



## **Bancroft's School**

### **Anti-Bullying Policy**

#### **AIMS AND OBJECTIVES**

Our aim is to maintain an environment characterised by warmth, co-operation, respect and mutual support. Diversity is celebrated and all members of the school should flourish without fear. We seek to create an ethos of good behaviour where all members of the community treat one another with respect, recognising that this is the right way to behave. Bullying of any kind is always unacceptable and will not be tolerated. A bullying incident should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm and staff should act in accordance with the safeguarding policy. We are committed to promoting positive relationships.

#### **INTRODUCTION**

The school regards bullying as a very serious issue. It can cause serious psychological damage. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment, threatening behaviour and malicious communications. These include the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. If the Head believes that an offence may have been committed, assistance from the police may be sought. A record will be kept of the decision-making process in this context.

All pupils are made aware of the Anti-Bullying Policy as part of their induction to Bancroft's. It is published in the school calendar, and promoted in assemblies and a version of it displayed on notice boards. Pupils are encouraged to think about the implications of the policy in Personal, Social, Health Education (PSHE) lessons. There are opportunities to raise awareness in many curriculum areas, such as Religious Studies, in Drama or when discussing literature, historical events or current affairs. Staff and older pupils reinforce values of respect for others by setting a good example. Success in creating a friendly, inclusive community is celebrated.

We understand that bullying can be fuelled by prejudice including: racial, religious, cultural, sexual/sexist, homophobic, disability. Bullying can be related to appearance, a health condition, special educational needs or because a child is adopted or is a young carer. Pupils who are perceived to be different in some way can be vulnerable. It may occur directly or through cyber technology such as social websites, mobile phones, text messages, photographs and email. We understand that safeguarding issues can manifest themselves via

peer on peer abuse. Please see section on 'Allegations Against Pupils/Peer on Peer Abuse p16 of the Safeguarding Policy]

The school takes an active approach to prevent bullying and to promote respect for others.

The Anti-Bullying policy is communicated to parents on the website and in the Pastoral Handbook. Parents are requested to contact their child's Housemaster or Housemistress if they have any concerns about bullying. The Head, Senior Tutor, and Assistant Head (Pastoral) are also available to discuss these issues.

Our policy has regard to the DfE publication Safe to Learn-Embedding Anti-Bullying work in Schools and Preventing and Tackling Bullying DfE 2011 and 2013 in addition to Preventing and Tackling Bullying July 2017, Keeping Children Safe in Education 2018, Annex A.

Guidance for staff is available in the Staff Handbook and training is provided.

Housemasters and Junior Housemistresses meet regularly with the Assistant Head Pastoral, Senior Tutor and other senior staff enabling patterns of bullying to be identified and addressed. The gradual extension of CCTV through the main thoroughfares within school has enhanced our ability to investigate allegations of bullying. The approach to bullying is regularly evaluated, for example taking into account developments in technology and reviewing case studies.

Staff are familiarised with the Anti Bullying Policy during their induction.

## **DEFINITION OF BULLYING: WHAT IS BULLYING?**

Bullying is behaviour that is repeated over time. It intentionally hurts another person or group of people physically or emotionally, making them feel uncomfortable, miserable, or threatened. It is often motivated by prejudice against particular groups for example on grounds of race, religion, culture, gender, sexual orientation, special educational needs and disability or because a child is adopted or a carer. Bullying includes:

- Any form of physical contact that intends to harm or cause distress – e.g., hitting, tripping, pushing, kicking.
- Sexual or sexist harassment, racial, religious, cultural or homophobic abuse, unkind references to a disability, special educational needs, being adopted or a carer, persistent or malicious name calling – e.g., teasing, insulting, threatening, swearing.
- Behaviour that is deliberately unfriendly, and makes other people feel uncomfortable, humiliated or excluded – e.g., spreading rumours, graffiti, tormenting, intimidating glances or gestures.
- Hiding, removing or damaging property or borrowing without the owner's permission.
- Offensive telephone calls/text messages, hurtful or defamatory e-mail or other electronic messages/images. Malicious references to members of the School community on the internet are also seen as being in the School's area of concern. This type of bullying is referred to as cyber-bullying.

Although this policy is primarily concerned with behaviour in School and offsite activities, action will be taken against bullying wherever it occurs.

## **PREVENTION OF BULLYING**

Measures taken by staff to prevent bullying include:

- Discussions with pupils about differences between people and the importance of avoiding prejudice-based language
- Anti-bullying lessons in PSHE
- Addressing the issue in assemblies and chapel
- Addressing the issue through drama, literature, historical events, current affairs etc
- Low profile, but frequent, patrolling of areas where bullying may occur: such as the lunch queue, tuck shop queue, playing areas, corridors
- Being aware of vulnerable pupils, including those with special needs or disabilities, and lesbian, gay, bisexual and transgender (LGBTQ+) pupils, and supporting them in class to avoid isolation and humiliation; highlighting the value of cooperation so that positive peer pressure reduces the potential for bullying to occur. Group work has the potential to encourage a collaborative ethos.

