

Anti-bullying Policy

Independent Boarding and Day School for Boys and Girls

Royal Hospital School

November 2018

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1 Policy statement

- 1.1 Scope:** This policy applies to all pupils and staff at the School irrespective of their age and whether or not a pupil is in the direct care of the School when/if bullying behaviour occurs. This policy applies to all types of bullying, including online or cyberbullying.

The Pupil Digital Handbook contains an Acceptable Use Policy and guidance on the use of technology in the classroom and beyond. It also contains guidance on cyberbullying and online safety.

- 1.2 Publication:** This policy is published on the School's website. The Pupil Handbook also contains a section on the Anti-bullying Policy, written by pupils.

- 1.3 Government guidance:** This policy has been drawn up with reference to the resources listed below and will be reviewed against any new government guidance as appropriate:

- *Keeping Children Safe in Education: Statutory guidance for schools and colleges* (Department for Education September 2018)
- *Behaviour and Discipline in schools* (Department for Education January 2016)
- *Working Together to Safeguard Children* (Department for Education July 2018)
- *Preventing and tackling bullying* (Department for Education 2017)
- *Cyberbullying: advice for head teachers and school staff* (Department for Education 2014)
- *Sexual violence and sexual harassment between children in schools and colleges: Advice for governing bodies, proprietors, head teachers, principals, senior leadership teams and designated safeguarding leads* (Department for Education May 2018)

In addition, with regard to cyberbullying, the School uses industry advice and resources from Childnet and the UK Safer Internet Centre, to define terms and steer curriculum provision.

- <http://www.childnet.com/resources/cyberbullying-guidance-for-schools>

- 1.4 Policy aims:** Through the operation of this policy, we aim:

- to maintain and drive a positive and supportive culture among all pupils and staff throughout the School;
- to prevent and deter bullying behaviour, detect it when it occurs, and deal with it on a case-by-case basis by counselling and/or disciplinary sanctions and, if necessary, by expulsion;
- to stop harm and ensure immediate physical safety, as well as protecting pupils from emotional harm; and
- to comply with the School's duties under the Equality Act 2010.

- 1.5** Bullying behaviour is always unacceptable and will not be tolerated at the School because:

- it is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them: bullying causes physical and emotional harm, and can in some cases lead to lasting psychological damage and even suicide.

We recognise that whilst stopping harm and ensuring immediate physical safety is paramount, emotional bullying can be more damaging than physical bullying;

- it interferes with a pupil's right to enjoy his/her learning and leisure time free from intimidation; and
- it is contrary to all our aims and values, our internal culture and the reputation of the School.

1.6 This policy will also apply to bullying behaviour outside of the School, of which the School becomes aware. We reserve the right to investigate incidents that take place outside school hours, and /or on school visits or trips.

1.7 When there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm a bullying incident should be addressed as a child protection concern and further action should be taken in accordance with the School's Safeguarding Policy

2 Bullying behaviour

2.1 Definition:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

It may be:

- Physical: hitting, kicking, pushing people around, spitting, or taking/damaging/hiding possessions;
- Verbal: name-calling, taunting, teasing, insulting or demanding money;
- Unkindness: spreading rumours or writing unkind notes; or
- Exclusionary behaviour: intimidating, isolating or excluding a person from a group – either physically or online; this may arise from an imbalance of power between the perpetrator(s) and the victim.

Or it may be cyberbullying, or online bullying, which is the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else.

The school recognises that, with the proliferation of mobile technology, cyberbullying is likely to become more prevalent. Forms of cyberbullying include, but are not limited to:

- Intimidation and threats;
- Harassment and stalking;
- Vilification/defamation;
- Exclusion and peer rejection;

- Impersonation;
- Unauthorised publication of private information or images
- Manipulation of others.

