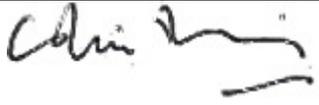




MOUNT HOUSE SCHOOL

SCHOOL POLICIES

ANTI-BULLYING

Review	Date	By
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Definitions

The DfE (formerly DCSF) definition of bullying is: "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally."

A further definition, which is provided by the Anti-Bullying Alliance, is: "The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim".

In the context of this Policy, the following definition will be used:

Bullying is a consistent and persistent, inappropriate exercise of power, to the advantage or satisfaction of the bully. It may include violence, name-calling, intimidation, humiliation, extortion and other similar behaviours directed at a vulnerable person or persons by a more powerful individual or group. Bullying may take many forms, some of which may include harassment on grounds of age, disability, gender reassignment, pregnancy and maternity, sexual orientation (including homophobia), special educational needs, race, religion or belief, gender or culture (including cyber-bullying via social websites, mobiles phones, text messaging, photographs and email).

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose. Bullying results in pain and distress to the victim. Bullying can be:

- Emotional excluding, tormenting (i.e. hiding books, threatening gestures)
- Homophobic because of or focussing on the issue of sexuality
- Physical punching, kicking, hitting, pushing or any use of physical violence
- Racist/Cultural racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber Unpleasant contact using Texting, Social Networking, e-mail
- Disability Physical, emotional, academic, mental.
- Religious Creed, Traditions, clothing etc
- Special Educational Needs Unpleasant reference to any SEN issues

This policy applies to all pupils and adults learning and working at Mount House. The policy applies to all pupils and staff in their relationships with each other. All adults must accept that they have a responsibility to act under the Duty of Care.

Legal framework

- Equality Act 2010
- SEND Code of Practice January 2015
- Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, October 2017.
- Independent School Standard Regulations 2014
- Keeping Children Safe in Education, DFE, September 2016 - Available on the school's website and hard copy made available upon request.

Why is it important to respond to bullying?

Bullying hurts. It can have severe, long-term, consequences for the victim. In extreme cases it can even lead to suicide. Some types of bullying could be classed as criminal behaviour which could result in prosecution. No one deserves to be a victim of bullying.

Pupils who are bullying need to learn different ways of behaving. Everybody has the right to be treated with respect. The School has a responsibility to respond promptly and effectively to issues of bullying.

Principles

- All pupils, staff and governors must know and are permanently reminded that Mount House does not tolerate bullying. There are also clear channels to communicate these policies to parents.
- All members of Mount House, including pupils, staff governors, parents, guardians and visitors, are urged to do everything in their power to establish and foster a social environment in which bullying is institutionally and collectively rejected
- Mount House recognises that bullying can never be permanently and finally eradicated because of the changing nature of its (largely adolescent) population, and that the School must therefore always be on its guard to recognise and respond to any new incidents
- The School raises awareness of staff through training, taking action to reduce the risk of bullying at times and in places where it is most likely to succeed. This is done through INSET for staff, assemblies for pupils and as and when necessary when there is concern that bullying may be occurring. Staff training should also ensure: -
 - legal responsibilities are known by staff
 - staff are aware of the actions the school takes to resolve and prevent problems
 - staff know where sources of support are available;
 - staff are aware if the school accesses specialised skills to understand the needs of their pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

- Pupils awareness of bullying and its effects are raised through discussion of differences between views and actions and the importance of avoiding prejudice-based language in assemblies, drama, stories, literature and Life skills.
- Once it has been established that bullying has been or is taking place, then the School will intervene to protect the bullied and to re-educate, and where necessary to discipline, the bully or bullies.
- Through the School Rules and their implementation, the curriculum (especially the PSHE programme), the rewards and accolades system, and the pastoral support provided in various forms to the pupils and through this specific Anti Bullying Policy, the School seeks to:
 - promote self-discipline and a proper regard for authority among pupils
 - encourage good behaviour and respect for others to ensure as far as is reasonably practicable the prevention of all forms of bullying among pupils
 - ensure pupils' standard of behaviour is acceptable
 - regulate pupils' conduct
 - Ensure staff and older pupils set helpful examples to younger pupils
- When a disclosure of alleged bullying is made, it must always be treated seriously.
- While others may not feel that certain actions or words are of a bullying nature, if the recipient feels they are being bullied, that may be sufficient evidence to treat the case as *prima facie* bullying. As *Preventing and Tackling Bullying* (DfE, 2017) indicates, we have to make our own judgement about each specific case.

