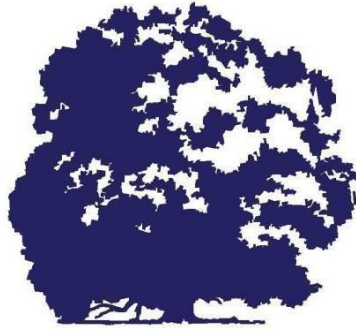




MUNTHAM HOUSE SCHOOL

ANTI-BULLYING POLICY

Anti-Bullying Policy

Muntham House School is a safe, caring, and positive environment dedicated to supporting individual needs and seeking effective change to send our Children and Young People forward into society.

Keeping Children Safe in Education

All staff should comprehensively cover this advice, in particular that which refers to Child Sexual Exploitation, Preventing Radicalisation and the Prevent Duty. Specific safeguarding issues are to be regularly reviewed under the observations and supervision of young people and their Outcomes Wheels.

The new strictures of child protection and safeguarding emphasise a meaningful examination of all that happens within our community in the light of young people's safety and wellbeing, and rightly so. As a caring and happy community, we are challenged in all we do to support the lifelong learning of young people, and paramount in that is the safety and security of our young people and staff. Any policy at Muntham House School is validated by its outcomes towards improving support for young people and child on child abuse is taken seriously through educating all stakeholders

We believe this policy relates to the following legislation:

- Regulations 2013.
- Children and Families Act 2014.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child, which states that children should be encouraged to form and express their views.

Article 12 – United Nations Convention

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

We, as a school community, commit to promoting equality. Therefore, an equality impact assessment has been undertaken, and we believe this policy aligns with the Equality Act 2010.

We believe it is essential that this policy identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements connected with this policy.

Aims of this Policy

- To outline the procedures for Anti-bullying.

- How to prevent Bullying.
- Deal with Bullying when it occurs.
- Record and ensure follow-up on bullying incidents and reports.
- Ensure the safety and happiness of pupils.
- Provide an environment (Safe, Caring, Happy) which allows pupils to work towards achieving their potential.
- Provide a consistent model for appropriate behaviour.
- Develop a reputation as an effective, caring school.
- To work with other schools to share good practices to improve this policy.

Definition of Bullying

“The repetitive, intentional hurting of one person or a group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological”

- Is deliberate and often repeated.
- Intends to cause fear, distress, hurt or harm to another.
- Is action by a more powerful individual or group over a less powerful individual or group.

Different roles played in a bullying situation

- The ringleader – Starting and leading the bullying but not always the person ‘doing’ the bullying.
- The target - The person who is being bullied.
- Assistant(s) - Actively involved in ‘doing’ the bullying.
- Reinforcer(s) - Supports the bullying, might laugh or encourage other people to carry on what is going on.
- Defender(s) - Stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult in school.
- Outsider(s) - Ignores any bullying and doesn’t want to get involved.

Bullying takes many forms, all of which will cause distress. Examples of bullying include:

- Physical - hitting, pushing, tripping, kicking, spitting on others etc.
- Verbal - teasing, using offensive names, ridiculing, spreading rumours, etc.
- Non-Verbal - writing offensive notes or graffiti about others, using e-mail or text messaging to hurt others, rude gestures, etc.
- Exclusion - deliberately excluding others from the group, refusing to sit next to someone, etc.
- Extortion - threatening to take someone's possessions, food, money, etc.
- Property - stealing, hiding, damaging or destroying property, etc.
- Racial – Focusing on a person’s ethnicity.
- Faith-based – Focusing on religious beliefs.

- SEN / Disability – Learning, physical disabilities.
- Homophobic/ Bi-phobic/ Transphobic Remarks – Because of, or focusing on, the person's sexuality.
- Cyber - any form of bullying carried out through electronic means such as mobile phones, email, chat rooms, social networking, 'SMS', web pages, etc.
- Teenage relationship abuse

Some signs and symptoms that bullying may be occurring:

- Changes their usual routine.
- Is frightened about going to school.
- Begins to truant.
- Becomes withdrawn, anxious.
- Persistently feels ill in the mornings.
- Does less well at school.
- Damaged clothes.
- Stops eating.
- Damaged possessions.
- Has unexplained cuts or bruises.
- Displays bullying behaviour towards others.
- Is nervous or jumpy when they receive a text, social media alert, or phone call.
- Is frightened to say what is wrong.
- Talks of, threatens or attempts suicide
- Academic achievement decrease
- Hygiene decreases

The above list is not exhaustive and could indicate other problems, but bullying should be considered a possibility.

