

MAIDEN ERLEGH TRUST
ANTI-BULLYING PROCEDURES
STATUTORY
Including local arrangements for
MAIDEN ERLEGH CHILTERN EDGE
(in annex)

INITIAL APPROVAL	June 2012
REVIEW FREQUENCY	Governing body free to determine.
REVIEW DATE	May 2010, May 2011, Updated 2014, May 2017, May 2019



Definition

Bullying is any act carried out by a group or individual, repeatedly over time against a target who cannot defend themselves, that intentionally causes harm, either physically or emotionally.

Bullying behaviour may be direct or indirect. Direct forms include physical violence and threats; verbal assaults and taunts; the destruction of property; extortion; unwanted sexual interest or contact. Examples of indirect forms of bullying include ignoring and the withdrawal of friendship; excluding; malicious gossip and spreading rumour; abusive or oppressive graffiti (this includes cyber-bullying and sexting).

Maiden Erlegh Trust takes all forms of bullying seriously and is particularly concerned to take action in relation to any incidents which involve race, culture, country of origin, sexism, disability, giftedness, homophobia or circumstance (eg Young Carer, Adopted, LAC). In such cases these issues will be specifically addressed with the bully (and his/her parents where appropriate) in the course of post incident management.

The Anti-Bullying Procedures have been drawn up with reference to the DfE publication: Preventing and tackling bullying Advice for headteachers, staff and governing bodies July 2017 and The Equality Act 2010.

Rationale

There is no justification whatsoever for bullying behaviour and it will not be tolerated in any form. Prejudice of any sort is absolutely repudiated as a reason for bullying.

Bullying behaviour is a problem for both the bully and the target and is addressed in positive and constructive ways which provide opportunities for growth and development for the bully and target alike.

We believe that taking proactive, preventative action is key. This is best done through the development of a school ethos based on mutual respect, dignity of the individual, inclusion, fairness and equality.

Effective management of bullying is a shared responsibility and strategies involve school staff and parents working together (sometimes with other professionals) with students who are the targets or perpetrators of bullying behaviour.

Principles

All members of staff and all students have a right to carry out their work in a supportive, safe and positive environment.

Every student has the right to learn, to experience success and fulfil his/her potential.

Every teacher has the right to teach, to experience success and fulfil his/her potential.

Every member of the school community has the right:

- To feel valued
- To feel supported
- To feel safe and secure and protected from harm, humiliation and abuse



- To a healthy, pleasant environment
- To be treated with respect
- To be treated with dignity
- To be treated fairly

Aims

- To promote an atmosphere in which there is a respect for others, recognition of others' achievements and differences are valued.
- To promote an atmosphere which is conducive to learning.
- To promote behaviour which is in the best interests of all members of the school.
- To promote good manners towards all members of the school community, to visitors and to members of the community outside the school.
- To eliminate intimidating and aggressive behaviour in line with our ethos of providing a secure, caring community where bullying is not tolerated in any form.
- To clarify to stakeholders our methods for responding to incidents of bullying behaviour and for fulfilling our statutory responsibility to respect the rights of students and to safeguard and promote their welfare.

Scope

This policy applies to incidents of bullying which take place on school premises, on the journey to and from school (while students are in uniform), on off-site activities organised by school and while using school equipment.

The School is not **legally** responsible for bullying which takes place elsewhere and the School owes no general duty to its pupils to supervise their activities after they have left its charge, since it is not directly in control of them. (Bradford Smart v Sussex County Council 2002).

Maiden Erlegh Trust will, however, respond positively to any information it receives about bullying outside school thus:

1. If a student is responsible for bullying other students outside school, including cyber-bullying, then this matter will be investigated. The bully's parents will be informed so they can take appropriate action. The school will consider whether it is appropriate to notify the police.
2. If a student is found to be the target of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The target's parents will be informed so they can take appropriate action.
3. If there are more general concerns about student safety outside school then the local police will be contacted and their help sought in making the area around the school premises more secure.
4. If information is received that a student is being bullied by a sibling outside school this will usually initially be discussed with the parents. If concerns persist then the matter will be referred to the Children's Services.
5. If a student is being bullied by students of another school the Headteacher of that school will be informed and asked to deal with the matter.

Maiden Erlegh Trust recognises that staff can be the target of bullying. If a member of staff is the target of bullying by a student then the same protocols and procedures will apply. If they are targeted by a parent then possible actions are outlined in our document on Unacceptable Communication <<LINK TO DOCUMENT ON SCHOOL WEBSITE>>. In the event that the



perpetrator is a member of staff this will be raised with Human Resources who will conduct and investigation.

Monitoring and evaluating

Each incident of bullying falling within the school definition will be recorded. Any incidents involving race, culture, country of origin, sexism, disability, giftedness, homophobia, biphobia or transphobia will be identified.

A termly report will be made to the Headteacher and an annual one to the *Local Advisory Board and Director of Inclusion and Safeguarding*, indicating the numbers of bullying incidents and any trends which may emerge. Senior staff and *Local Advisory Board members* will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any ongoing concerns. These will be shared with staff, parents and students (*eg: through School Improvement Plan, website, "you said, we did" etc*)





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