Anti-Bullying Procedures at Mount House

At Mount House we believe that every pupil has the right to enjoy the education on offer without having to endure any form of bullying. Bullying is contrary to the values and ethos of the School and will not be tolerated. Whilst it is difficult to give one precise definition of bullying, we regard bullying to be any behaviour by another individual or group which is intended to make another pupil unhappy or miserable and which results in pain or distress being caused to the victim, either emotionally or physically. This may be more than one specific incident or a sequence of more persistent incidents. It is our belief that all pupils should treat other pupils with dignity and respect at all times and that, in their behaviour towards others, they should always consider the effect this behaviour is likely to have.

Bullying of any kind is never acceptable at Mount House. All pupils should feel a sense of collective duty to both prevent bullying and to respond accordingly if they are aware that bullying is happening. Staff have a responsibility to respond promptly and effectively to issues of bullying.

It is important to stress that it is the perception of the victim and not the perpetrator that matters; too often perpetrators pass off their behaviour as banter. Bullying can also lead to the psychological damage of the victim and although it is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

Bullying can take a number of forms. These include the following:

- Verbal name calling, sarcasm, teasing, spreading rumours
- Physical pushing, kicking, hitting or any other form of violence
- Emotional being deliberately unfriendly, excluding, tormenting
- Religious mocking, ridiculing or tormenting someone because of their religious beliefs.
- Sexual unwanted sexual attention or sexually abusive written or verbal comments.
- Gender
- Cultural mocking, humiliating or tormenting a pupil because of their nationality or background (e.g. their accent, manners or appearance).
- Homophobic humiliating, ridiculing or tormenting because of their sexual orientation. Derogatory use of the word 'gay'.
- Racist racial taunts, gestures or written comments
- Disability making comments about obvious disabilities or in time about disabilities that become apparent, e.g. through learning difficulties.
- Cyber as defined above.
- Because a child is adopted or is a carer.
- Signs and symptoms of bullying might include:
- Being frightened of travelling to or from school
- Not wanting to go on the school bus
- Change their usual routine
- Begging to be driven to school
- Unwilling to go to school
- Becoming anxious, lack of confidence and withdrawn
- Attempted or threatened suicide
- Crying themselves to sleep at night/nightmares
- Feeling ill in the mornings
- Truancy
- Beginning to do poorly at school
- Coming home with clothes/books torn
- Having possessions go 'missing'
- Asking for money or stealing money
- Continually losing pocket money
- Unexplained cuts/bruises
- Coming home hungry
- Becoming aggressive and unreasonable
- Bullying other children or siblings
- Giving improbable excuses to any of the above

Preventing bullying is central to the school's approach. To this end, the school undertakes to:

- Pupils and students will be educated about cyber bullying through school programmes including anti bullying week and assemblies linked to the Child Exploitation and Online Protection Centre (CEOP).
- encourage appropriate behaviour at all times, ensuring pupils know what is expected of them.
- provide pupils with a copy of the Pupils' Guidelines and School Rules and Regulations Policy which underline these expectations
- include anti-bullying education at induction and as an integral part of the programme of personal, social and health education. This includes assemblies and visiting speakers.
- raise awareness of bullying and regularly remind pupils of the nature of bullying and the need to ensure an anti-bullying culture pervades all areas of school life, e.g. by the use of assemblies etc.
- educate pupils, especially boarders, that initiation ceremonies or physical punishments may be a form of bullying and are unacceptable.
- Use the Student Council, the Boarders' Council and vertical tutoring to raise awareness of the School's approach to bullying.
- remind pupils of the role of bystanders in preventing bullying and emphasis that bystanders have a responsibility to intervene appropriately when they witness bullying.
- ensure that staff and others, such as prefects, who are in positions of responsibility, are aware of the signs and symptoms of bullying and of how to respond.
- As appropriate, invest in specialised skills and training to understand the needs of the pupils, including those with SEN or disabilities, and lesbian, gay, bisexual and transgender pupils (LGB & T).
- Discuss the idea of 'different but equal' and not, for example, defining a pupil by his or her colour, religion, disability or sexual orientation.

