



Mary Hare Policy: SCH007

Anti-Bullying Policy

Policy Owner: Pastoral Group, Director of Residential Care

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Securing the future of deaf children and young people

Registered charity 1048386

Contents

Philosophy at Mary Hare School.....	3
Policy Statement	3
Objectives of this Policy	4
Our school community	4
Definition of bullying.....	4
Definition of banter.....	5
Forms of bullying covered by this Policy.....	5
A 'Telling School'	6
Cyber (online) bullying.....	6
Preventing, identifying, and responding to bullying.....	8
Involvement of students.....	9
What consequences do we use?.....	9
Links with other school policies and practices.....	10
Responsibilities	10
Monitoring & review, policy into practice	10
Appendices.....	11
Supporting Organisations and Guidance	12
Policy Version Detail	14

Philosophy at Mary Hare School

1. We strive to create a culture based on our core values of *Respectful, Ready, Safe and Successful*. Students must feel safe and respected if they are to learn effectively. Since we are a school which sets high standards for our students it is important that we create an atmosphere in which bullying cannot thrive and in which no student has to suffer from harassment of any kind.
2. Because bullying happens in all societies, at all levels, it is important that we enable our students to be knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form. Because bullying is in the news and is a form of real anxiety for parents/carers, it is important that we inform parents fully about our approach to dealing with bullying, so that parents/carers are able to distinguish between what is bullying and what is not.
3. This policy belongs to the whole school community and students, staff, parents/carers and governors should share responsibility for making it successful.

Policy Statement

4. The purpose of this policy statement is:
 - to prevent bullying from happening between children and young people who are a part of Mary Hare.
 - to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
 - to provide information to all staff, children and their families about what we should all do to prevent and deal with bullying.
5. Mary Hare staff members have a responsibility to respond promptly and effectively to issues of bullying and everyone involved in educating and looking after children/young people shares responsibility for countering bullying, and for creating a culture which positively encourages acceptable behaviour and reduces or prevents the likelihood of bullying.
6. As part of this ethos, everyone must understand what bullying means, and what consequences will be taken by staff members to counter it.
7. Everyone will also be clear what consequences they will take if they suspect bullying, or it is reported to them. In this respect, everyone will be alert to the fact that bullying may constitute Significant Harm and, if so, must be reported under the Safeguarding Procedure and via MyConcern. Parents can report instances of bullying directly to the DSL or safeguarding team, heads of year or heads of boarding houses.

Objectives of this Policy

8. Children and young people should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them and develops their understanding of what bullying is.
9. This policy outlines what Mary Hare will do to prevent and tackle bullying. We are committed to developing an anti-bullying culture whereby no bullying between individuals will be tolerated. In line with the Equality Act 2010, our aim is to eliminate unlawful discrimination, advance equality of opportunity and foster good relationships between all members of the school community. (Adapted from Preventing and Tackling Bullying: DfE July 2017)

Our school community

10. Discusses, monitors, and reviews our anti-bullying policy on a regular basis in half termly pastoral, in weekly safeguarding and half termly anti bullying meetings. We support all staff to promote positive relationships and identify and tackle bullying appropriately through leading a culture of curiosity and interest in our students (children and young people) and being open to discussing matters that children bring to our attention which involve relationships with others and their feelings.
11. We ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students abide by the anti-bullying policy. We report back to parents/carers regarding their concerns on bullying and we deal promptly with complaints.
12. Parents/carers in turn have access to this policy and we promote them working with the school to uphold the anti-bullying policy.
13. We seek to learn from good anti-bullying practice elsewhere and we utilise support from our host Local Authority and other relevant organisations when appropriate (e.g. anti-bullying alliance)

Definition of bullying

14. Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face-to-face or online'. (ANTI-BULLYING ALLIANCE - *Definition of bullying*)
15. One-off incidents, whilst they may be very serious and must always be dealt with, do not always fall within the definition of "bullying".
16. Bullying behaviours can include:
 - name calling, taunting, mocking, making offensive comments both face to face and using online platforms
 - kicking; hitting
 - taking or damaging belongings