## **PUPIL-LED INITIATIVES**

Anti - Bullying Ambassadors were piloted in East House 2017/18 and are being established in all Houses during the Autumn Term 2018.

It is envisaged that School Council, newly formed in September 2018, will play a significant role in enhancing communication of pupil concerns and in identifying methods by which these can be addressed.

## **RECOGNISING SIGNS OF DISTRESS IN THE VICTIM**

People react differently and the level of a person's distress or hurt is not always evident. They may initially be unwilling to discuss the situation, or may even deny that there is a problem. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, withdrawn, feigning illness or clinging to adults. They may show changes in their work patterns, may lack concentration or even truant from school. They may isolate themselves both inside and outside the classroom.

## **ENCOURAGEMENT TO TALK**

The victim of bullying should feel able to talk directly to a trusted teacher. To facilitate this, staff must create the right climate by being available, listening objectively, reassuring the pupil that what they say is being taken seriously.

Pupils may wish to talk to their tutor, Housemaster/mistress, a prefect, the School Nurse, the Chaplain, the Assistant Head Pastoral, or any member of staff with whom they have a good rapport.

'Worry boxes' where a pupil may leave an anonymous record of their concern will be set up at various locations in the school during the Autumn Term 2018.

Staff must communicate clearly the message that keeping silent only protects the person(s) responsible for the bullying.

## **PROCEDURES FOR STAFF**

Upon receipt of a complaint of bullying, the Member of Staff should consult the appropriate Housemaster or Housemistress.\*

Pupils involved could be asked to make a written report, if appropriate.

When it is clear that bullying has taken place, make it clear to the victim that revenge is not appropriate and to the bully that their behaviour is unacceptable and has caused distress. If appropriate, those involved in the bullying incident are brought together to discuss the situation with a view to reconciliation and fostering a positive relationship.

The Housemaster or Housemistress will make a decision about appropriate punishment e.g. detention or whether other action is necessary e.g., an apology is to be made, restitution of property etc. Bullies will have to apologise and make amends. Punishments vary according to the offence.

The incident will be recorded by the Housemaster or Housemistress and a copy of the report passed to the Assistant Head Pastoral and the Senior Tutor.

In serious cases parents will be informed by the Housemaster or Housemistress.

The most serious cases of bullying are referred to the Senior Tutor or the Head and a record is kept. Records of all bullying incidents are kept by the Senior Tutor and enable patterns of bullying to be identified and addressed, and in order to evaluate the effectiveness of the approach adopted. In the worst cases a bully will be suspended or excluded. Support is available for victims and also for the perpetrator. If appropriate, external assessment by a qualified professional and counselling can be arranged. The Assistant Head Pastoral has contact details for referrals. The provision of in-house counselling is available to all, both victims and perpetrators, as the School understands that attempting to modify the behaviour of the bully through understanding is fundamental.

When the allegations involve bullying by a teacher, the reporting procedures laid down in Safeguarding Policy should be followed.

\*In the Prep School, concerns about bullying will be dealt with by the Class Teacher in the first instance who will involve the Assistant Head, Operational and Pastoral as appropriate.

The School provides training to staff to raise awareness of the policy so that its principles of the policy are understood, legal responsibilities known and actions identified to resolve and prevent problems. It is made clear that sources of support are available and where appropriate, the School will invest in specialised services to understand the needs of their

pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBTQ) pupils.

Staff awareness of the Anti-Bullying Policy is raised by a process of formal and informal training. All staff receive Child Protection training, Level 1 for support staff, Level 2 for academic staff and Level 3 for Housemasters and SLT. Keeping abreast of current developments in bullying and all its forms is ongoing and was addressed in 2018 via a session about cyber-bullying and making good choices on the internet/social media led by Jonathan Taylor. There is an ongoing programme to train staff in Myers-Briggs principles so as to better understand behaviour. Case studies are used to train staff and for discussion among tutors and pupils. The Assistant Head Pastoral holds tutor drop-in clinics, an open forum where staff may raise issues of concern and discuss approaches to resolving behavioural issues. Staff aim to be proactive in identifying pupils who may be experiencing bullying. The House staff and tutors play a crucial role in identifying behavioural patterns and establishing strong relations with parents and as a source of support to pupils, although pupils may speak to any member of staff with whom they feel comfortable. The Senior Tutor and the Assistant Head Pastoral work closely with the House staff to resolve issues and to develop ways of identifying behavioural trends and encouraging good behaviour. Tutors and House staff receive a weekly register of Red Slips to monitor low level disruption.

