



Anti-bullying Policy

Millfield is committed to providing its pupils with a caring and homely environment within which individuality can flourish, allowing them, without hindrance, to live their lives to the full in as many spheres as possible. Everyone has the right to be treated with kindness and respect and to be properly supported if they are not. Bullying of any kind is deemed unacceptable and will always be taken seriously and acted upon.

Aims

- To ensure a safe environment for all students at Millfield
- To emphasise the fundamental importance of establishing and maintaining a positive, caring ethos within the school
- Further aims are to establish an atmosphere where bullying is regarded as unacceptable, to raise general awareness so that the whole school community can play its part in recognising bullying and to take action when it occurs by preventing or responding appropriately to it.

Objectives

- To ensure that all pupils, parents, teaching and non-teaching staff and governors can recognise what bullying is, know what the school policy is on bullying and what to do if it occurs
- To conduct staff and governor training to maintain the high profile of the anti-bullying policy and to introduce new initiatives
- To build understanding and discussion of anti-bullying and related topics into the PSHEE programme
- To confirm frequently, through the action of house and school pastoral teams, that pupils will always be supported if bullying is reported
- To ensure that whenever someone knows that bullying is happening, someone is told about it or something is done
- To work with other professional agencies when necessary to keep children safe as described in the Children Act 1989, the SEN and Disability Act 2001, the government green paper "Every Child Matters" 2003 (outcome 2), the Children Act 2004, The Education and Inspections Act 2006, The Equality Act 2010, Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies 2014, The Prevent Duty June 2015 and Keeping Children Safe in Education 2015.

Definitions

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies 2014.

All members of the school staff should be alert to the possibility of signs of bullying. In some cases bullying is unwitting and not consciously done, in others it is a wilful and conscious desire to hurt, threaten or frighten someone. Bullying does affect all in school and as such is a serious matter; bullying may cause physical or psychological damage (and in some cases suicide) and could in some cases lead to contravention of law.

All pupils should be responsible for bringing bullying to the attention of any adult on the staff. It is also true that teachers may (unwittingly) be bullies. It is also true that staff may be subject to bullying from pupils and staff are responsible for bringing this to the attention of their line-manager. Equally it is true that staff may be subject to bullying from other staff and this is covered in the school's Whistleblowing Policy and Staff Grievance Procedure.

We may define bullying as the following occurring over a period of time:

- Physical – hitting, pushing or any act that invades personal space.
- Verbal - Name calling, teasing and taunting. Racial and sexual harassment.
- Social – Exclusion by groups or individuals. Discrimination on grounds of religion, culture, race, gender, disability or sexuality.
- Cyber – Intimidation and abuse via electronic means (text, e-mail, social networking sites) – please see separate [Anti Cyber Bullying Policy](#) for further information.

Anti-Bullying Strategy

Millfield is committed to working with all students and staff to prevent bullying where possible, and to ensure that when incidents do occur, they are dealt with quickly and sensitively. There are a number of ways in which students are supported. Students may speak with tutors, teachers, medical staff, peer mentors, our independent listener and national charities with regard to their concerns; through tutorials, assemblies, Chapel services, and PSHEE lectures (delivered by Robert Higgs and Stand Against Violence) and PSHEE sessions. Millfield delivers the message that bullying is not a normal part of life and should not be allowed to flourish. All pupils are encouraged to speak with members of staff immediately if they feel bullying is occurring, either as victim, witness or the person responsible.

All new students are welcomed into their house and supported closely by their Group Tutor. In Year 10 – 13 houses, the role of senior pupils in supporting new pupils is also highlighted. This supports aims to allow all students' access to members of the community who can help and support in a case of bullying.

The House Council, Year Council and School Council are avenues for students to make their feelings known on bullying within the school and also the school's approach to bullying. Meetings are regular and minutes kept and published.

All pupils have opportunities to speak with key members of staff about their concerns. Group Tutor will be the first point of contact, but this relationship is supported by Assistant Houseparent and Houseparent. In addition the school offers counselling services. Pupils may contact beatbullying@millfieldschool.com when they are concerned about a bullying issue.

The Deputy Head (Pastoral) holds a bullying log to monitor instances of bullying and patterns of bullying. The bullying log is informed by events noted in ISAMS by Heads of Year and House Sanctions logs managed by Houseparents. ISAMS can be searched for bullying cases and the Deputy Head (Pastoral) will monitor logs each half term.

Anti-bullying is addressed in whole school inset sessions, and as part of Millfield's induction. Heads of Year and Houseparent meetings are avenues for members of those committees to review the Anti-Bullying policy.

When there is a significant update of the Anti-Bullying policy, all staff receive a copy of the new policy.