The School recognises that pupils do not always wish to report bullying, but an open approach is encouraged and it is hoped that any pupil who is being bullied will seek help. It may, for instance, be appropriate to seek help from a senior pupil or '6th form guardian' rather than a member of staff. Whatever the circumstances, bullying is never acceptable, and it is vital that any victim of bullying feels supported and feels able to report the incident to an appropriate person.

Immediate Action

Where the school becomes aware of a bullying incident, the school undertakes to respond appropriately. In all cases the aim of the response is to stop the bullying, to ensure that the bully understands why his/her behaviour is unacceptable and to aim to prevent any reoccurrence.

Whilst the precise response will depend on the specific circumstances, the following general guidelines will apply:

- All reported instances of bullying will be taken seriously. In deciding how to proceed in a particular case, the school will listen carefully to the victim and discuss with him/her the preferred course of action.
- It is recognised that victims are often frightened to report bullying as they fear that the bully will retaliate by escalating the nature of the bullying. The school recognises this as typical of bullies and encourages pupils to be confident that the school will deal sensitively with any reported incident.
- All incidents will be investigated, and serious incidents will be recorded by staff.
- Pupils who are found to have been bullying will be encouraged to confront their behaviour and they will be offered help and guidance as to how to correct their behaviour. The motivation for their behaviour should be considered.
- If possible, the pupils will be reconciled.
- The bully (bullies) may be asked to apologise sincerely.
- If this fails, parents will be informed and may be asked to attend a meeting to discuss the problem.
- If necessary and appropriate, police will be consulted.
- Where bullying is persistent, appropriate sanctions will be applied. Any pupil who persists in bullying others must understand that he/she may ultimately lose the right to remain in the school.
- The range and type of sanctions vary throughout the school and are appropriate to the age and stage of development of pupils.
- The pupil will receive help to change their behaviour
- A further repetition of bullying may lead to temporary exclusion or, in the most serious cases, exclusion if this is deemed appropriate for the good of the whole community.

After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Procedure

- The School strives to sustain and foster an ethos in which pupils are confident and willing to approach appropriate adult(s) to express concerns about bullying, either on their own behalf or on behalf of others, at an early stage. The School has a pastoral system that encourages open and, if necessary, confidential discussions between pupils, parents/guardians and other relevant adults, including non-academic personnel such as reception and catering staff. Appropriate adults for pupils to approach with concerns include: their tutor, Heads of House, the DSL, a subject teacher, a member of the SLT or any other responsible person.
- The School will consult pupils during a PSHE or tutor period (probably using the opportunities afforded by 'AntiBullying week') on wide ranging issues regarding general 'Wellbeing' as well as bullying-specific issues. Due regard is taken in this Policy of the advice and information found in the DfE's *Behaviour and Discipline in Schools: Advice for Head Teachers and School Staff* (February 2016).
- Signs of bullying, especially in the case of a special needs pupil or a pupil from a minority racial or cultural background, or a pupil with a different physical appearance, might include:
 - unwillingness to come to school / participate;
 - withdrawn, isolated behaviour;
 - complaining about missing possessions;
 - refusal to talk about the problem;
 - being easily distressed;
 - damaged or incomplete work.

Parents/guardians and senior pupils are encouraged to look for these signs and report them to School staff if they are concerned.

Any allegation of or expression of concern over bullying is passed on immediately to the relevant Heads of House, who undertake(s) a thorough investigation and reports as quickly as possible to the Deputy Head (Pastoral).

The complaint and subsequent actions are logged "bullying" file as well as in the 'complaints' file. This information is monitored by SLT to try to identify and respond to developing patterns.

Bullies and victims are always interviewed separately.

Optimal witness information is gathered.

A written record of the incident, investigation and outcomes is kept by the Heads of House and the Deputy Head (Pastoral). Statistics on bullying incidents can be obtained, on request, from the Principal's office.

The action taken by the School may vary in terms of its focus and severity, and in terms of who administers the action. At the lowest level, it may be sufficient for a tutor or other member of staff to "warn off" a potential bully.

The Head of House has a variety of responses available to him/her; these may include:

- Implementing Sanctions
- mediation between relevant parties;
- obtaining an apology;
- providing appropriate training;
- providing mentor support for both victim and bully.