The Learning Support Department provides support for SEND pupils on a one to one basis or in small groups. All teachers may recommend to a pupil's Housemaster or mistress that a pupil be referred to the Learning Support Department. All new pupils are now screened as a matter of course to enable earlier intervention. There are currently no pupils with an identified disability on the school roll at present. Provision is made for such pupils on a case by case basis in liaison with parents/ carers, medical staff and social workers where appropriate. Support for pupils with special dietary needs and those suffering from diabetes or eating disorders is provided by meetings with the catering staff to ensure that pupils may eat healthily and unselfconsciously. The PSHE programme addresses bullying, relationships and homophobia in an age appropriate way, by lecture and through discussion. We celebrate diversity and our aim is to promote cooperation, respect and mutual support among all pupils and staff. LGBTQ issues are discussed, both within the PSHE programme and at meetings of the Diversity Society. All Senior School academic staff received gender awareness training in July and September 2018.

## **BEHAVIOUR POLICY**

The Behaviour Policy dovetails with the Anti-Bullying Policy. It sets out expectations for pupils to respect each other and the School community. It provides further explanation about sanctions. For full details of the Behaviour Policy, see relevant section.

## **REFERENCE MATERIAL:**

Safe to Learn – Embedding Anti Bullying work in schools (DCSF Guidance) Preventing and Tackling Bullying 2011 and 2013 (Department for Education) Preventing and Tackling Bullying 2014 (Department for Education).

## **APPENDIX 1**

### **Anti-Bullying Policy published in school calendar and on notice boards**

#### **Anti-Bullying Policy**

##### **AIMS**

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Bullying of any kind is always unacceptable and will not be tolerated.

##### **WHAT IS BULLYING?**

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It is important to emphasise that abuse, be it peer-on-peer or any other kind, will never be tolerated or passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” and that behaviours which are potentially criminal in nature will be challenged.

Although this policy is primarily concerned with behaviour in School and offsite activities, action will be taken against bullying wherever it occurs.

## WHAT SHOULD I DO?

If you are being bullied, if you witness bullying as a bystander, or know that someone else is being bullied, you should tell a teacher, your House prefect or a friend who will alert a teacher.

**Remaining silent protects the bully.**

To minimise distress, withdraw from unpleasant situations, conversations or correspondence e.g. texts and emails. In the case of cyber bullying, save the evidence.

Your Housemistress or Housemaster will investigate. Teachers have been trained to take bullying very seriously and have procedures in place to deal with bullies.

Teachers are aware that you sometimes feel reluctant to report a bullying problem. Please be reassured. Teachers are very sensitive and discreet when dealing with these delicate and often complex issues. Your Housemistress or Housemaster will strive to resolve the problem and restore good relationships. Support is available for victims and also for bullies, so they can change their behaviour. Bullies will have to apologise and make amends. Punishments vary according to the offence. In the worst cases a bully will be suspended or excluded.

## APPENDIX 2

### **Cyber Bullying poster displayed on notice boards (updated August 2017)**

Cyber bullying is when someone uses the internet or mobiles to deliberately upset someone else. Like all forms of bullying no one should have to put up with it.

#### **Why is it such a nasty form of bullying?**

This type of bullying can affect someone not just at school, but at home as well. Its 24/7 nature and potentially large audience can make someone feel particularly upset or threatened.

**What can I do if I become a victim, or a victim asks me for help? Save all evidence** you have of the bullying. If you have nasty emails or things posted on your profile save them to your machine so you can use it as proof. Save texts or voicemails that say anything horrible.

Learn how to **block the bully** and **report them** to the website or service provider. **Do not reply or retaliate** to things they say or do; it might make the situation worse.

If you don't respond, they are more likely to get bored and move on. If you are being bothered via text, **contact your service provider**.

**Tell an adult you trust** – your parents, your Housemaster/mistress, your tutor, any member of staff, a prefect or a helpline such as Childline 0800 1111

**If you do engage in Cyberbullying the next people you hear from could be the Police.**

If you engage in Cyberbullying you could be breaking the following laws;

*Protection from Harassment Act 1997; Malicious Communications Act 1988; Section 43 of the Telecommunications Act 1984; Communications Act 2003; Public Order Act 1986.*

**Make Bancroft's a Cyberbully free zone!**

**What should I do if I find out someone else is being Cyberbullied?**

Cyberbullying is really unpleasant for the person being bullied. **If you see anything that looks like cyberbullying**, please **report it**. Tell your Housemaster/mistress, your tutor or any member of staff about what is going on and they will be able to help offer support to the person who is being bullied.

Don't participate in forwarding hurtful pictures, messages or insults about a person. You may think it is a joke but,

Standing back and letting it happen can be just as bad. If you are worried that someone is getting threatened or hurt by others, offer them support and inform an adult you trust so they can help make it stop.

**Always respect other people and be aware of what you're sending and receiving whilst online and using your mobile.** Visit [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) for more online safety tips

***If you forward the hurtful work of a Cyberbully you become a Cyberbully***