- producing offensive graffiti
- gossiping
- excluding people from groups
- spreading hurtful and untruthful rumours. This includes **cyber bullying** which is the same inappropriate and harmful behaviours expressed via digital devices such as the sending of inappropriate messages by phone, text, Instant Messenger, including supporting negative and humiliating comments through the use of emoji or picture responses through websites and social networking sites, and sending offensive or degrading images by phone or via the internet.
- The use of Artificial Intelligence (AI) to inflict any of the above points on another person.

Definition of banter

17. The definition of banter is 'the playful and friendly exchange of teasing remarks'. This means that banter involves people with equal power, where there is no hurt involved and no intent to cause harm. A shared understanding of bullying means that there is a shared understanding of bullying and the tipping balance from banter to bullying. It is vital that there is an understanding about whether something is bullying: intentional, hurtful, repetitive, involves a power imbalance.
18. Just because 'banter' doesn't constitute all the elements of bullying doesn't mean it's acceptable.
19. All offensive, threatening, violent and abusive language and behaviour is always unacceptable, whatever your role.
20. This includes any negative language or behaviour in relation to / referring to a protected characteristic under the Equality Act 2010 i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender), sexual orientation.
21. Language and behaviour can have different meanings, in different contexts.
22. Just because someone uses certain language to refer to themselves it doesn't necessarily mean it's acceptable, nor does it make it ok for it to be used by others.
23. Third parties might be offended, even if they're not part of your conversation.
24. Sometimes there is relational conflict between students. This is not defined as bullying where there is a balance of power. However, where there is unkindness between students the pastoral team will endeavour to support students and re-emphasise our core values.

Forms of bullying covered by this Policy

25. Bullying can happen to anyone. This policy covers all types of bullying including:
 - Bullying related to race, religion or culture.
 - Bullying related to LDD (learning difficulties or disability).
 - Bullying related to appearance or health conditions.

- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Bullying related to gender. (Adapted from Safe to Learn: Embedding anti-bullying work in schools. DCSF 2018)

A 'Telling School'

How we set the right ethos of being a 'telling' school

26. A 'telling' school is one where students do inform staff when bullying is taking place.
27. If students who feel they are being bullied are to tell us about bullying, we must work together to create an atmosphere of trust. Students who are classed as targets must know that their concerns will be taken seriously and recognise that investigations take time.
28. We must also make it as easy as possible to report bullying. They must understand that these may result in a number of different outcomes and be familiar with the content of the flow chart (see appendices).
29. If this is to happen, then everyone on the site has a responsibility to ensure that we live by our core values and that we all set a good atmosphere round school. We want to make it clear that this responsibility includes:
- promoting an open and honest ethos that ensures that all members of the school community know and agree with our stance on bullying
 - ensuring that all staff exhibit positive behaviours, demonstrate our Core Values and become positive role models to students
 - treating other people with respect at all times
 - doing nothing that could be construed as bullying
 - doing nothing that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight
 - reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying
 - engaging students in reviewing and developing our anti-bullying practices
 - analyse available data to ascertain how the school environment and the journeys to and from school can be improved.

Cyber (online) bullying

30. Categories of Cyber Bullying have evolved in recent years with the increase in pupils having their own mobile phones and other multimedia devices which are connected to the internet.
31. Our advice to parents is always to ensure they are informed as to their sons/ daughters' use of mobile and multimedia devices, that there are parental controls in place which can ensure safety and monitoring and learning.
32. It is important to note that cyber bullying also includes the use of emojis to "like" or "laugh" at posts and comments made about another person which fall under the category of bullying. It is not just the initial bully and their actions, it also includes those who support those negative, hurtful posts that come under the category of cyber bullying. This can also include being part of live streams and group

chats where cyber bullying is taking place.