Any sufficient or substantial incident of bullying is reported to the Principal, whose sanctions may include suspension or expulsion. **A bullying incident should be addressed as a child protection concern and the Designated Safeguarding Lead (Mrs Carpenter) informed when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm'**. If School staff feel that a 'criminal' offence may have been committed they should seek assistance from the police. 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.

- Once a case of bullying has been dealt with, both bullies and victims are monitored by the appropriate pastoral staff members.
- The School is concerned about the welfare of its pupils even when not directly under its jurisdiction. Cases of concern are approached where practicable through liaison with the appropriate external body (eg parents/guardians, bus companies, police, shopping centre management etc). Independent schools do not have the same statutory powers as state schools to intervene in incidents outside the school jurisdiction, but the School maintains its concerns about the welfare of pupils.
- The parents/guardians of both victim and bully are kept informed of any significant incident.
- Staff working at Mount House are as equally protected by this Policy as pupils.

Bystanders

In cases of cyberbullying bystanders, or 'accessories' to the bullying, often have a more active role, e.g. forwarding messages or contributing to chat room discussions. Therefore, they may not have started the bullying they are active participants and often make the matter worse.

The School makes it clear to all pupils that bystanders have a key responsibility to the School community and to anyone they see being bullied or victimised. They are encouraged not to tolerate such behaviour and to stand up for what they know to be right, for example by telling a member of staff what they have seen or heard.'

Bullying Advice for Pupils

How to respond to a bullying incident.

1. Report the incident immediately to any available, responsible person.
 - a. Suggested staff are to be found on the School noticeboards but pupils may report a bullying incident to any member of staff with whom they feel comfortable.
2. Senior Pupils may also be approached. They will then pass these on to one of the School staff.
3. Childline numbers and external listeners' numbers are available on notice boards in boarding house and social areas..

All disclosures will be treated confidentially. Any 'comeback' or 'reprisal' that results from a disclosure will be treated as severe bullying by the School and will not be tolerated.

Guidance for Staff

Staff have a responsibility to prevent harm to a child arising from pupil bullying. They should at all times act as models of appropriate behaviour. In their dealings with pupils and with each other staff should not misuse their positions of power and they should at all times treat pupils and other staff with respect. Staff should be aware of the contents of the Child Protection Policy and of their responsibilities towards all pupils in the school.

All staff should be prepared to listen to pupils when they wish to talk about bullying behaviour. It is crucial that pupils can trust staff to take their concerns seriously and to treat their concerns Mount House. **All staff will be aware of the contents of the Anti-bullying policy and this will form part of the annual Child Protection training at the school.**

Useful websites

- Dept for Education Anti-Bullying information
- www.kidscape.org.uk
- www.bullying.org
- www.anti-bullyingalliance.org.uk
- www.bullyfreezone.co.uk
- www.bullying.co.uk
- www.beatbullying.org
- Childnet International
- www.restorativejustice.org.uk
- EACH Educational Action Challenging Homophobia

Bullying hurts. No-one deserves to be a victim of bullying. Pupils who bully need to learn to behave appropriately. All members of the School should take responsibility for supporting this seriously.

Addendum: Cyberbullying

'Cyberbullying'

Cyberbullying is defined as the use of information and communications technology (ICT), particularly email, mobile phones and the internet, to deliberately upset someone else. It can take many forms, including threats, intimidation, harassment or cyberstalking by, for example, repeatedly sending unwanted messages or texts. The Cyberbullying Policy and the ICT Acceptable use policy contain the following:-

- Clearly defined roles and responsibilities for online safety as part of the school's wider safeguarding strategy;
- Guidance on the use of technology in the classroom and beyond for all users, including staff, students/pupils and visitors that references permissions/restrictions and agreed sanctions;
- Information on the school's technical provision/infrastructure and the safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues;
- Information on how the school builds resilience in its students to protect themselves and their peers through education and information;
- Detail on staff safeguarding professional development that includes online safety;
- Reporting mechanisms available for all users to report issues and concerns to the school and how they are managed and/or escalated;
- How the school informs, communicates with and educates parents/carers in online safety;
- The management of personal data in line with statutory requirements.

The school has active procedures to manage its hardware, software and connectivity. Need to state that both staff and parents/guardians [re overseas pupils] should be continually vigilant of this problem.