The School recognises that cyberbullying presents different characteristics to traditional forms of bullying and therefore requires additional strategies to combat it. Unique characteristics of cyberbullying include:

- Location and time: cyberbullying takes place in many locations inside and outside school grounds and can occur at any time of day; it is difficult for pupils to escape from cyberbullying;
- Profile: cyberbullies do not have to be physically stronger, older or more popular than the person they are bullying;
- Audience: it is more challenging to remove the audience from cyberbullying. Offensive behaviour can quickly escalate via reposting, sharing, comments and trending activity;
- Motivation: posts that can appear innocent can become malicious as a result of reposting and subsequent comments;
- Evidence: online and mobile communications leave a digital trail.

2.2 Motivation:

Bullying, including cyberbullying, may be motivated by prejudice and might be:

- Sexist: related to a person's gender or gender reassignment; or related to a person's sexual orientation (homophobic bullying);
- Sexual: talking to or touching someone in a sexually inappropriate way;
- Racist: regarding someone's colour or nationality, or religion, belief or culture;
- Related to a person's home circumstances; e.g. if someone is adopted or is a carer, or
- Related to a person's age, physical appearance, disability, special educational needs, or learning difficulty.

Bullying can:

- be motivated by actual differences or perceived differences;
- involve manipulating a third party to tease or torment someone;
- involve complicity, which falls short of direct participation.

Vulnerable Pupils

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours others may have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. These young people might need greater support to deal with the impact of bullying, In addition children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so staff must be alert to the potential bullying faced by this group.

Stopping harm and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

2.3 Intention:

Some individuals may see their hurtful conduct as "teasing", "a game", or "banter", but not as intentional bullying. However, this behaviour, whilst it may not be malicious, is equally unacceptable and will be challenged. We recognise that early intervention can help to set clear expectations of the behaviour that is and is not acceptable and help stop negative behaviours escalating.

2.4 Responsibility:

It is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes a victim of bullying. Any individual who observes bullying or is a 'bystander' to any bullying behaviour must report it – see 6.1 below.

2.5 Legal aspects:

Bullying behaviour may be threatening behaviour or harassment which can be either a criminal offence or a civil wrong. A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, is committing a criminal offence and also a civil wrong known as a "tort", for which there can be legal consequences outside the School.

2.6 Data protection:

The management of personal data is in line with statutory requirements. The School promotes the correct use of data and online safety through education, and in particular through the Pupil Digital Handbook.

3 The School Anti-bullying culture:

3.1 In School and in every year group:

- no one will tolerate unkind actions or remarks or stand by when someone else is being bullied.
- a pupil or a member of staff who witnesses or hears of an incident of bullying will report it;
- every report of bullying will be taken seriously;
- members of staff will deal with a complaint correctly and effectively in accordance with their experience and the training they have received;
- a pupil who complains will receive support and advice
- the primary aim will be for the bullying to cease, not the punishment of the bully, unless this is necessary;
- there is a solution to nearly every problem of bullying.

3.2 In School and in every year group:

- we promote equal opportunities and tolerance;
- discriminatory words and behaviour are treated as unacceptable;
- positive attitudes are fostered towards people who are disabled and towards ethnic, cultural and linguistic groups within and outside the School;
- positive attitudes are fostered towards gender identity and sexual orientation (heterosexual and LGBTQ+); and positive attitudes are fostered towards both sexes.

4. Preventative measures: Education and training

4.1 For Pupils:

Education: Measures are taken in each year group to promote our anti-bullying culture and to educate pupils about bullying, (including cyber bullying) and the Anti-bullying Policy. Education focuses on building resilience, and on ensuring that pupils understand how to protect themselves and others.

These measures include:

- the PSHE programme;
- a simplified version of the anti-bullying policy is provided to all pupils
- anti-bullying messages in assemblies and tutor periods;
- activities to acknowledge Anti-bullying Week and Safer Internet Day;
- visiting speakers or educational workshops;
- curriculum projects in drama, literature, history etc which focus on the differences between people, the meaning of tolerance and the importance of avoiding prejudice-based language.

Peer Support programme: The School has a network of Peer Supporters in each house: older boys and girls are trained in how to recognize and deal with potential bullying situations around the School. The Peer Supporters wear badges that distinguish them, so that all pupils know who the Peer Supporters are. They are also identified with their photographs displayed in the houses. Low level pupil conflict is frequently resolved at this level; however, if there is a situation that the Peer Supporters cannot deal with; they are trained to pass it on to a member of staff.