33. Known categories are:

- **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 other children or young people when they are in a web-based chat room.
- **Bullying through instant messaging (IM) / Social media platforms** is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online (i.e. MSN, Bebo, Facebook, Twitter, snapchat etc.).
- **Bullying via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber bullying.
- **Bullying with AI** refers to the use of artificial intelligence tools to create, facilitate, or amplify harmful behaviors, such as harassment, intimidation, or manipulation. This includes:
 - Deepfakes: AI-generated fake videos or images used to embarrass or manipulate individuals.
 - Voice Cloning: AI tools that replicate a person's voice to send abusive or threatening messages.
 - Automated Harassment: AI systems programmed to send repetitive, abusive messages without human intervention.
 - Generative AI: AI technologies that can create offensive content, deepfake videos, or impersonate individuals to target others.
 - AI bullying poses significant risks to individuals' well-being and can be more impactful than traditional forms of bullying due to its anonymity and the ease with which it can spread.

Advice for Parents in respect of cyberbullying

34. Bullying can and does happen outside of school, in school holidays and on journeys to and from school. It happens online and in person. Don't wait for something to happen before you act.

- Make sure your child understands how to use these technologies safely and knows about the risks and consequences of misusing them.
 - Make sure they know what to do if they or someone they know are being cyber bullied.
 - Encourage your child to talk to you if they have any problems with cyber bullying. If they do have a problem, contact the school, the mobile network or the Internet Service Provider (ISP) to do something about it.
 - Parental control software can limit who your child sends emails to and who they receives them from. It can also block access to some chat rooms. (Mobile network providers will often help with the set-up of these controls if support is needed)
 - Moderated chat rooms are supervised by trained adults. Your ISP will tell you whether they provide moderated chat services.
 - Make it your business to know what your child is doing online and who your child's online friends are. It is important that parents and carers ensure that their children are engaged in safe and responsible online behaviour.
 - Be up front with your child that you will periodically investigate the files on the computer, the browser history files, and your child's public online activities
 - Search for your child's name online, look at his or her profiles and postings on teen community sites, review web pages or blogs.
 - Tell your child that you may review their private communication activities if you have reason to believe you will find unsafe or irresponsible behaviour.
 - Watch out for secretive behaviour as you approach your child when
 - They are online, such as rapidly switching screens, changing passwords and for attempts to hide online behaviour, such as an empty history file.
35. If online bullying or any other form of bullying occurs in school holidays, we ask parents to report this and encourage them to support their child and address the matter with the parents of the child who is bullying.

Preventing, identifying, and responding to bullying.

36. The school community will:
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
 - Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience.
 - If any staff member has any concerns, they must discuss them with colleagues including pastoral care, head of year and house leaders & key workers (for residential pupils) and actions will be discussed to prevent recurrence.
 - The school will consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.
 - Train all staff including lunchtime staff, learning mentors and care staff to identify bullying and follow school policy and procedures on bullying, including recording incidents of bullying.
 - Actively create "safe spaces" for vulnerable children and young people.
 - Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.

- If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

37. **Parents/carers are advised to:** Support the School's approach to anti-bullying. Be aware of their son or daughter's internet use and keep abreast of social media trends and APPs that their child may be accessing. Keep copies of any offending e-mail, photographs, text messages etc. inform Heads of Year or Heads of House if they have any concerns as they arise.

38. Where online bullying occurs, we advise parents to contact their service provider, who may delete the account of the offending user. Consider contacting the police if they believe it is a potential criminal offence (Malicious Communications Act 1988)

39. In respect of parents we:

- Ensure that all parents / carers know who to contact if they are worried about bullying – Heads of Year, House Leaders, Residential Care Leadership, Safeguarding Team (DSL's)
- Ensure all parents know about our school complaints procedure and how to use it effectively.
- Ensure all parents / carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

40. We will provide information to parents in an accessible format so they are able to access information on bullying and can support their child if they are a victim, with the support of the school and also for parents whose child may have been the bully or involved in bullying.

