



# Anti-Bullying

<b>Policy Name</b>	Anti-Bullying Policy
<b>For Review and Approval by</b>	Local Governing Body
<b>Date of Approval</b>	May 2017
<b>Review Period for this Policy</b>	Annually
<b>Date for Future Review</b>	May 2020

**Implementation of this policy supports the duties to promote equality of opportunity and positive attitudes in relation to disability, gender and race and to eliminate discrimination on the grounds of age, disability, gender, race, religion or belief and sexual orientation.**

Date	Changes
11/5/17	The role of the Pupils Deletion of R Time to be replaced by class discussion sessions Prevention Deletion of use of the 'Worry boxes' for some of the older children
April 2018	Incorporation of racist incident policy
June 2019	<ul style="list-style-type: none"> <li>🌱 Reference to the Peer to Peer Abuse Guidance added as an appendix</li> <li>🌱 Reference to recording CPOMS, our safeguarding and behaviour management system, for monitoring and tracking purposes.</li> <li>🌱 Clear stages to carrying out an investigation which corresponds to Peer on Peer Guidance</li> <li>🌱 Reference to the worry boxes and anti-bullying reps</li> <li>🌱 Change role of teacher to role of staff</li> </ul>



## Montpelier Primary School Anti- Bullying Policy

### Rationale

We believe that all members of our school community should feel safe from bullying and choose not to bully.

Montpelier Primary School recognises that bullying can seriously damage a person's self- worth and impact on their learning and development, affecting their confidence and ability to cope. It can lead to serious and prolonged damage for an individual. Bullying can also be harmful to the perpetrator and the witnesses and have significant impact on all stakeholders within the community.

### Definition

**Bullying is 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group socially, physically or emotionally'.**

Bullying can happen to anyone. This policy covers all types of bullying including:

- 🌱 Bullying related to race, religion or culture.
- 🌱 Bullying related to having learning difficulties or disabilities.
- 🌱 Bullying related to appearance or health conditions.
- 🌱 Bullying related to sexual orientation.
- 🌱 Bullying of young carers, looked after children or otherwise related to home circumstances.
- 🌱 Sexist or sexual bullying.
- 🌱 Cyber bullying - **Please see E-Safety Policy.**

Bullying can take the form of:

- 🌱 Causing actual physical harm or any physical activity that makes a person feel threatened or intimidated.
- 🌱 Verbal - any words designed to hurt or cause offence.
- 🌱 Written, including graffiti and inappropriate text messaging.
- 🌱 Interference with another person or their belongings.
- 🌱 Incitement of others to engage in bullying or bullying behaviours.
- 🌱 Psychological pressure such as social exclusion or spreading hurtful and untruthful rumours.
- 🌱 Cyber bullying through sending offensive or degrading messages or images by phone or via the internet including through web-sites, Social Networking sites and Instant Messenger - **Please see E-Safety Policy.**

**Bullying is not an appropriate term to describe losing your temper, not getting your own way, retaliating, having cross words, making people be friends with you, not agreeing or falling out with your friends.**

### **Bullying can take place:**

- Between pupils.
- Between pupils and staff.
- Between staff.
- Between staff and parents.
- Between parents.
- By individuals or groups.
- Face to face or indirectly.
- Using a range of cyber bullying methods.

### **Identification**

A child may indicate by signs or behaviour that he or she is being bullied. Most signs would be detected by the parent. All adults should be aware of these possible signs and should investigate if a child:

- Is unwilling to come to school (school phobic).
- Is frightened of walking to or from school / begs to be driven to school / changes their usual routine.
- Begins truanting.
- Becomes withdrawn anxious, or lacking in confidence.
- Starts stammering.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Attempts or threatens suicide or runs away.
- Begins to do poorly in school work.
- Comes home with clothes torn or books damaged.
- Has possessions go "missing".
- Has dinner or other monies continually "lost" / asks for money or starts stealing money (to pay bully).
- Has unexplained cuts or bruises.
- Comes home starving (money / lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what is wrong.
- Gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated.

### **Aims and objectives**

Bullying is wrong and can damage individuals. We do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying and we make clear each person's responsibilities with regard to bullying in our school.

### **The role of the Governing Body**

At Montpelier, the Governing Body supports the Head Teacher in improving behaviour and reducing bullying. This policy makes it clear that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body monitors any incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. They require the Head Teacher to keep accurate records of all serious incidents of bullying and to report to the Governing Body on request about the effectiveness of school anti-bullying strategies.

