NORWICH SCHOOL

Anti-Bullying Policy

This policy is reviewed by Council of Management every three years. This policy was last reviewed and agreed on Trinity 2022. It is due for review in Trinity Term 2025.

Confirmed by:

Dee Willmott	Governor	Trinity 2022
Tracy Yates	Governor	Trinity 2022

Version Control

The version control table should be updated each time: a **change** is made to an **agreed version** of a document; or a previously agreed document version is **reviewed with no changes** (i.e. at annual review no changes are required and the document continues to be live for the following year). Use the following convention: version 1.0 (first version), version 2.0 (major change to version 1.0 and issued as a new version), version 2.1 (second version with minor change)			
Version number	Date issued	Author/key contact	Change(s) summary **NB: minor changes can be authorised by a senior staff member and do not need formal approval.** **Major revisions require approval through the confirming authority (typically a Committee)**
1.0	Trinity 2022	Nicky Fairweather	Updating job roles Streamlined text Principles remain the same

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Statement of Intent

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable. We are committed to providing a caring, friendly and safe environment for our pupils so they can learn in a relaxed and secure atmosphere. If bullying does occur, all pupils should feel able to report and know that incidents will be dealt with promptly and effectively.

We do not tolerate unkind behaviour at Norwich School. We believe that all members of our community can contribute towards making the School a safe and happy environment where bullying will have no place and where bullying will be challenged and eliminated. We actively encourage a culture of upstanding.

Why Do We Need an Anti-Bullying Policy?

Persistent bullying can severely inhibit a child's ability to learn effectively. The negative effects of bullying can have an impact on a person for their entire life. We wish to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour. Therefore, this policy promotes practices within the School to reinforce our ethos of love and compassion, and to remove or discourage practices that negate them.

Scope of This Policy

This policy is to be read in conjunction with the School's Behaviour Support and Intervention Policy, Suspension and Expulsion Policy and Acceptable Use Agreement.

If the actions of a pupil online or outside of school potentially threaten the wellbeing or safety of any members of the School community, then the terms of this policy may become relevant.

Where the welfare, safety or continuing education of a pupil requires it we may investigate an event (or alleged event) outside school. Discretion will be exercised in determine what enquires are appropriate and proportionate. We may determine that it is appropriate to take action following an investigation.

What Is Bullying?

Bullying occurs when an individual or a group uses strength or power to harm (physically or mentally) by intimidating, excluding or demeaning others. Bullying can be emotional, physical, racist, homophobic, bi-phobic, transphobic, sexist / misogynistic, ableist, targeting a person's religion or beliefs, verbal, written, face to face or online. It is usually persistent and if often covert, and is a conscious attempt to hurt, isolate, threaten or frighten an individual.

Bullying can take many forms including:

- Physical bullying which can include kicking, hitting, pushing, and taking away belongings.
- Verbal bullying which includes name calling, mocking, and making offensive comments.
- Emotional bullying which includes isolating an individual or spreading rumours about them.
- Bullying where technology is used to hurt an individual - for instance messaging or posting messages / images on the internet or any form of social media.

- Social exclusion is bullying when a child feels alone or left out because of the manipulation of their peer relationships and social status. (Social exclusion is not bullying when people make new friends and distance themselves from old friends.)
- Racist bulling occurs when bullying is motivated by racial, ethnic or cultural prejudice.
- Sexual bullying is where someone makes unwanted physical contact or makes sexually abusive comments.
- Homophobic, biphobic or transphobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or trans people.
- Abelist bullying occurs when bullying is motivated by a prejudice against people with any form of disability.
- Sexist bullying occurs when bullying is motivated by a prejudice against someone because of their gender

We should be aware that some forms of bullying should be reported to the police, for example:

- Hate crimes
- Sexual assault
- Harassment / intimidation
- Theft
- Physical assault

Anti-Bullying Procedures

We believe that bullying in any form is unacceptable. It will be taken seriously and dealt with promptly.

Staff Responsibilities

- To contribute to an environment where bullying in any form is confronted.
- To be familiar with the definition of bullying and the School's Anti-Bullying Policy and undertake training as appropriate
- To deliver pastoral curricular material as appropriate to support the education of pupils regarding bullying.
- To be mindful of interactions between pupils in classrooms and around the site and to challenge prejudicial attitudes or bullying behaviours.
- To be observant to changes in behaviour of individuals and to report concerns to pastoral staff.
- To listen to all parties involved in incidents when investigating.
- To investigate incidents promptly and as fully as possible.
- To take appropriate action or to refer to pastoral staff as appropriate.
- To record in the appropriate students' files and in incident logs as appropriate.