Involvement of students

41. We will:

- Regularly canvas students' views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying.
- Ensure all students are aware of the range of consequences which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools.
- Publicise the details of helplines and websites.
- The school will work with the victim to help them to develop strategies to cope with inappropriate behaviours; to encourage them to join in with activities in the school community to widen their friendship group and to help them to develop their self-esteem and confidence.
- The school will work with the young person who has acted inappropriately to explore possible causes and to help them to address their behaviours.

What consequences do we use?

42. At our school, consequences are applied fairly, proportionately, consistently, and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children.

43. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate consequences imposed. We expect all students to be proactive and seek help from members of staff if they witness another student being hurt or they are concerned about others.
44. The following is the normal hierarchy of consequences. A serious case of bullying, however, might result in immediate suspension.
- An internal exclusion – plus restorative conversation to educate the perpetrator on the impact of their actions
 - Restorative conversation between all students involved and an apology from the perpetrator when consented to by the target (victim)
 - A phone call/email to discuss the matter with the perpetrator's parent/guardian, loss of privileges, including free social time with peers, seating plan changes within class, further education on the matter
 - Reflection time plus perpetrators' parents invited in for a formal face-to-face meeting
 - Suspension
 - Permanent Exclusion
 - Liaison with parents and carers

Links with other school policies and practices

45. This Policy links with a number of other school policies, practices and action plans including:
- Behaviour policy
 - E-Safety policy
 - The teaching of PSHE Education
 - School Complaints policy
 - Safeguarding procedures