Preamble

Mobile, internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. Their popularity provides increasing opportunities for misuse through "cyberbullying". It is crucial that young people use their mobiles and the internet safely and positively, and that they are aware of the consequences of misuse. Mount House is committed to being constantly vigilant to prevent this form of bullying and tackle it wherever it appears.

The advent of cyberbullying adds new dimensions to the problem of bullying. Unlike other forms of bullying, cyberbullying can follow young people into their private spaces and outside school hours; it feels as if there is no safe haven for the person being bullied. Cyberbullies can communicate their messages to a wide audience with remarkable speed and can often remain unseen and unidentifiable.

Cyberbullying: definitions

"Cyberbullying" is a form of "bullying" as defined in this Policy Document; it is an intentional act carried out by a group or individual, using electronic forms of contact against a victim who cannot easily defend himself or herself.

Research commissioned by the Anti-Bullying Alliance from Goldsmiths School, University of London, identifies seven categories of cyberbullying:

- **Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort.
- **Picture/video-clip bullying via mobile phone cameras** is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- **Phone call bullying via mobile phone** uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- **Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- **Chat room bullying** involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- **Bullying through instant messaging** is an internet-based form of bullying where young people are sent unpleasant messages as they conduct real-time conversations online.
- **Bullying via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has been a significant national increase in social networking sites for young people, which can provide new opportunities for cyberbullying.

The Law

The **Protection from Harassment Act**, the **Malicious Communications Act 1988** and Section 43 of the **Telecommunications Act** may be used to combat cyberbullying. Offenders may be fined or sent to prison for up to six months.

Procedure

Mount House is committed to ensuring that:

- bullying via mobile phone or the internet is an understood component of our anti-bullying policies;
- staff have sufficient knowledge to deal with cyberbullying in School details of which are in another Policy: Internet and Intranet Policy and Procedures for staff;
- the pupils are informed about the risks of new communications technologies, the consequences of their misuse, and how to use them safely, see: Internet Policy (pupils);
- e-communications used on the School e-systems are appropriately monitored;
- pupils know and understand School policies on the use of mobile phones in School and at other times when they are under the School's authority;
- appropriate internet blocking technologies are employed, and harmful sites blocked where reasonably practicable'
- The Counter-Terrorism and Security Act, 2015, places a duty on Mount House to prevent people from being drawn into terrorism ("the Prevent duty"). Any form of Radicalisation, or access to extremist material on the net, is therefore forbidden.

Through INSET and LIFE SKILLS staff and pupils are aware of national guidance and good practice to make sure new communications technologies are used safely.

For further information: - See the **Mount House ICT Acceptable Use Policy**

Cyberbullying: Advice to pupils

If you're being bullied by phone or the internet

Remember, bullying is never your fault. It can be stopped, and it can usually be traced.

- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent, or call an advice line.
- Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.

There's plenty of online advice on how to react to cyberbullying. For example, www.kidscape.org and www.wiredsafety.org have some useful tips.

Text/video messaging

- You can easily stop receiving text messages for a while by turning off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number. To find out how to do this, visit www.wiredsafety.org.
- If the bullying persists, you can change your phone number. Ask your mobile service provider (such as EE, O2, or Vodafone).
- Don't reply to abusive or worrying text or video messages. Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.
- Don't delete messages from cyberbullies. You don't have to read them, but you should keep them as evidence.
- Text harassment is a crime. If the calls are simply annoying, tell a teacher, parent or guardian. If they are threatening or malicious and they persist, report them to the police, taking with you all the messages you've received.

Phone calls

- If you get an abusive or silent phone call, don't hang up immediately. Instead, put the phone down and walk away for a few minutes. Then hang up or turn your phone off. Once they realise they can't get you rattled, callers usually get bored and stop bothering you.
- Always tell someone else: a teacher, parent or guardian. Get them to support you and monitor what's going on.
- Don't give out personal details such as your phone number to just anyone. And never leave your phone lying around. When you answer your phone, just say 'hello', not your name. If they ask you to confirm your phone number, ask what number they want and then tell them if they've got the right number or not.
- You can use your voicemail to vet your calls. A lot of mobiles display the caller's number. See if you recognise it. If you don't, let it divert to voicemail instead of answering it. And don't leave your name on your voicemail greeting. You could get an adult to record your greeting. His/her voice might stop the caller ringing again.