The Governing Body will respond within ten days to any request from a parent/carer to investigate incidents of bullying, where parents/carers do not feel they have been satisfactorily resolved by the school.

### **The role of the Head Teacher**

It is the responsibility of the Head Teacher to implement the anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policies and know how to deal with incidents of bullying as outlined in this policy and in the Peer to Peer Abuse Guidance ( Appendix 1). The Head Teacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.

The Head Teacher ensures that all pupils know that bullying is wrong, and that it is unacceptable behaviour in Montpelier Primary School.

The Head Teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When pupils feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The role of Staff**

Staff are to support all pupils in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place.

Staff will follow procedures outlined in this policy and the school's Peer on Peer Abuse Guidance.

Unacceptable behaviour including incidents of bullying are recorded on CPOMS, our safeguarding and behaviour management system, for monitoring and tracking purposes.

### **The role of Pupils**

Pupils MUST tell any adult in school if they are being bullied, are aware of any other pupils who are or are aware of any pupils who are bullying others. Strategies to deal with bullying are taught through the Personal, Social & Health Education schemes of work, during class discussion sessions and in assemblies.

Pupils are taught the abbreviation '**STOP**'. Bullying is if someone does something unkind to you;

**S**everal **T**imes **O**n **P**urpose

If someone does bully you, you must;

**S**tart **T**elling **O**ther **P**eople

### **The role of Parents/Carers**

Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents/carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

## Monitoring and review

This policy is monitored on a day-to-day basis by the Safeguarding Team, who reports to the Governing Body about the effectiveness of the policy on request. This Anti-Bullying Policy is their responsibility and they review its effectiveness annually. They do this by examining the school's behaviour reports and safeguarding reports, and by discussion with the Head Teacher and Designated Safeguarding Lead. Governors analyse information with regard to gender, age and ethnic background of all pupils involved in bullying incidents to inform future policy.

## Prevention

At Montpelier Primary School we seek to create a caring environment where respect is shown between all members of the school community in the following ways:

- Discuss, monitor and review our Anti-Bullying Policy and Peer on Peer Guidance ( Appendix 1) on a regular basis.
- Raise awareness and provide appropriate training for all Staff and Governors to identify bullying and follow school policy and procedures on bullying.
- All adults should act as role models, actively demonstrating and encouraging positive relationships and behaviour.
- Staff must be ready to listen to children's concerns and prepared to label the act not the child.
- Engage pupils in developing anti-bullying practices and develop resilience such as having confidence in the 'STOP' message (Start Telling Other People).
- Ensure pupils are confident that all bullying concerns will be dealt with sensitively and effectively, abide by the Anti-Bullying Policy and are aware of the range of sanctions which may be applied against those engaging in bullying.
- Teachers use class discussion time to raise awareness of bullying and help pupils develop strategies to combat bullying type behaviour through the planned PSHE curriculum and the use of the SEAL programme. The use of the Creative Arts, visitors and current events can also develop understanding of feelings and enhance social and emotional skills.
- Use of praise and reward systems which encourage helpfulness and politeness towards peers and adults.
- Involve pupils in anti-bullying campaigns such as the annual Anti-Bullying week, E Safety Day and whole school assemblies.
- Ensure parents/ carers work with the school to uphold the Anti-Bullying Policy and know whom to contact if they are worried about bullying
- Ensure that pupils are confident in using our anonymous 'worry box system' and that all staff
- Ensure that children are fully aware who the anti-bullying reps are so they know who to look out for in and around school

## Responding to bullying

If bullying is suspected or reported, the incident must be dealt with immediately by the member of staff who has been approached. The following steps should be taken when dealing with alleged incidents of bullying: Staff will ensure they:

### **1 .Gather the Facts**

*Speak to all the children involved separately, gain a statement of facts from them and use consistent language and open questions for each account. We do this by asking the child to explain what happened and we will ask open questions to gain clarity. This is recorded on CPOMS*

### **2. Consider the Intent (begin to Risk Assess)**

*We consider if this has been a deliberate or contrived situation for a child to harm another.*

### **3. Decide on the next step**

*From the information that we gather, if we believe a child to be at risk of significant harm we will make a safeguarding referral to social care immediately or follow the procedures as outlined below.*

#### **4. Inform parents**

*We always seek to talk face to face with parents. We recognise that the nature of the incident and the type of harm/abuse a child may be suffering can cause fear and anxiety to parents whether their child has been harmed or harmed another. In more extreme cases, for example where these initial discussions have proven ineffective, the special needs or inclusion co-ordinator may contact external support agencies such as the educational psychologist or behaviour support team to support both children and parents.*

Any situation will continue to be monitored through phone calls home, observation at playtimes and lunchtimes and having discussions with the victim and bully to ensure no repetition.