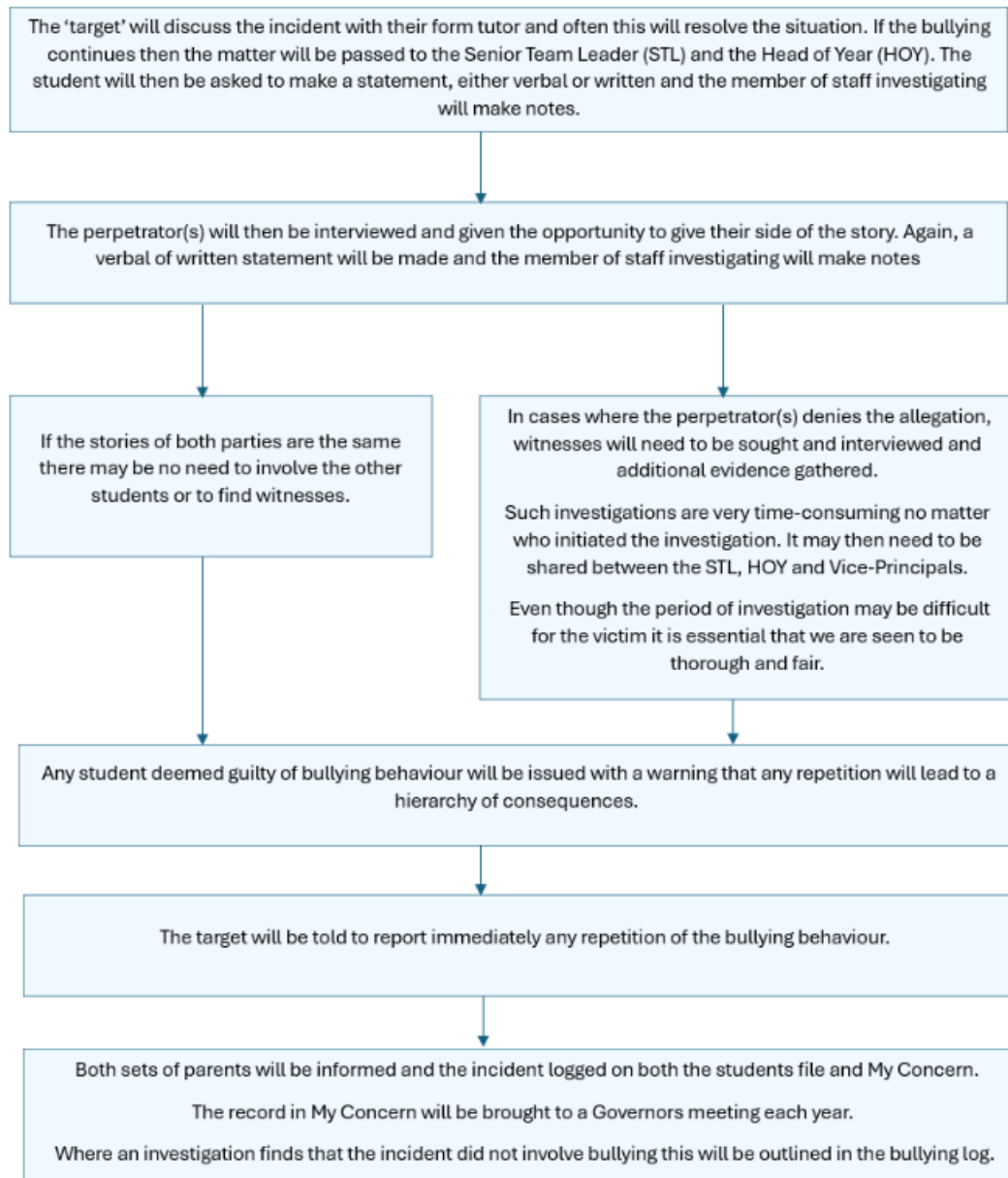
Responsibilities

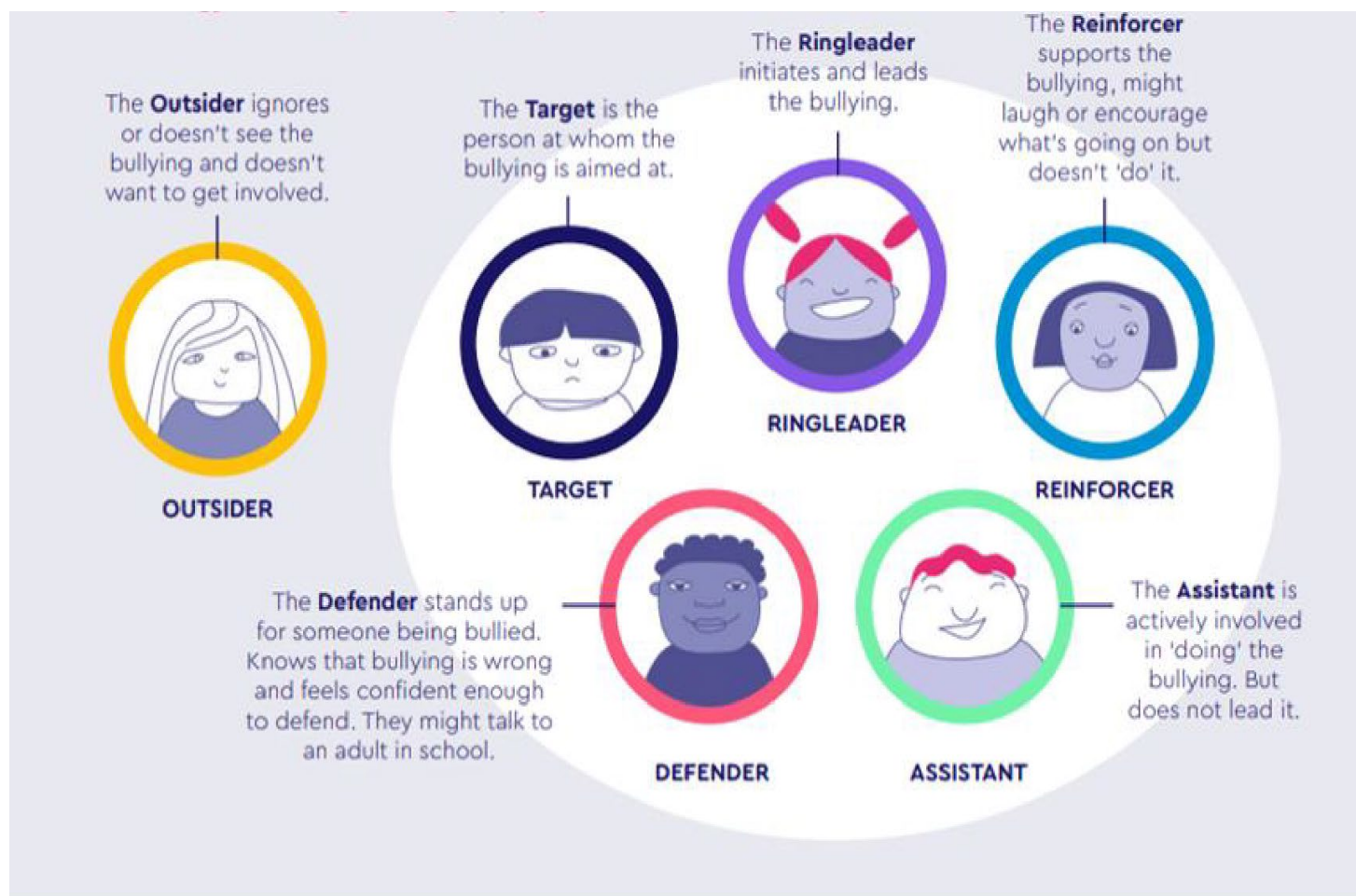
46. It is the responsibility of School Governors to take a lead role in monitoring and reviewing this policy. Governors, the Principal, Senior Leadership Team, Teaching, Residential Care and Support staff to be aware of this policy and implement it accordingly. The Principal to communicate the policy to the school community. Students to abide by the policy. The named members of staff with lead responsibility for this policy are Emma Kennett, Sarah Stefano. ~~Tony Trigwell Jones.~~