Anti-Bullying Committee: The school has a group of individuals spread throughout the year groups (trained by The Diana Award) who initiate anti-bullying activities during the year, including during Anti-Bullying week.

Publications: The Pupil Handbook and the Digital Handbook deal with bullying and cyberbullying and offer advice and guidance. In addition, all pupils must pass a test to acquire a digital licence.

Pastoral care: Through our pastoral care systems, pupils are informed and taught that bullying will not be tolerated in the School. They are encouraged:

- to celebrate the effort and achievements of others;
- to hold and promote positive attitudes;
- to feel able to share problems with staff;

- to turn to someone they trust, if they have a problem; and not to feel guilty about raising a concern.

Senior pupils and prefects: Senior pupils and prefects are made aware of what is expected of them in setting a good example and being helpful to younger pupils and each other. Older pupils are encouraged to offer support via the School's house prefect system and Peer Support network, and in particular:

- the responsibilities of senior pupils are appropriately limited;
- school prefects receive training at the beginning of the academic year on how to deal sensitively with younger pupils.

4.2 For staff

Appropriate training in all aspects of care is arranged to ensure that all staff have the necessary professional skills, especially an understanding of the principles of the School's Anti-Bullying Policy and their legal responsibilities. In addition, key pastoral staff will also have more specialized training.

Staff training and professional development focuses on safeguarding and the links between child protection and the Anti-bullying Policy. As part of their safeguarding training, staff will have an understanding of the risk and indications of child abuse and peer on peer abuse, and how to deal with cases that arise, as well as an awareness of the sources of support. New staff are given training on safeguarding and the School's Anti-bullying Policy, including cyberbullying, as part of their induction.

In addition, staff are trained to proactively record and share information about issues between pupils, which might provoke conflict, and develop strategies to prevent bullying occurring in the first place.

Through their training and experience, members of staff are expected to promote an anti-bullying culture by:

- intervening and acting promptly to concerns
- disciplining fairly, consistently and reasonably, taking into account any special educational needs or disabilities of the pupil and the needs of vulnerable pupils;
- acting as positive role models;
- celebrating achievement;
- anticipating problems and providing support;
- making opportunities to listen to pupils; and
- acting as advocates of pupils.

4.3 For Parents:

Parents are informed and educated on the principles of the School's Anti-bullying Policy, including cyberbullying, through parents' meetings, and visiting speakers. There is also information regarding online safety on the parents' intranet pages.

Parents are expected to support and promote the School's anti-bullying culture. If any parent has a concern about their son/daughter or about another pupil in the School, they should inform an appropriate member of staff immediately.

5 Preventative measures: vigilance, reporting and information sharing

Our systems for preventing, detecting and dealing with bullying are designed to operate vertically, through all year groups; and horizontally, within year groups. They will operate in the classroom and in all other activities. All new pupils are made aware of the school's expected standards of behaviour and what to do if they encounter bullying. We guarantee that whistle-blowers who act in good faith will not be penalised and will be supported. Our anti-bullying measures are implemented and driven through:

- Vigilance: Members of staff and pupils are vigilant at all times but particularly:
 - before lessons;
 - in the queue for the dining hall and in the dining hall itself;
 - on school transport:
 - drivers of day pupil buses are briefed to report any concerns to the Transport Manager;
 - in Houses, particularly in study bedrooms and dormitories.
- Reporting: All members of the school community understand their responsibilities with regard to reporting any alleged bullying behaviour.
- Information sharing: Bullying is regularly discussed in meetings between staff, prefects and pupils. In particular, it is discussed in meetings in which pupils may voice their views. The purpose is to share information about friendship patterns, particular incidents, any pupil who seems to be isolated, and any known conflict between pupils so that strategies can be developed to prevent bullying incidents.

6 Anti-bullying systems:

6.1 Reporting bullying complaints:

All potential bullying incidents must be reported. This includes concerns about cyberbullying and bullying which occurs outside the school.

