

# Durston House

## Anti-Bullying Policy

### Aims of the Policy

- to state unequivocally that bullying is wrong and unacceptable at Durston House
- to develop a whole-school approach to tackling bullying
- to lessen the incidence of bullying at Durston House
- to reflect statutory and non-statutory advice

### Objectives of the Policy

- to help fulfil the school aim of “Working in partnership with parents and within a friendly, secure and disciplined environment, to encourage every pupil to act with integrity, responsibility and concern for others.”
- to discern the true nature of bullying
- to clarify the different types of bullying
- to provide pupils, parents and staff with strategies to prevent bullying
- to provide pupils, parents and staff with strategies and procedures to use if bullying does occur
- to provide pupils, parents and staff with strategies to help pupils who are victims of bullying to rebuild confidence and resilience
- to provide pupils, parents and staff with strategies to help pupils who have perpetrated bullying to learn to behave in ways that do not cause harm
- to clarify that all in the whole-school community have a responsibility for helping prevent and deal with bullying
- to complement the school’s **Pastoral Care Policy**, the **Behaviour Policy** (including the **Code of Behaviour**), the **Safeguarding Policy**, the **Rewards and Sanctions Policy**, the **Use of Internet and Digital Technology Policy**, the **Pupil Mobile Phone Policy**, the **SMSC Policy**, (all in the **School Handbook**), the **Computer Science and PSHME Schemes of Work** and the **Staff Professional Protocol (in the Staff Handbook)**

### Introduction

It is recognised and accepted that bullying sometimes occurs at Durston House, in all sections of the school. The Anti-Bullying Policy applies to all pupils, including those in EYFS. All reports of bullying are taken seriously and steps are taken to deal with them as speedily and effectively as possible, in accordance with this policy, which is drawn up in accordance with the DfE advice, **Preventing and Tackling Bullying (2017)**, the DfE statutory guidance, **Keeping Children Safe in Education (KCSIE) Sept 2016**, the **Children’s Act 1989** and the **Equality Act 2010**. The school considers it essential that a safe and supportive community exist, enabling all its stakeholders to thrive. It is important that parents and pupils are clear about the part they can play to prevent bullying, including when they find themselves as witnesses to bullying.

Durston House believes all forms of bullying to be wrong, and unacceptable. It manifests itself in school, but can be perpetrated within and without the school day. Bullying from home cannot be controlled by the school, though its results can be evident in school, and, given its duty of care, Durston House must take action. Such bullying, including Cyber-Bullying (Online Bullying) and bullying outside school, will be treated by the school as any other form of bullying, with appropriate sanctions being imposed. Durston House expects parents to work in partnership with the school in combating all bullying, especially where the home environment has been violated, and is a conduit for unacceptable behaviour. Where school action and sanctions have failed to stop the bullying of an individual pupil, and the intervention of his parents has done little to help amend behaviour, he will face the ultimate sanction of permanent exclusion. If the pattern of bullying for the perpetrator is entrenched, and/or the effect on the victim/s is seriously damaging, Durston House will not hesitate to report it to external agencies, such as the police, children's social care or other agencies that seek to protect children (see p.11). Were it the case that a victim of persistent bullying suffered significant harm, the school would treat the issue as a Child Protection Concern.

This policy, in conjunction with the **Safeguarding Policy**, the **Pupil Mobile Phone Policy**, the **Behaviour Policy**, the **Use of Internet and Digital Technology Policy** and the **Rewards and Sanctions Policy**, is published to staff and parents alike, and disseminated to all pupils, so that, as a community, the incidence of bullying can be tackled and prevented.

Staff are asked to have read the **Anti-Bullying Policy** and understood their role in combating bullying at Durston House. All support necessary from SMT is given to staff who may need to deal with reports or incidences of bullying. Anti-bullying is promoted throughout the year, but most especially, in two Anti-Bullying days, when the school runs a programme of events to highlight anti-bullying and the seriousness with which Durston House treats it. During these days, a specific theme may be used, and the positive nature of the work that is done, to encourage good relationships and respect for one another at Durston House, is celebrated. These events occur across a range of curricular areas, in all sections of the school, including EYFS. Workshops are often run for all year groups and staff are involved in these as well.

Whilst it is accepted that bullying may be perpetrated and experienced by pupils and adults, this policy deals solely with the bullying of pupils. Any adult experience of bullying at Durston House should be addressed through the Durston House Grievance Procedures.

## **The Nature of Bullying**

### **What is Bullying?**

Bullying is very serious. It is repeated behaviour by an individual or group that intentionally hurts physically or emotionally another individual or group, making that person/s feel uncomfortable or threatened. It can cause psychological damage.

### **Why is Bullying Wrong?**

- bullying denies an individual or group the right to feel secure and happy at school
- bullying makes individuals or groups unhappy, anxious, withdrawn or feel isolated
- bullying destroys self-esteem and can cause psychological damage
- bullying affects the work of individuals or groups

## **What are the reasons for Bullying?**

Bullying intentionally hurts an individual or group for reasons of

- race, religion or culture.
- physical or emotional disability.
- special educational needs.
- appearance.
- gender.
- sexual orientation.
- family background, such as adoption.
- different family arrangements.
- perceived difference.