Action Against Bullying in the Senior School

Allegations of bullying

1. If an allegation of bullying is made by a student, then the member of staff receiving the allegation should establish the level of anxiety. If the level of anxiety is low, then staff should restore cordiality through verbal communication with the complainant and the accused. It is advantageous to bring the students together at this point. If an allegation is made by a parent then the member of staff should make it clear that the best way for the matter to be resolved is for staff to speak with the pupil in question and establish the level of anxiety.
 2. If the level of anxiety is significant, a written statement may be taken from the student (signed and dated) by the member of staff fielding the allegation. If suspicions are raised by staff or parents, this should also be recorded in writing
 3. The allegations and evidence should then pass to the relevant Houseparent and Head of Year
 4. The Houseparent or Head of Year should offer to conduct a full investigation into the matter. This investigation will include witness statements, and the questioning of the alleged person responsible
 5. Houseparent and Head of Year may seek the advice and support of Assistant Head (Housing) during the investigation, and must refer the case to the Deputy Head (Pastoral) in the case of serious bullying being proven
 6. In most cases, Houseparent and Head of Year will agree the appropriate course of action
 7. The Deputy Head (Pastoral) will determine appropriate sanctions for the person responsible (in line with the Behaviour Management Policy this is likely to be a suspension from school and both Houseparent and Head of Year will agree on and instigate support for both the victim and the person responsible.
 8. Parents should be informed throughout the process and often will be invited to Millfield to discuss the matter and its resolution.
- All staff are to make accurate records of interviews and also record the process followed in each case
 - In line with Keeping Children Safe in Education 2015 a bullying incident should be addressed as a child protection concern where a child is suffering, or is likely to suffer, significant harm; the investigation should be halted, with only a verbatim record of the child's words. The incident should be immediately raised with the Designated Person for Child Protection and action taken.
 - Staff should be aware that some types of harassing and threatening behaviour, or communications, could be a criminal offence; if staff feel that an offence has been committed they should seek assistance from the Deputy Head (Pastoral) and consideration given to the involvement of Police and/or Children's Social Care.

Review

This policy must be reviewed annually.

Appendix 1 – Advice to all (staff, parents and pupils) on Bullying

Signs of bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self-confidence
- Frequent visits to the Medical Centre with symptoms such as stomach pains, headaches etc.
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares etc.
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

Even if you are unsure, it is better to raise the issue with a responsible adult. We encourage parents to contact Millfield when they have concerns.

Appendix 2 – Advice to Staff on bullying

Millfield staff must make a strong stand against bullying. They should;

- Not allow it anywhere
- Support children who are being bullied
- Help the bullies to change their behaviour
- Tell children to 'tell' and back them up
- Take bullying seriously and find out the facts when told about an incident of bullying
- Ensure that children, parents and teachers take responsibility for any bullying that goes on
- Break up groups of bullies by not allowing them to play, sit, eat, etc., together
- Use peer pressure against bullying behaviour.

What to do when confronted with a report of bullying?

- Listen carefully and record all incidents
- Question, but do not ask leading questions
- Meet the bully and the bullied separately
- Offer the victim immediate support and help by explaining and putting the school's procedures into action
- Consider the need for medical treatment/examination/counselling.

Millfield is committed to reinforcing the messages below in PSHEE, assemblies and tutor sessions.

- When someone is being bullied or is in distress, take action. Watching and doing nothing always suggests support for the bullying
- Pupils should inform an adult immediately if they do not wish to get involved at the scene of the problem
- Do not tolerate bullies in the same social group.

To counter cyber bullying, students must be made aware that:

- They must never share their password with anyone
- They must not send pictures of others electronically
- No student is allowed to take pictures or video on their phone of another student or member of staff, whether on school premises or not.

In PSHEE sessions and through tutoring students are encouraged to develop

- Acceptance
- Patience
- Respect for others, themselves, their learning.
- Trust
- Empathy
- Co-operation

- Understanding

The Role of Counselling

Counselling may form an important part of any bullying case, both for the bully and the bullied. Staff should seek guidance from the Assistant Head (Housing), Deputy Head (Pastoral) and the School Counsellor as the efficacy of counselling in cases of bullying.

Appendix 3 – Advice to pupils on bullying

SOME THINGS PUPILS SHOULD DO IF THEY ARE BEING BULLIED:

- Tell an adult you trust
- Tell yourself that you don't deserve to be bullied
- Get your friends together and say no to the bully
- Stay with groups of people, even if they are not your friends. There is safety in numbers
- Try to ignore the bullying
- Try not to show you are upset, which is difficult
- If possible, avoid being alone in a place where bullying happens
- Try being assertive - shout 'NO' loudly
- Walk quickly and confidently even if you don't feel that way inside
- If you are in danger, get away. Do not fight to keep possession
- Fighting back may make it worse
- If you are different in some way, be proud of it. It is good to be an individual

At Millfield during PSHEE pupils are encouraged to develop

- Acceptance
- Patience
- Respect for others, themselves, their learning
- Trust
- Empathy
- Co-operation
- Understanding

If any pupil has a concern over bullying, whether it is happening to them or they have witnessed something that makes them feel uncomfortable, they can e-mail beatbullying@millfieldschool.com to raise awareness.

CPS

Reviewed May 2013

Reviewed November 2013

Reviewed July 2014

Reviewed January 2015

Reviewed July 2015

Reviewed October 2015

Reviewed August 2016

Next review July 2017