Pupils: A pupil who is being bullied, or who is worried about another pupil being bullied, should raise their worries without delay. The 'Who can I talk to?' poster, which is displayed in all Houses and at other key points around the school, gives details and contact numbers of relevant staff or external agencies;

- tell parents, or a member of staff;
- tell/contact the Second Master, Mr. Dixon sdixon@royalhospitalschool.org or the Deputy Head (Pastoral) Miss King (zking@royalhospitalschool.org) who are the School's Designated Safeguarding Leads;
- tell one of the Peer Supporters or a responsible older pupil;
- tell an e-council rep or a Digital Leader about cyberbullying;

- tell a nurse in the Health Centre;
- report concerns anonymously through 'WHISPER' on your iPad using the Whisper icon or the link on the intranet dashboard
- text ROY and your message to 07860 021584
- contact the Independent Listener: 01473 327166
- contact Childline (0800 1111);
- *or the Office of the Children's Commissioner (0800 528 0731) for advice, information for which is displayed on House noticeboards*

Parents: Parents who are concerned that their child is being bullied should inform their child's Housemaster/Housemistress without delay. Alternatively, they should contact the Second Master, Mr. Dixon (sdixon@royalhospitalschool.org) or the Deputy Head (Pastoral) Miss King (zking@royalhospitalschool.org).

6.2 Receiving a report of alleged bullying

A member of staff or a pupil who learns of alleged bullying behaviour should:

- firstly, respond quickly and sensitively by offering advice, support and reassurance to the alleged victim, then
- report the allegation to the Housemaster/Housemistress of the victim and the alleged bully as soon as possible;
- complete the form for reporting a potential bullying incident, which may be found on the School's intranet; this form should be passed to the Second Master as soon as possible;
- All cases of bullying or suspected bullying will be carefully and thoroughly investigated and appropriate action will be taken.

6.3 Range of action:

The range of responses will include one or more of the following:

- advice and support for the victim and the establishment of a course of action to help the victim, which may include a programme of restorative justice or support from external services;
- advice and support to the bully in trying to change his/her behaviour; this may include a warning or final warning;
- consideration of the incident in the light of the School's child protection procedures. This may include further action being taken in accordance with the School's Safeguarding Policy. A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering (or likely to suffer) significant harm. In this case it may be necessary to report the incident to an external agency;
- an appropriate disciplinary sanction against the bully, in accordance with the School's Behaviour Policy. The full range of sanctions may be used. In a very serious case, a pupil may be required to leave the School permanently in accordance with the School's Exclusions, Removal and Review Policy.

6.4 Record-keeping and Monitoring:

- All reports of bullying must be recorded;
- These reports are documented in a centralized Anti-bullying Log which includes a record of the victim of bullying and whether or not the incident was proven;
- The Second Master and the Deputy Head (Pastoral) monitor all records every half term, in order to enable patterns to be identified, both in relation to individual pupils and across the School as a whole, and to evaluate the effectiveness of the School's approach;
- Any information gained from recording and monitoring is used to implement further actions to reduce the incidence of bullying;
- A safeguarding and pastoral report, which includes a review of bullying records, is presented annually to the Governors.

7 Review

- This Policy will be reviewed annually by the Senior Management Team, in order to assess its effectiveness; updates will be made as necessary;
- In undertaking the review, the Senior Management Team will take into account the results of the monitoring as set out at section 6.4 above, as well as any changes in legislation and/or any guidance published by the Department for Education;
- This Policy will be approved annually by the Headmaster and Governors.

8 Staff

- This policy focuses on the bullying of pupils although it is recognized that staff can be the victims of bullying;
- Staff members who are concerned about being bullied or harassed should refer to the School's Dignity at Work Policy which is set out in the Staff Handbook;
- Pupils and parents who feel that a member of staff is bullying should report this in accordance with the procedures set out above;
- Complaints against teachers will be dealt with in accordance with the School's Complaints Policy and staff disciplinary procedures.