There is no hierarchy of bullying, with all forms of bullying taken equally seriously.

## **What elements are always present where Bullying occurs?**

- the deliberate use of aggression, physical or emotional
- an unequal power relationship between the bully and the victim
- the causing of physical pain and/or emotional distress

## **The Types of Bullying**

### **Physical Bullying**

- hitting, kicking, using missiles, biting, pushing, knocking out of the way, threatening gestures, pinching

### **Non-Physical Bullying**

- **Verbal Bullying**
  - verbal insults/remarks, swearing, name calling, teasing, spreading rumours, using prejudice-based language, persuading others to do things against their will
- **Intimidation**
  - threats, extortion, sending notes, stalking
- **Emotional**
  - excluding, isolating, tormenting, ridiculing, encouraging dislike, silence
- **Cyber Bullying (Online Bullying)**
  - text, email, use of social networking, chat rooms, gaming

Cyber-Bullying (Online Bullying) is increasingly prevalent, yet different from other types of bullying in the following ways:

- the potential 24-hour nature of the bullying
- the invasion of home life
- the difficulty in controlling the circulation of messages
- the perpetrator may not be readily obvious to the victim
- the potential for accidental bullying
- there is concrete evidence of bullying

## The Contexts in which Bullying Occurs

Common risk times, both in and outside school, when bullying occurs are:

- on the way to and from school
- before or after school where boys gather to enter school, be collected or line up
- in between lessons around the school
- in West Corridor or Cloakroom areas in between lessons and at the beginning and end of breaks
- at breaks in the playground or at Castlebar
- on the way to and from breaks
- at lunchtimes in the classrooms
- in the lavatories
- at Games or Swimming
- on the way to and from Games and Swimming
- on coach journeys
- on school Outings or Trips
- outside school hours, from home, or at another location, using mobile phones, smartphones, tablets, laptops or other internet-connected devices
- outside school hours in shopping areas, local parks, or at local clubs.

Some characteristics of those who bully are:

- an aggressive approach to dealing with problems
- a feeling of mental, emotional, physical or social inadequacy or superiority
- poor self-esteem
- an inability to fit in with other pupils
- a desire to be popular
- selfishness, expecting others to do what they want
- an experience of difficulties, including bullying or aggressive behaviour at home
- an insensitivity to others
- physical strength
- a lack of real friends
- being easily led and dominated by others
- a need to gain attention

Some characteristics of those who are victims of bullying are:

- a lack of friends
- physical difference of some kind
- intellectual difference of some kind – real or perceived
- religious, cultural or racial difference
- different sexual orientation – real or perceived
- a lack of self-confidence
- shyness or timidity of nature

- an inability to fit in with other pupils
- unusual or inappropriate behaviour
- an experience of over-protection at home
- the need to bully others
- a need to gain attention
- being new to the school

Bullying can be perpetuated by:

- difficulties in supervising all areas of school at all times
- a lack of understanding of what bullying is
- inadequate supervision by teachers and supervisors
- adult reluctance to be involved
- inconsistency in the way it is dealt with by staff
- a failure by staff to deal with it
- a culture of silence where pupils are afraid to speak up for fear of being a “grass” or receiving retaliation
- pupil reluctance or inability to intervene on behalf of the victim
- a lack of respect/regard for the **Pupil Behaviour Policy** or **Code of Behaviour**
- a failure by all to promote an inclusive ethos

## Deterring Bullying

All who make up the Durston House community, the pupils, the staff, the parents and the Governors, have a duty to do all they can to deter bullying. In accepting that bullying can occur at Durston House, all work to promote positive behaviour and to build healthy relationships, and, in so doing, seek to reduce the chances of bullying happening.

The **school** can help deter bullying by:

- taking every opportunity to promote positively the ethos of the school as set out in the aims of the school, the **Pupil Behaviour Policy** and the **Code of Behaviour**, to promote consideration and respect for others.
- making sure that the **Pupil Behaviour Policy** and the **Code of Behaviour** are promoted and adhered to.
- tackling low level disruption so that bad behaviour does not escalate into bullying
- creating a positive, secure environment in the Form, the House and Vertical Group
- creating a school environment in which SMSC values, positive behaviour and high expectations are promoted, as well as modelled by staff, encouraging a culture in which pupils feel able to report bullying.
- building pupil resilience through relevant education and information
- having clear systems of recording bullying, communication and coordination
  - among all staff members.
  - between each part of the school at transition points.
  - between Form Teachers, year on year.
  - between Form Teachers and Lunchtime Supervisors.
- Form Teachers and other staff members checking the database reports of boys in their care.
- requesting bullying information from previous schools, if appropriate.
- maintaining an on-going awareness of anti-bullying through

- the School Council,
  - School Assemblies, House Assemblies and Vertical Group Meetings,
  - PSHME lessons,
  - Anti-Bullying days and the
  - biennial Internet Safety Workshops for boys and parents
- using appropriate stories about social interaction and teaching assertiveness strategies at these times.
  - providing adequate, consistent supervision at common risk times.
  - staff taking care to lessen the opportunities for bullying, especially at those times outside school, such as before and after Games, to and from fixtures and on Outings and Trips.
  - providing further training for staff in recognising and responding to bullying.
  - revisiting the policies and principles as a staff.
  - maintaining a positive and open partnership with parents.