How does Muntham House School Prevent Bullying?

- Across the 24-hour curriculum (PSHE lessons).
- Explicit teaching of positive behaviours embedded within the curriculum addressing positive relationships, conflict resolution, and resilience.
- Explicit positive role modelling and positive reinforcement of acceptable behaviour.
- Managed transitions between lessons and breaks with vigilant staff being present at these times.
- Structured break activities.
- Points (right place, right time).
- Evaluation of data and preventative planning
- Restorative processes/practices/conversations
- Discussions at Pupil council meetings
- Learning conversations
- Peer mentoring
- Muntham Anti – Bullying Ambassadors, meetings take place every half term.

Possible hotspots for Bullying (Difficult to supervise areas)

- Toilets.
- Trips
- Floor social spaces
- Sports hall.
- Corridor.
- Bedrooms.
- Hardcourt.

How do we respond to Bullying?

- Calmly and sensitively LISTEN.
- Challenge any bullying directly witnessed.
- Record / Report / Follow up.
- Educate, restorative practices/conversations.
- Consequence (time, loss of activity).
- SMT sanction if appropriate (internal exclusion/exclusion/parental involvement).
- Police involvement.

How do pupils report Bullying?

- Pupils should be encouraged to take 'positive action' and report any bullying to any member of staff at the school.
- The member of staff should support (take) and encourage the pupil to see person who is responsible for anti-bullying to complete a bullying form.
- The pupil will be consulted, and their view will be taken into consideration on what will happen next and what will be done about their report.

How do staff record/manage witnessed Bullying?

- Challenge the bullying and 'stop it' to make the situation safe.
- Ensure that everybody is 'safe' and away from the situation.
- Ask the victim "what happened".
- Complete a Arbor report:
 - Only the FACTs and written in third person (location, time, those involved, what you saw/heard).
 - Identify who played what role in the situation Identify who were the perpetrators.
 - Identify the type of bullying witnessed (verbal, physical, racist, isolating, homophobic, biphobic, transphobic).
- Notify person who is responsible for anti-bullying to ensure any follow-up needed is actioned.
- If pupils need to be interviewed, this will be done by SMT/SLT. ALL involved/present will be spoken to separately (if more than one).
- If a serious incident (e.g. someone has been physically hurt), inform SMT/SLT immediately.

Useful resources

- Childline Freephone 08001111 (24hrs a day).

Anti-Bullying Policy

- EACH has a freephone Actionline for children experiencing homophobic bullying: 0808 1000 143. It's open Monday to Friday 10am-5.00pm.
- Direct Gov www.gov.uk/bullying-at-school
- [Anti-bullying alliance](#)
- CEOP (Child Exploitation and Online Protection Centre).
- [Kidscape](#)

Role of the Governing Body

- Appointed a member of staff to be responsible for Anti-Bullying.
- Delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy.
- Responsibility for ensuring that the school complies with all equality legislation.
- Nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice-related incidents or incidents which are a breach of this policy.
- Responsibility for ensuring funding is in place to support this policy.
- Responsibility for ensuring this policy and all policies are maintained and updated regularly.
- Responsibility for ensuring all policies are made available to parents.
- The responsibility of involving the School Council in the development, approval, implementation and review of this policy.
- Nominate a link governor to visit the school regularly, liaise with the Principal and the coordinator and report back to the Governing Body.
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the pupils

If you are being bullied –

- Try not to show you are upset (this isn't easy).
- Tell the person to 'STOP IT, I DON'T LIKE IT'.
- Walk away quickly and confidently (you are probably terrified inside; try not to show it).
- Get your friends together and say 'NO' to the bully.
- If you are in danger, your safety comes first. GET AWAY.
- If you are bullied, tell yourself IT'S NOT MY FAULT.
- Tell an adult, be persistent and tell someone you know will act:
 - Your teacher/Tutor/Co tutor.
 - Key Worker.
 - Principal/Head Teacher/Head of Care.
 - Your Parents.
 - Your Friends.
 - The Police.

If you see someone being bullied – YOU CAN HELP

- Don't stand by and watch, get help.