- Almost all calls nowadays can be traced.
- If the problem continues, think about changing your phone number.
- If you receive calls that scare or trouble you, make a note of the times and dates and report them to your Houseparent. If your mobile can record calls, take the recording too.

Emails

- Never reply to unpleasant or unwanted emails ('flames') — the sender wants a response, so don't give them that satisfaction.
- Keep the emails as evidence. And tell an adult about them.
- Ask an adult to contact the sender's Internet Service Provider (ISP) by writing abuse@ and then the host, eg abuse@hotmail.com
- Never reply to someone you don't know, even if there's an option to 'unsubscribe'. Replying simply confirms your email address as a real one.

Web bullying

If the bullying is on a school website, tell a teacher or parent, just as you would if the bullying were face-to-face.

If you don't know the owner of the website, follow one of the online safety links below to find out how to get more information about the owner.

Chat rooms and instant messaging

- Never give out your name, address, phone number, school name or password online. It's a good idea to use a nickname. And don't give out photos of yourself.
- Don't accept emails or open files from people you don't know.
- Remember it might not just be people your own age in a chat room.
- Stick to public areas in chat rooms and get out if you feel uncomfortable.
- Tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room.
- Think carefully about what you write; don't leave yourself open to bullying.

Three steps to stay out of harm's way

1. Respect other people - online and off. Don't spread rumours about people or share their secrets, including their phone numbers and passwords.
2. If someone insults you online or by phone, stay calm – and ignore them.
3. 'Do as you would be done by.' Think how you would feel if you were bullied. You're responsible for your own behaviour – make sure you don't distress other people or cause them to be bullied by someone else.

Summary of Key Responsibilities

We expect our **Senior Pastoral Leaders/Designated Safeguarding Lead** to:

- Organise anti-bullying staff training to empower all staff at Mount House to deal with and eradicate bullying.
- Guide colleagues on how to deal with incidents of bullying if and when these arise and monitor these incidents closely.
- Raise awareness of anti-bullying amongst students/pupils through various activities and Anti-Bullying Week.
- Update the Anti-Bullying Policy and other policies linked with anti-bullying.
- Contact the relevant outside agencies if necessary, in the event of a concerning incident of harassment, assault or threatening behaviour whereby criminal laws may apply.

We expect all staff to:

- Foster our students/pupils self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our students/pupils.
- Discuss bullying with all classes, so that every students/pupil learns about the damage it causes to both the individual who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to students/pupils who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to the Personal Tutor, or, relevant member of the Pastoral team.
- Follow up any complaint by a parent/guardian about bullying, and report back promptly and fully on the action, which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.
- Praise students/pupils for positive behaviour and inform parents/guardians of this behaviour.

We expect our students/pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the student/pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

We ask our parents/guardians to support their children and the school by:

- Familiarising themselves with relevant school policies and procedures.
- Watching out for signs of distress or unusual behaviour in their child, which might be a result of bullying.
- Advising their child to report any bullying to their Personal Tutor or a teacher and explain the implications of allowing the bullying to continue unchecked, for themselves and for other students/pupils.
- Advising their child not to retaliate to any forms of bullying.
- Being sympathetic and supportive towards their child and reassuring them that appropriate action will be taken.
- Informing the school of any suspected bullying, even if their children are not involved.
- Co-operating with the school, if their child is accused of bullying and try to ascertain the truth.
- Pointing out the implications of bullying, both for the children who are bullied and for the bullies themselves.

Role of Directors

- A report is made to the Governors at Full Governors Meetings.

Role of SLT

- Discussed at Senior Leadership weekly meetings and any issues, action taken and followed are documented.

Important Contacts

- Charlotte Carpenter, our Designated Safeguarding Lead may be contacted on: carpenterc@mounthouse.org.uk
- Childline: **0800 1111**
- The Anti-bullying Alliance: <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>.
- Kidscape: www.kidscape.org.uk
- Police: In the event of immediate danger call **999**, or, in an event which does not require immediate intervention call **101**
- Barnet Multi-Agency Safeguarding Hub (MASH): **020 8359 4066**, or
- MASH out of hours Emergency Duty team: **020 8359 2000**