

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. This policy refers to bullying of pupils; staff procedures relating to workplace behaviour are outlined in the employment manual. A bullying incident relating to pupils 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 healthy 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. A summary is published in the Student Journal. It is promoted in assemblies and a version of it displayed on notice boards. Pupils may access it on the pupil VLE. Pupils are encouraged to think about the implications of the policy in Personal, Social, Health Education (PSHE) [now called Learning for Life] 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 and pertaining to 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 media, 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' in 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. Parents are requested to contact their child's Housemaster or Housemistress if they have any concerns about bullying. The Head, Senior Tutor, and Deputy 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 2019, Annex A.

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

Housemasters and Junior Housemistresses meet regularly with the Deputy Head Pastoral, 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 consists of a complex web of anti-social behaviours. These include physical intimidation, verbal harassment, belittling, verbal and non-verbal signals, the abuse of power, flaming, threats, defamation of character, the aggressive manipulation of friendships and other aggressive actions, which have the deliberate intention to cause a victim to feel distressed, humiliated or socially isolated through face-to-face methods or the use of technology. These anti-social behaviours may be carried out by one perpetrator or by many. Culpability lies just as much with those involved in supporting bullying behaviour or with being a by-stander who fails to report such behaviour, as with the bully. * [Dr S Littlemore] Bullying is behaviour that is repeated over time and 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:

- The promotion and discussion in tutor periods of what constitutes a healthy friendship / relationship
- Discussions with pupils about differences between people and the importance of avoiding prejudice-based language
- Anti-bullying lessons in PSHE [Learning for Life]
- 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 were established in all Houses during the Autumn Term 2018. Their core principles now form the Anti-bullying page of the Student Journal.

The School Congress, newly formed in September 2018, has begun to play a significant role in enhancing communication of pupil concerns and in identifying methods by which these can be addressed. It has already played a key role in shaping our revised Rewards and Sanctions policy and Sixth Form uniform code.

The L4th received Peer Mentoring training in June 2019. By 2023 on a rolling programme, Years U4 - U6 will have been trained and it is hoped that many pupils will have gained

experience in mentoring their peers and many will have gained significant benefit from being mentored.

RECOGNISING SIGNS OF DISTRESS IN THE VICTIM

People react differently to bullying and the level of a person's distress or hurt is not always evident. They may initially be unwilling to discuss the situation, or 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, 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, an Anti-Bullying Ambassador, or a House Prefect. To facilitate this, we must create the right climate by being available, listening objectively and 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 Deputy Head Pastoral, Assistant Head Pastoral, or any member of staff with whom they have a good rapport.

'Concerns boxes' where a pupil may leave an anonymous record of their concern have been set up at various locations in the school during 2018 - 19.

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

It is hoped that the Anti-Bullying Ambassadors and the newly launched Peer Mentoring programme will help pupils to discuss their own development and that of their peers. By re-enforcing our values, we hope that those who bully in particular may come to see that their behaviour has no place in our community.

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, it must be made 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 Deputy Head Pastoral, Assistant Head Pastoral and the Senior Tutor.

Parents will be contacted by the House staff and kept informed as to the progress of the case.

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 Deputy Head Pastoral and Assistant Head Pastoral have 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 bullying behaviour 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, and the Prep Head, as appropriate.

The School provides training to staff to raise awareness of the policy so that its principles 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 on joining the school and annual updates and key members of staff receive Level Three training. 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 has been 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 Deputy and Assistant Heads Pastoral hold tutor 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 major initiative launched in 2018 was AS Tracking. Whilst this is not directly linked to bullying per se, it is proving a useful diagnostic, enabling our pastoral staff to become more proactive in identifying pupils who might be in need. The House staff and tutors play a crucial role in identifying behavioural patterns, establishing strong relations with parents and being 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 Deputy Head Pastoral work closely with the House staff to resolve issues and to develop ways of

identifying behavioural trends and encouraging healthy 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 is currently one pupil 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 [Learning for Life] 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 new Diversity Society (Us Too). All Senior School academic teaching staff received gender awareness training in July or September 2018 and Autism training in September 2019.

