- Racist, religious, cultural, sexual, sexist, homophobic, family economic status, academic ability, special educational needs disability-related language and comments or because a child is adopted or has caring responsibilities

Although bullying is not a specific criminal offence, there are some types of harassment and threatening behaviour – or communications – that could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, the Public Order Act 1986, the Controlling or Coercive Behaviour in an Intimate or Family Relationship Guidance 2015.

Bullying can cause serious physical and emotional harm and even lead to psychological damage and suicide. It is, therefore, of the utmost importance that the culture at Highgate is one where all members of the community work to prevent bullying.

“Preventing and Tackling Bullying” (DfE, July 2017) states that teachers have the power to discipline pupils for misbehaving outside the school premises but only if it “would be reasonable for the school to regulate pupils’ behaviour in those circumstances”.

In accordance with the School’s Behaviour Policy, section 3, the School would consider it reasonable to investigate, and consider an appropriate response to, any act or actions by a pupil outside of school which threatens, or could potentially threaten, the wellbeing of any member of the community or harm the reputation of the School.

Cyber activity is included in this scope for investigation by the School, including referral to the police if an offence may have taken place. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

The School's ICT Acceptable Use Policies for pupils, staff and parents set out the School’s expectations and procedures to encourage the safe and appropriate use of technology. **(ISI Handbook, para 162, September 2017)**

3. Procedures (ISI Handbook, para 160, September 2017)

Everyone at Highgate has the ability to contribute towards making the School a safe and happy place where bullying will have no place and where bullying will be challenged and eliminated.

Staff can and should:

- Support the School’s strategies to create an environment that prevents bullying from happening in the first place
- Be familiar with the definition of bullying and the School’s Anti-Bullying policy

- Undertake regular training and scenario discussion on potential pastoral and bullying incidents, including raising awareness of pupils with particular special educational needs, medical conditions, disabilities or LGBT pupils.
- Ensure that pupils understand the definition of bullying and know the School's stance on bullying and are confident about the School's ability to deal with it
- Monitor changes in pupils' or colleagues' behaviour (eg. becoming shy, nervous or withdrawn; pretending to be ill; taking unusual absences; in the case of children, clinging to adults)
- Ensure that pupils reporting bullying are heard
- Ensure that pupils understand that staff cannot promise confidentiality
- Pass on the information to the appropriate member of the pastoral team
- Make sure that a person being (or feeling) bullied feels safe and knows how and where to get support
- Record and report cases of bullying (see 7.1)
- Help to foster a climate of respect through their own words and actions
- Prevent the use of inappropriate language (eg. the casual and pejorative use of the term 'gay')

Senior School pupils have formed their own Pupil Welfare Committee (PWC) to raise awareness of bullying and to contribute to the School's anti-bullying culture and strategies. Members of the PWC organise regular assemblies and activities in National Anti-bullying Week. The PWC also takes part in the regular Governors' audit of the School's Anti-Bullying Policy. Membership of the PWC is open to all pupils.

Junior School pupil members of the School Council pass on the school's commitment to anti-bullying to their Forms and can use the opportunity to suggest ideas to staff, contributing to the anti-bullying ethos. Class Assemblies in National Anti-bullying Week help to raise general awareness.

Pupils who feel that they are being bullied by an adult will be supported, and appropriate action will be taken in accordance with the School's Safeguarding & Welfare policy and procedures.

4. Bullying

4.1 Pupils who engage in bullying (ISI Handbook, para 160, September 2017)

Pupils have to learn that bullying is unacceptable. Those who engage in bullying and fail to show through their actions that they have learnt that bullying is unacceptable risk forfeiting their right to be at Highgate and can face permanent exclusion.

Pupils who are guilty of bullying will be given sanctions (see Behaviour Policy for an explanation of the different kinds of sanctions, which can include warnings) according to the severity of the offence. Pupils will be given opportunities to:

- Face up to the harm they have done
- Learn to behave in ways which will not cause harm in future
- Develop their understanding of how others think and feel
- Learn how to take steps to repair the harm they have caused
- Pay a penalty for the harm they have done and thus be held accountable for their actions

4.2 Staff who engage in bullying

It is expected that all staff employed by Highgate will recognise and eschew any behaviour which is bullying. Conduct that is concluded to constitute Bullying of pupils or colleagues will be treated as a disciplinary offence, in accordance with the School's policies and procedures.

4.3 Parents and bullying (ISI Handbook, para 160, September 2017)

All parents of Highgate pupils will be expected to recognise and eschew any behaviour towards staff, or any other members of the Highgate community, that is bullying.