Monitoring & review, policy into practice

47. The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes. Any issues identified through the monitoring of this policy will be incorporated into the school's action planning. The school uses guidance from the Government and the Anti-bullying Alliance <http://www.anti-bullyingalliance.org.uk/> to inform its action planning. The Governor can be contacted by email: governors@maryhare.org.uk

Appendices





Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk

- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

Policy Version Detail

Reviewed Date:	Version:	Details of change:
November 2019	0.1	<ul style="list-style-type: none"> Update to Department for Education guidance <i>Preventing and Tackling Bullying</i>, now 2017. Sec18-19, Prevention; now includes a paragraph on Anti-bullying ambassadors and the school's computer monitoring software. Sec22; The Principal/Vice and Safeguarding Governors/Independent Visitor listed as trusted adults for pupils to talk with. Sec28, Resource; Removal of reference to Wellbeing portal site being accessible to parents. This is not accessible to parents. Supporting agencies, pg.8; change to Children's Commissioner web address.
November 2021	0.2	<ul style="list-style-type: none"> Now includes the Positive Mental Health and Self-Harm Policy, in 'read alongside' information.
Autumn 2023	0.3	<ul style="list-style-type: none"> Complete review & update
Autumn 2025	0.4	<ul style="list-style-type: none"> Paragraph 2 – added the word 'Carer' Paragraph 8 – added 'develops their understanding of what bullying is Paragraph 32 – added 'this can also include ... cyber bullying taking place' Paragraph 34 – added 'Mobile phone providers.... support needed' Paragraph 36 – added 'keyworkers' and changed from 'boarding' to residential' Paragraph 39 – added 'residential' to Care Leadership Paragraph 44 – removed 'further removal of free time' and added 'loss of privileges including free social time with peers' Paragraph 47 – updated the governors' email address References to AI added in paragraphs 16 (bullet points 1&8) and 33 (bullet point 9)