Appendix One

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 for more online safety tips

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

Appendix Two

Anti-Bullying page of the student journal

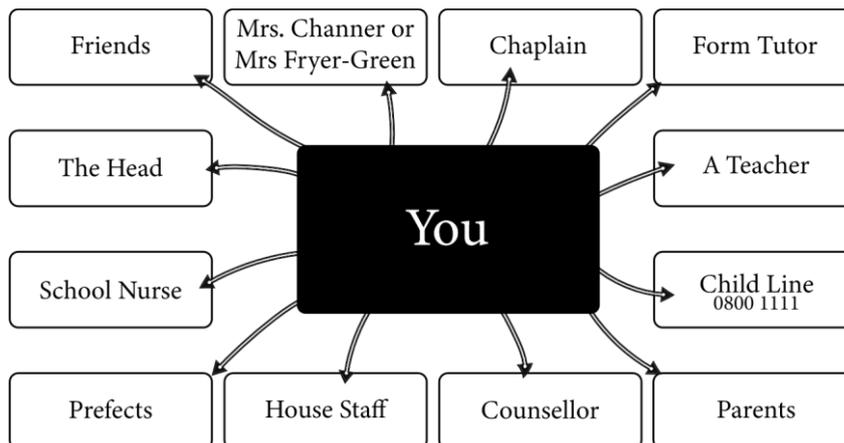
Anti-Bullying

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

The Anti-Bullying Ambassadors hope that all pupils will commit to the following principles:

- Be careful about using the word 'bully' and do not label others as 'bullies'.
- Be an upstander, not a bystander. Helping someone by telling an adult is NOT 'snaking'.
- Don't put others down.
- Gossiping about someone, whether in person or on social media, is a form of bullying.
- Respect and celebrate each other's differences.
- Treat others as you would like to be treated - lead by example.

The full policy is on the VLE, but if you have concerns about anything, including bullying, there is always someone that you can talk to.



Appendix Three

Prep School Additional information:

The Whole School policy on Anti-Bullying sets out clearly the attitude and approach taken by Bancroft's towards bullying. The children in the Prep School are younger but the policy applies to us too, although the systems and personnel involved in seeking to prevent and deal with bullying may be different to those of our Senior School.

The Prep School aims to model and promote pro-social behaviours not least through our core character values of kindness, integrity and courage. We want our school to be a healthy school and as part of this we talk to all the children about what healthy friendships look like and equally how unhealthy ones may manifest themselves. Through whole school and phase assemblies, our PSHEE programme and the form time that the children spend with their Class Teachers, we seek to address issues around bullying and how we aim to deal with it. Anti-bullying is not just a focus of anti-bullying week but is something we talk about all year round.

We want to provide children with the necessary life skills so that all of them are empowered to solve problems they may have in their daily interactions with others, whilst always making clear that we are there to help them and support them with friendship issues they cannot resolve on their own. As a staff we all want to be trusted adults who the children can turn to.

The Class Teacher is generally the first person to deal with concerns about bullying whether they are raised by the children themselves or by parents. Any issue which may prove to be the starting point for bullying is registered by staff using our Prep CCC (Concerns, Complaints and Compliments) email box. Concerns referred to Prep CCC are reviewed regularly by the Deputy Head, Pastoral, who is also our Designated Safeguarding Lead (DSL), the Deputy DSL and the Head. This system allows us to nip in the bud potential problems, as well as spotting patterns of concern within classes and year groups or with particular children. We have an open door policy at Bancroft's Prep when it comes to parental concerns and we aim to investigate and deal with any that may relate to bullying as a matter of urgency. We are proud of our record of resolving problems but we are never complacent about bullying and the extreme effects it can have upon children.

We want our school to be a place where healthy friendships and interactions are the norm. We also want both staff and children to 'look for loneliness' and to seek to include those children who for whatever reason are on the margins. We believe in the power of saying sorry but we also believe in imposing sanctions where children are involved in bullying. Our Disciplinary Scale, as set out in our Behaviour Policy, indicates what sanctions may be faced by children who bully. That said, we are always determined to help resolve conflict and to rehabilitate those children who have engaged in bullying, as well as supporting and empowering those children who have endured it.