In addition, the School expects that parents will reinforce and espouse the School's aims and ethos and insist upon the value of good behaviour, and a rejection of bullying, to their children. Parents are encouraged to report instances of bullying to the School that they may witness as bystanders.

Staff will inform the Head if they are subject to bullying behaviour that they regard as unacceptable and that may constitute a form of bullying. The matter will be investigated by the Principal Deputy Head, or another senior member of staff nominated by the Head. The Principal Deputy Head will meet with the parent / parents, member of staff and, if appropriate, the pupil to decide if:

- parents have engaged in bullying behaviour
- parents have acted unreasonably
- the behaviour of parents has adversely affected, or is likely to affect, their son or daughter's progress at School
- the behaviour of parents has impacted on the well-being of a member of staff
- the behaviour of parents has, or may have, brought the School into disrepute

At the conclusion of the investigation the Principal Deputy Head will communicate the findings to parents and may propose a formal meeting with the Head to decide on an appropriate way forward. In more serious and intractable cases, where the relationship between School and home has irretrievably broken down, the Head may include consideration of the permanent exclusion (or voluntary withdrawal) of the pupil from Highgate. Further details can be found in the School's Terms and Conditions, Clause 8b.

In common with the procedure for the permanent exclusion of a pupil for disciplinary matters, such a decision would be subject to an appeal if requested by parents. Details of the appeals process can be found in the School's Behaviour Policy. The pupil would be temporarily excluded from School pending the outcome of the appeal.

5. The role of the School (ISI Handbook, para 160, September 2017)

The responsibilities of staff, including teachers, are set out in section 4, and in section 7 below. In addition, the School will:

- Collate data about incidents of bullying and monitor trends, reporting termly to Governors and reviewing the anti-bullying procedures; this includes consulting children on their experience
- Provide effective training to new staff at induction and to all staff regularly, through in-service training and briefings
- Promote awareness of where and when bullying is most likely to take place and ensure actions are taken to reduce the risk
- Promote the anti-bullying policy and the School community's stance on bullying in assemblies and other activities at least once per year
- Raise awareness of the damage done by bullying and the School's anti-bullying measures in PSHE lessons, pastoral forums, such as Form time, and in assemblies (see PSHE syllabus)
- Make it easy for pupils to report bullying (even if the bullying has occurred outside school e.g. cyber-bullying)
- Use assemblies, presentations, drama workshops and news items in the context of PSHE or more broadly to raise the awareness of bullying, the School's stance on it and develop pupils' understanding of the potential impact on people's lives of being bullied
- Ensure that pupils know about the roles they can take in preventing bullying, including when they find themselves as bystanders
- Involve 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.
- Communicate to parents, via regular postings on the Parent Portal, details of anti-bullying measures in the school and make available this policy on request
- Ensure that parents are confident that the school will take any complaint about bullying seriously
- Inform parents if their child is being bullied or is bullying someone else
- Review its policy and procedures in the light of data, incidents and any complaints
- Work with the wider community such as the Police and Children's Social Services (when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm') (Children Act, 1989)
- All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse – this may include bullying and cyber-bullying (KCSIE, September 2016, para 42)

- Demonstrate and celebrate the success of anti-bullying measures and create a positive culture where everyone feels safe to be themselves and where no one fears to learn or work

6. Responsibilities and legal requirements

6.1 Responsibilities (ISI Handbook, para 160, September 2017)

Whenever bullying is suspected, the incident should be recorded and investigated (even if the alleged bullying took place outside the school premises)

In the **Pre-Preparatory School**, the policy and procedures for dealing with incidents of unkind behaviour are covered separately in the Staff Handbook and Information for Parents and relate to this younger age setting.

In the **Junior School**, incidents not witnessed by form teachers should be reported to a Form Teacher, recorded to SIMS and the Deputy Principal who will decide who will investigate. A Form Teacher receiving a report directly from a child or witnessing bullying will investigate, record to SIMS and report to the Deputy Principal.

In the **Senior School, in Years 7 and 8**, incidents not witnessed by form teachers should be reported to a Form Teacher and the Head of Year who will decide who will investigate. A Form Teacher receiving a report directly from a child or witnessing bullying will investigate and report to the Head of Year. The Head of Lower School should be informed by the Heads of Year of all incidents of bullying.

In **Years 9 and above**, incidents not witnessed by Heads of House should be reported to the Head of House who will decide whether s/he or the Tutor will investigate. A Head of House receiving a report directly from a child or witnessing bullying will investigate. A Tutor receiving a report directly from a tutee will always consult with his/her Head of House.