- Show you and your friends disapprove, say something, e.g. STOP IT, YOU ARE UPSETTING HIM.
- Show the victim of the bullying that you care.
- Be careful what you say or do to others; imagine how YOU might feel.
- If you see bullying, tell an adult. It is not telling tales. The victim may be too scared or lonely to tell.
- Be aware of and comply with this policy.
- Listen carefully to all instructions given by the teacher.
- Ask for further help if they do not understand.
- Support the school Code of Conduct and guidance necessary to ensure the smooth running of the school.
- Liaise with the school council.
- Take part in questionnaires and surveys.

Role of all MHS staff

Members of the school personnel will:

- Undertake appropriate training.
- Identify Bullying.

It is not easy to identify a bully. The most common perpetrators are individual Pupils or groups of Pupils. Mixed sex bullying is less common. Children who bully can come from any social or ethnic background. Some experience poor discipline at home, whilst others experience quite severe discipline and are abused by their parents. It is not uncommon for bullies to come from very caring families, whilst others come from homes with little warmth in family relationships. Other children who bully may participate because their friends do so or the opportunity exists.

Similarly, it is not easy to identify the victim. Any child can be bullied. There are certain risk factors which make a child more vulnerable and the experience of bullying more likely.

These include:

- Lacking close friends.
- Being shy.
- Coming from an overprotective family environment.
- Being from a different racial or ethnic background to the majority.
- Being different in some obvious way from the majority.
- Having some special education needs.

Being a provocative victim – a child who behaves inappropriately with his peers, barging in on others' activities, being a nuisance or boasting about feats or belongings.

None of these characteristics can excuse allowing a child to be bullied.

Bullying takes many forms, but the most common direct form is name-calling (mainly because of ethnic origin, colour, sex or nationality). Also frequent are being physically hit or threatened. Being isolated or deliberately left out of groups by their peers and made the subject of malicious rumours are frequent indirect ways of being bullied. Having possessions taken, hidden or

destroyed, being subjected to extortion or locked in a room or a cupboard are less common.

All Staff have a 'Duty of Care' to challenge and prevent Bullying. If a 'safe, caring and happy' community culture is established, this will create an environment where bullying cannot flourish. Education and openly talking about the issue of bullying and its effects will also aid in keeping it isolated and infrequent.

Role of the Coordinator

- Lead the development of this policy throughout the school.
- Work closely with the Head Teacher, designated persons and the nominated governor.
- Provide training for all staff on induction and when the need arises.
- Keep up to date with new developments and resources.
- Review and monitor termly
- Annually report to the Governing Body on the success and development of this policy.

Role of Nominated Governor

- Work closely with the Head Teacher and the coordinator.
- Ensure this policy and other linked policies are up to date.
- Ensure that everyone connected with the school is aware of this policy.
- Attend training related to this policy.
- Report to the Governing Body every term.
- Annually report to the Governing Body on the success and development of the policy.

Role of all School Personnel

- Comply with all aspects of this policy.
- Implement the school's equality policy and schemes.
- Report and deal with all incidents of discrimination.
- Attend appropriate training sessions on equality.
- Report any concerns they have on any aspect of the school community.

Parents and Carers will

- Comply with all aspects of this policy and ensure that this policy is commonly applied throughout the school.
- Report any concerns they have on any aspect of the school community.

The School Council will

- Discuss this policy with the Governing Body.
- Review improvements to this policy during the school year.
- Organise surveys to gauge the thoughts of all pupils.
Reviewing the effectiveness of this policy with the Governing Body.

Raising awareness of this policy

- The school website.
- The Staff Handbook.

- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops.
- School events.
- Meetings with school personnel.
- Communications with home such as weekly newsletters and end-of-half-term newsletters.
- Reports such as the annual report to parents and Head Teacher reports to the Governing Body.
- Information displays in the main school entrance..

Equality Impact Assessment

Under the Equality Act 2010, we have a duty not to discriminate against people based on their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief, or sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil. It helps to promote equality at this school.

Monitoring the effectiveness of this policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Head Teacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

- Safeguarding policy.
- Mental Health and wellbeing policy.
- Co-Regulation and Relationship policy.
- Sanctions policy.
- Boundaries and Containment policy.

Last reviewed: September 2025

Next review due: September 2026