#### **Racist Incidents**

This policy with respect to racist incidents covers pupil to pupil interaction.

If the incident involves a pupil and the alleged perpetrator is a member of staff, it will be dealt with according to the school's Disciplinary Procedures. In incidents where the victim and the alleged perpetrator are both members of staff, the incident will be dealt with according to the staff disciplinary policy.

#### **Principles**

- The school believes that all pupils, regardless of their race, nationality, culture or religion, are entitled to an education, which is free from racial discrimination and harassment.
- All staff are expected to take all allegations seriously and to implement the agreed policy and procedures.
- Dealing with racist incidents should be seen as part of the school's Anti – Bullying Policy, which includes dealing with bullying.
- The Headteacher or their designate will keep staff and governors updated on racial equality and harassment issues through briefings and INSET.
- The Headteacher or their designate will present an annual report to the Governing Body on the details logged on CPOMS. This data is also sent in summary form to the LA.
- This policy will be reviewed regularly and take account of the school's experience during the previous year.

#### **The Legal Position**

- Under the Race Relations Act 1976 the school has a duty to ensure that it eliminates unfair racial discrimination and to promote equality of opportunity and good community relations.
- Under the Act it is illegal to discriminate directly or indirectly against an individual on grounds of racial origin or to stir up racial hatred. "Racial grounds" are defined as race, colour, nationality – including citizenship – or ethnic or national origins.
- Under the Criminal Justice and Public order Act (1994) intentional racial harassment is a criminal offence. The Definition of a Racist Incident Home Office advice and the recommendation of the Stephen Lawrence Inquiry is that: "A racist incident is any incident which is perceived to be racist by the victim or any other person." This definition is designed to take account of the possibility of a racist dimension to a situation and to ensure uniformity of reporting.

#### **Examples of Racial Harassment in School**

Racial harassment in school might include:

- Verbal abuse of any kind, including name calling. (Terms such as "Paki", "Gypo", "Pikey, Nigger" etc. are designed to undermine the dignity of the individual concerned and must be seen as more serious than name calling in general.)
- Physical assault;
- Physical threat, intimidation or harassment (including attacks on possessions);
- Ostracism in the playground, classroom or working groups;
- Racist jokes (including jokes about other nations or particular groups);

- Graffiti which is racially offensive;
- wearing of racist badges or t-shirts;
- Distribution of racist literature, including jokes, cartoons, drawings etc.

### **Values, Ethos and Relationships**

- Montpelier Primary School is committed to an inclusive policy which encourages good relationships, mutual understanding, the celebration of diversity together with mutual respect and trust.
- Every child in the school is valued equally.
- Staff respect and nurture the individual identity of all children.
- Governors and staff are committed to fairness, justice and respect in the way they behave towards each other. Everyone is aware that racism is unacceptable and will not be tolerated.
- Governors and staff value cultural and ethnic diversity and celebrate the achievements of all pupils through the curriculum, assemblies, and displays, resources in the library and school events.

Where ethnic minority pupils form part of our school community, every effort is made to ensure that;

- Minority ethnic pupils feel that their home language, background and culture are valued;
- The parents of minority ethnic pupils feel positive about the school and are involved in their child's education;
- Staff are sensitive to the specific cultural, educational, and emotional needs of children such as those with English as an additional language (EAL), Traveller children, refugees or asylum seekers.

### **The Curriculum and Race Equality**

So that all children in the school will learn about their rights and responsibilities in a multicultural society, the curriculum is designed to include:

- Teaching about the entitlement of each individual to basic human rights;
- Using themes, units of work, books and materials which raise, explore and value issues of similarity and difference; and which challenge prejudice, racism and discrimination as well as promoting equal opportunity and justice;
- Selecting books and other materials in the classroom, the library and the school displays which reflect a positive image of minority and ethnic groups in Britain and the wider world;
- Offering a global dimension to the curriculum which introduces pupils to the achievements of people in the wider world and issues of world history and development;
- Involving people from a range of backgrounds to share their experiences with pupils and pass on their knowledge and skills;
- Examining viewpoints and lifestyles and how they can be influenced by religious, social, cultural and economic factors;
- Providing opportunities for children to work co-operatively and collaboratively, to listen to each other and to discuss different viewpoints in a calm and rational manner;
- Developing the critical skills and knowledge of pupils so that they are able to detect and challenge examples of bias, prejudice, stereotyping and racism;
- Encouraging pupils to discuss openly examples of conflict and prejudice so that they are enabled to deal effectively with racist incidents and counter racial harassment.