Where the bullying appears to involve pupils in different houses, the Head of House will liaise with the relevant Assistant Head to determine lead responsibility.

All incidents of bullying must be recorded and forwarded (in the Senior School via the Head of Lower School, and the weekly e-mail reports of Heads of House) to the Principal Deputy Head who keeps a central log; in the Junior School, the Principal; in the Pre-Preparatory School, the Deputy Principal.

For incidents of bullying which are about cyber-bullying, ethnic or religious background or sexuality, the Senior Deputy in each school must be informed.

6.2 Legal requirements (ISI Handbook, para 158 – 163, September 2017)

The law requires that the School must:

- *Ensure that, in so far that is reasonably practicable, bullying at the school is prevented by drawing up and implementing an effective anti-bullying strategy (ISSRs 2014 Part 3, Paragraph 10)*

In accordance with the advice in *Preventing and Tackling Bullying* (DfE, July 2017), Highgate will:

- Have regard to the Equality Act (2010) and seek to eliminate any unlawful discrimination, advance equality of opportunity and foster good relations between all members of the school community;
- Recognise that, under the Children Act 1989, bullying incidents should be addressed as a child protection concern when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.
- KCSIE, September 2016, reinforces that peer on peer abuse can include bullying (including cyber-bullying), gender-based violence / sexual assaults and sexting.
- Such incidents, where there is evidence of significant harm, would be referred to the appropriate LA's Social Services team, in accordance with the School's Safeguarding policy.
- While bullying is not a specific criminal offence, there are criminal laws which apply to harassment, threatening behaviour and communications: for example, under the Protection from Harassment Act 1997; the Malicious Communications Act 1988; the Communications Act 2003, the Public Order Act 1986. If the Head (or Principal Deputy Head) feel that an offence may have been committed, they will seek assistance from the Police.

6.3 Implementation (ISI Handbook, para 163, September 2017)

The School will:

- Determine the more detailed measures (rules, rewards, sanctions and behaviour management strategies) on behaviour and discipline that form the School's Behaviour Policy, acting in accordance with the Governing Body's statement of principles in so doing. The policy determined by the Head must include measures to be taken with a view to "encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils";
- Publicise the measures in the behaviour policy and draw them to the attention of pupils, parents and staff at least once a year;
- Determine and ensure the implementation of strategies for the pastoral care of the pupils;

- Ensure the maintenance of good order and discipline at all times during the school day when pupils are present on the school premises and whenever the pupils are engaged in authorised school activities, whether on the school premises or elsewhere.

Teachers and staff will:

- Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to them, which includes ensuring as far as possible that pupils are free from bullying and harassment; and
- Staff must apply the school's systems of rewards and sanctions lawfully.
- In accordance with the School's Safeguarding and Welfare Policy, where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, serious harm because of a bullying incident then the appropriate Designated Safeguarding Lead (DSL) should be informed and concerns should be reported to the Local Authority (LA) Social Services Team.

7. Guidance for staff

7.1 When and where bullying is most likely to happen:

Bullying can take place anywhere at any time. The rapid development of 'virtual' (cyber) bullying means that it can occur in or outside school, at all times of the day, with a large potential audience and more pupils involved or aware as comments or content is forwarded on and shared at a click from a computer or mobile device.

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

The UK Council for Child Internet Safety has produced guidance for Schools on dealing with 'Sexting' or Youth Produced Sexual Imagery incidents (August 2016); details can be found in the School's Safeguarding Policy, Appendix 5.

In school, bullying is most likely to happen outside normal lesson time in communal areas.

7.2 In the Senior School: guidance to staff

- Designated social areas e.g. Parade Ground, Garner Quad, Dyne House foyer and terrace, the Dining Hall.
- Corridors and stairwells
- Changing rooms and toilets
- Computer rooms

- The Sir Martin Gilbert Library (SMGL)
- On the journey to and from school
- On school visits and trips, especially residential visits
- Social networking sites

To reduce the likelihood of bullying taking place in these areas and at these times, the following preventative measures have been put in place:

- Staff duty rota - to ensure effective supervision in the main communal areas at break time, lunchtime and after School in the village until 4.30pm
- Senior Team Patrol Rota – to ensure that the duty rota is effectively enforced
- Reminders to staff (at briefings and via email) about the importance of carrying out duties, along with regular updates and training to improve the effectiveness of each duty
- Guidance to staff about the necessity for punctuality to lessons, and for pro-active monitoring of pupils' behaviour whilst moving between lessons
- Supervision of the changing rooms by members of the Sport and Exercise (SpEx) department
- Supervision and remote monitoring of computer facilities
- Encourage the restricted and responsible use of social technologies whilst at school; pupils are encouraged to interact positively with each other through the co-curricular programme
- Guidance on the responsible use of mobile phones in the School rules
- Password protected pupil accounts
- Restricted access at School to certain internet sites: Facebook, Twitter, MySpace; Youtube, Ask.fm etc. through web filtering and monitoring software
- Librarians always present and on duty in the SMGL during school day
- Some CCTV camera coverage in DH Foyer, Parade Ground, Sixth Form Common Rooms, IT classrooms and some other communal areas (including St Michael's path)
- Information and training for pupils about safety issues when travelling to and from school

7.3 In the Junior School: guidance to staff

- Designated social areas e.g. Playground and, in good weather, on Senior Field
- Corridors and stairwells
- Changing rooms and toilets
- Cloakrooms
- In the Dining Hall
- In the Library
- On the journey to and from school
- Social networking sites

To reduce the likelihood of bullying taking place in these areas, the following preventative measures have been put in place:

- Staff duty rota - to ensure permanent supervision in the main communal areas at break time, lunchtime and after School
- Staff in Form Rooms from 8:15am each morning
- Two members of ST in playground from 8:00 am until 8:25am every morning before school
- Reminders to staff (at briefings and via email) about the importance of carrying out duties
- Guidance to staff about the necessity for punctuality to lessons and form time at the beginning and end of each day, pro-active monitoring of pupils' behaviour whilst moving between lessons, pro-active monitoring of pupil movement to, during and from lunch
- Teaching staff eating their lunch with children
- Duty/Support staff check toilets during the school day
- Supervision of the cloakrooms by a member of teaching or support staff during the beginning and the end of the day, and two members of the SpEx Department when pupils are changing for lessons
- No access, at School, to certain internet sites: Facebook, Twitter, Instagram, Snapchat etc.
- Education of pupils and parents on safe and responsible internet use via computing lessons, Form Tutors, assemblies and guest speakers (eg Childnet). All pupil toilets display the contact details of childline
- No pupils are allowed mobile phones whilst at school, other than in Year 6 when they must be left in the School Office during the day
- Pupils are advised about safety issues when travelling to and from school

7.4 Reference

This document has been prepared with reference to the DfE guidance *Preventing and Tackling Bullying (July 2017)* and *Cyberbullying: Advice for headteachers and school staff (October – November 2014)* and *Guidance on preventing and responding to sexist, sexual and transphobic bullying (DfE, Dec 2009)*.

7.5 Review and audit

This policy is the object of on-going review and is audited regularly by a Governor. He / she reviews and audits the policy's compliance and its effectiveness on the basis of an evaluative report from the Principal Deputy Head, supporting documentation (including this policy and the ISSRs 2014) and meetings with other pastoral staff and pupils on the Pupil Welfare Committee.

Appendix 1: Useful Sources of Information

Department for Education: Preventing and Tackling Bullying (July 2017)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Note 'Further Sources of Information' section, page 16.

General

- **Anti-bullying Alliance**
Web: www.Anti-bullyingalliance.org.uk
Email: aba@ncb.org.uk
Post: ABA, National Children's Bureau, 8 Wakley Street, London EC1V 7QE

- **Childnet International:** *advice for parents and children on internet safety*
Web: www.Childnet.com
Email: info@childnet.com
Tel: 020 7369 6967
Post: Studio 14, Brockley Cross Business Centre, 96 Endwell Road, London SE4 2PD

- **Kidscape**
Web: www.Kidscape.org.uk
Email: info@kidscape.org.uk
Tel: 020 7730 3300
Post: 2 Grosvenor Gardens, London SW1 0DH

- **Childline**
Tel: 0800 1111

Specific

○ **Cyber-bullying**

Think U Know (CEOP: www.thinkuknow.co.uk)

Digizen (Digital citizenship: www.digizen.org)

○ **LGBT**

Schools Out (LGBT in Education: www.schools-out.org.uk)

Stonewall Youth (UK LGBT Equality: www.youngstonewall.org.uk)

○ **SEND**

Mencap (Learning Disability: www.mencap.org.uk)

MindEd (Mental Health: www.minded.org.uk)

Young Minds (Mental health and well-being: www.youngminds.org.uk)

- **Racism**

Show Racism the Red Card (www.srtrc.org)

The Anne Frank Trust (www.annefrank.org.uk)