- To work with parents / guardians of the victim and bully.
- To promote the use of a range of learning opportunities which challenge bullying behaviour.
- To promote the use of sanctions / interventions which are least intrusive and most effective.

Anti-Bullying Strategies

- Ensure all members of the community are aware of our stance regarding anti-bullying.
- Regular anti-bullying / upstanding / empathy resources and material to be shared in assemblies / tutor time / tutorials / PSHE etc.
- Use of CCTV within the School grounds to help with the prevention of bullying.
- A duty rota for staff so they patrol key areas before school, break, lunchtime and after school
- Use opportunities for pupil voice to research student views on how safe they feel in school and to support the review of policy and process.
- Pastoral Prefects and Peers Supporters trained annually and involved in a range of opportunities to promote an anti-bullying culture.
- U3 Monitors and Friendly Faces trained to promote an anti-bullying culture.
- Communication channels open for reporting bullying.
- Strong teacher-pupil relationships so pupils feel comfortable reporting concerns.
- Inset opportunities for staff are provided as necessary.

Responding to Bullying

Pupils are encouraged to speak with a member of staff they trust, all concerns raised will be taken seriously. Any member of the community with concerns about bullying behaviour is encouraged to communicate with relevant pastoral staff. Staff involved will seek to ensure that an investigation is carried out sensitively.

Pupils who have been bullied will be supported by:

- Being offered the immediate opportunity to discuss their experience with a member of staff of their choice.
- Being reassured that they have done the right thing in seeking support.
- Being offered ongoing support.
- Having opportunities to rebuild their self-esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened.
- Having the opportunity to explore why they became involved in bullying behaviour.
- Understanding the impact and consequences of their actions on others and on themselves.
- Talking things through with their parents / guardians.

Investigating Bullying

Appropriate pastoral staff will investigate as promptly as possible and will keep a record of the views of different parties involved. It is important to hear the voice of the victim, alleged bully and any witnesses / bystanders, to best understand the dynamics of the situation. The victim / witnesses should be reassured that they have done the right thing in speaking up.

In the Lower School the Principal Deputy Head (or another member of the Senior Management Team) will co-ordinate an investigation; in the Senior School Heads of House, members of the Section Team and Principal Deputy Head will liaise to carry out an investigation. Accurate records will be kept and entered into Wellbeing Manager regarding statements taken from pupils and any conversations held with parents / guardians.

Intervention

There are three levels of bullying behaviour (if appropriate, allegations may proceed directly to Level 2 or 3, dependent on circumstance).

Level 1

Context: low level or a first event – this could be name calling for example.

Response: the focus will be on education and restorative practice. Staff will be looking to ensure that an individual understands the impact of their actions, can take responsibility, and can plan and take steps to restore their relationship with the victim. Parents / Guardians are likely to be informed.

Details of the event will be recorded on individual pupil files. Monitoring of pupils involved will continue in an ongoing manner following an event.

Level 2

Context: repeated or persistent bullying behaviour (following on from Level 1). This could also be a more serious isolated incident or undiscovered and prolonged low-level behaviour.

Response: sanctions will be applied in a proportionate manner and on a case-by-case basis (a Stripe in the Lower School, detentions in the Senior School as appropriate). Staff will expect that a pupil responsible for bullying behaviour is able to reflect on their actions and understand the consequences of these.

If the victim is comfortable, restorative steps should be taken between pupils.

Parents / Guardians will be involved.

The severity of consequences of repeated future behaviour will be made clear.
Details of the event will be recorded on individual pupil files. Monitoring of pupils involved will continue in an ongoing manner following an event.

Level 3

Context: a pupil fails to respond to prior interventions, their bullying behaviour is replicated with the same, or another victim or victims.

Response: any stage 3 allegation will be dealt with according to the Suspension and Expulsion Policy. A pupil's place at our school may be at risk.

Parents / Guardians and Bullying

All parents and guardians of Norwich School pupils will be expected to recognise and abstain from any bullying behaviour towards staff, or any other member of the Norwich School community.

In addition, we expect that parents and guardians 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 and guardians are encouraged to report instances of bullying to the School that they may witness as bystanders.

Staff will inform the Head in the Senior School or the Head of the Lower School 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 appropriate staff nominated to do so to determine if:

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

At the conclusion of the investigation, it is most likely that restorative actions will be determined appropriate. 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 Norwich School.

Document control

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