### **Working with Parents**

All parents of pupils at the school are expected to support the school in promoting race equality and countering racial harassment.

The school will:

- Inform all parents about the school's policy on race equality

- Encourage all parents to play an active part in the life of the school and report any concerns they have about racism in the school;
- Ensure that parents are informed if their child has been the victim of a racist incident. They will be told about the action taken by staff and reassured that the staff will support the child and make every effort to prevent any recurrence of the incident;
- Use opportunities presented by assemblies, school functions, parents' Evenings and newsletters to share with all the parents the commitment of the school to race equality;
- Challenge any racist views or comments which may be expressed by parents in discussion with a member of staff or on the school premises, and drawing their attention to the school policy, LA guidelines and national legislation;
- Be alert to incidents which take place outside the school premises and being prepared to support families under threat of racial harassment. This might include working with outside agencies such as the Devon and Cornwall Police.

### **Dealing with the Perpetrator(s) of a Racist Incident**

All racist incidents will be considered as serious and dealt with accordingly. The member of staff who first encounters the incident must express firm disapproval and take positive action to deal with the situation. Failing to do this could be seen as condoning the behaviour and thus discourage pupils and parents from reporting incidents. Prompt, appropriate and consistent responses from staff will encourage pupils and parents to report incidents and share their concerns and worries. As far as the perpetrator is concerned, it is the behaviour the school disapproves of and not the child.

Effective action could include:

- Investigating the incident to ascertain the facts, together with the background which led up to the incident;
- Drawing the perpetrator to one side and explaining clearly and calmly why the behaviour was wrong, hurtful or offensive;
- Seeking an assurance that the pupil understands why the behaviour was wrong and that it will not be repeated;
- Where an assurance is forthcoming, asking the pupil to apologise for his/her action;
- Referring the incident, where appropriate, to a senior member of staff for disciplinary action in accordance with the school's Behaviour Policy;
- Contacting the parents to make it clear to them that such behaviour is unacceptable and that further disciplinary action will be taken if there is a repetition;
- In appropriate cases, considering the use of positive strategies other than sanctions and punishment which might help and encourage the pupil to overcome his/her prejudices and to desist from engaging in similar behaviour in the future.

### **Supporting the Victim**

Action taken to deal with a racist incident must include support for the victim. A caring, sensitive approach that includes reassurance will help demonstrate the school's commitment to combating racism. Effective action could include:

- Speaking separately to the victim, giving him/her support and reassurance;
- Offering the pupil an opportunity to talk about the incident and say how he/she feels;
- Asking whether the pupil has been subject to racism on previous occasions;
- Recognising that the pupil might rather talk about the incident at a later stage;
- Explaining to the pupil the action that has and/or will be taken;
- Reassuring the pupil the school's commitment to combating racism and encouraging him/her to report incidents in the future;
- Informing the parents of the incident; explaining what has happened and what action has been taken by the school; reassuring them that the school will take steps to try to prevent any repetition of the incident and supporting parents if they wish to make a complaint to the police.



- Care needs to be taken where an allegation of racial harassment is proven, on investigation, to be groundless, the complainant needs to have the situation explained with due sensitivity to ensure that they are not discouraged from expressing any similar concerns.

### **Following up An Incident**

Effective action could include:

- Considering the actions of the perpetrator to see if there were any underlying reasons which might have made him/her behave in this way;
- Monitoring the perpetrator's future behaviour;
- Considering whether any other members of staff need to be informed
- Identifying any particular places or times when pupils might be vulnerable, alerting duty staff and TAs by way of the guidance bulletin; encouraging staff to keep an eye on the victim building up his/her trust over time;
- Consider whether the topic needs to be part of a class discussion, phase or whole-school assembly;
- Staff to be alert for pupils who may be suffering in silence.

### **Recording and reporting Procedures**

- All incidents should be reported and recorded on CPOMS.
- SLT is responsible for overseeing the reporting procedure and will monitor the incidence of racial harassment on a regular basis.
- The information recorded will form the basis of the Headteacher's termly Report to Governor's, where there is information to report, and the return made annually to the LA.
- A record will be kept of action taken by the school
- All records will be kept securely.



## Appendix 1

# Montpelier Primary School Guidance on dealing with Peer on Peer Abuse

### Introduction

**Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.**

**All staff at Montpelier should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from Peer on Peer abuse including:**

- *physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm*
- *sexual violence and sexual harassment*
- *sexting (also known as youth produced sexual imagery)*
- *bullying (including cyberbullying); and*
- *initiation/hazing type violence and rituals.*

This guidance addresses how staff at Montpelier deal with Peer on Peer abuse and signposts staff to the relevant school policies

### Our procedures and Actions

There may be many reasons why a child harms another and it is important **to understand why** a young person has engaged in such behaviour, including **accidently** before considering the actions to be undertaken.

It is important to deal with a situation of peer abuse **immediately and sensitively**. It is necessary to gather the information as soon as possible to get the true facts around what has occurred before the child/ren has forgotten or been influenced.

It is equally important to think about the language used and its impact on both the children and the parents when they become involved.

In all cases of Peer on Peer abuse, all staff deal with any incident, **by talking to the child/ren** and putting immediate support in place in a calm and consistent manner.

Staff will ensure they:

#### **1 .Gather the Facts**

*Speak to all the children involved separately, gain a statement of facts from them and use consistent language and open questions for each account. We do this by asking the child to explain what happened and we will ask open questions to gain clarity*

#### **2. Consider the Intent (begin to Risk Assess)**

*We consider if this has been a deliberate or contrived situation for a child to harm another.*

### **3. Decide on the next step**

*From the information that we gather, if we believe a child to be at risk of significant harm we will make a safeguarding referral to social care immediately or follow the procedures as outlined below*

### **4. Inform parents**

*We always seek to talk face to face with parents. We recognise that the nature of the incident and the type of harm/abuse a child may be suffering can cause fear and anxiety to parents whether their child has been harmed or harmed another.*

## **Types of Abuse**

There are many forms of abuse that may occur between peers. Each form of abuse or prejudiced behaviour is described in detail below followed by advice and support on actions to be taken.

### **1. Physical Abuse**

*This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person.*

All forms of physical abuse should follow the guidance outlined in **the Behaviour and Anti- Bullying Policies**. Any incident should be recorded on our behaviour record of light changes and CPOMS, following investigation by a member/ members of staff. Concerns and actions should then be discussed with a member of the **Senior Leadership Team** and then with parents where necessary

### **2. Sexual violence, harassment and sexting**

*Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards.*

Sexually harmful behaviour may include:

- inappropriate sexual language
- inappropriate role play
- sexual touching
- sexual assault/abuse.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Dismissing or tolerating such behaviours risks normalising them.

*Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending ‘nude pics’, ‘rude pics’ or ‘nude selfies’. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, regardless of their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young*

*people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.*

All incidents must always be referred **immediately to the Designated Safeguarding Lead or Deputy** who will assess the risk, inform parents where appropriate, monitor or take advice from other services or report to the Police if necessary. The safeguarding team will refer to the Safeguarding Policy and other legislative documents including Keeping Children Safe in Education 2018 and refer to the E safety Flow chart guidelines. All record keeping will be held on CPOMS by the Designated Safeguarding Lead/ Deputy.

### **3. Bullying**

*Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.*

*Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, race, gender, sexual orientation, and excluding someone from a group on purpose.*

- All incidents of bullying will follow the procedures outlined in the **Anti – Bullying Policy**
- **Prejudiced Behaviour-** All incidents should follow the **Behaviour Policy** and then be **reported** to a member of the **Senior Leadership Team**. Racial incidents will be recorded separately by a member of the Senior Leadership Team
- **Online Bullying/ Cyber bullying** – *Cyber bullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.*  
Any incidents of Online Bullying should follow the E safety Flow chart guidelines. All concerns should be reported to the Safeguarding team, who will in conjunction with Paul Farr, risk assess and consider the next steps
- **Initiation/Hazing** -*Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.*

All incidents of Initiation will follow the procedures outlined in the **Anti – Bullying Policy** and then reported to the Senior Leadership Team