**Parents at home** can help deter bullying by:

- modelling for their child examples of good relationships where aggression and selfishness are not seen to reap rewards.
- providing and reinforcing clear, and consistent standards of behaviour for their child.
- maintaining a predictable, regular routine of daily life.
- teaching their child responsibility for self and others.
- teaching their child respect and consideration for self and others.
- teaching their child appropriate social skills, assertiveness and building resilience.
- supporting the school in its aims and its attempt to develop a positive, consistent and disciplined environment.
- the promotion of the Anti-Bullying concepts raised in this policy.
- monitoring their son's use of internet websites, gaming platforms, mobile phones and social networking sites.

### **Deterring Cyber Bullying (Online Bullying)**

Durston House attempts to lessen Cyber Bullying (Online Bullying) during the school day by having staff supervise pupil use of computers in the ICT Room, the libraries and the school laptops, as well as restricting pupil use of mobile phones or smartphones. Pupils must register and hand in phones to the respective school offices at the beginning of the day. They are retrieved at the end of the school day. Ebook readers may be used by pupils during the school day, but only when supervised.

Use of these devices outside school cannot be controlled, but Durston House tries to influence pupil use, by educating pupils about its positive and negative effects, including the potential for bullying, or being the victim of bullying. This is done through the Computer Science and PSHME curricula, and the discussion and acceptance of the school community's **Use of the Internet and Digital Technology Policy** and its accompanying guidelines. These are discussed in Computer Science lessons throughout the school, and, annually, sent home for family discussion; both pupils and parents are asked to sign that they have read and accepted the school community's approach to the use of electronic devices and the internet, both in and outside school.

## **Dealing with Incidents of Bullying**

It is vital that an environment is created in which all pupils feel comfortable to bring their concerns to staff members or senior pupils, rather than fear that nothing will be done or that it will make the situation worse. Staff members, Vertical Group Leaders or Prefects will consider the problem and decide the appropriate course of action to take, dependent on the circumstances.

Any member of staff at Durston House who observes bullying, or has it reported to him/her, takes action. Durston House takes seriously and follows up any report of bullying, if and when incidents are reported. Little can be done if staff members are not made aware of the situation or find out long after the problem has got out of hand. Bullying can only be dealt with effectively if specific names, times and places are given.

### **What could pupils do if they feel they are being bullied?**

- try to develop non-aggressive, assertive strategies to cope in a bullying situation
- try to deal with the bully themselves
- seek immediate support from a supervising member of staff
- tell an adult (a member of staff, the Form Teacher, a senior member of staff, a Lunchtime supervisor, a parent) in whom they feel comfortable confiding
- if, in the first instance, a pupil feels nothing has been done to address his concerns, he should approach another member of staff
- tell his Vertical Group Leader or a Prefect
- tell a family member
- tell a friend about it

### **What should parents do if they feel their child is being bullied?**

- look out for common signs of bullying
  - unwillingness to go to school
  - anxiety
  - emotional distress
  - lack of appetite
  - sudden illness
  - becoming withdrawn
  - deterioration of school work
  - inability to sleep
  - regular loss of possessions
  - unexplained damage to property or clothing
  - unexplained physical injury
- monitor the use of internet websites, mobile phones, social networking and gaming sites
- ask their child directly for a description of the problem
- listen to their child without passing judgment or jumping to conclusions
- take seriously the problem expressed by their child
- discourage their child from reacting
- help their child to develop non-aggressive, assertive strategies to cope in a bullying situation
- keep a written record of events that cause concern
- contact their child's Form Teacher, in the first instance

- the Form Teacher will consult other staff where necessary
- contact, subsequently, the appropriate senior member of staff
  - Deputy Head (Years 5-8)
  - Head of Junior School (Years 3-4)
  - Head of Pre-Prep (Years R-2)
- accept the advice of the school and support the measures it takes to deal with the problem

### **What should Vertical Group Leaders or Prefects do if bullying is reported or observed?**

- listen to the pupil reporting the bullying
- take seriously the pupil concerns and assure him that they will be addressed
- try to talk to the pupil about his concerns and help him resolve any difficulties
- consult a member of staff, in the first instance, who will advise the next course of action
- consult the Head of House for advice, if needed
- staff members will then follow the procedures listed below.

### **What should a member of staff do if bullying is reported or observed?**

- listen to the pupil or parent reporting the bullying
- take seriously the pupil or parent concerns
- assure him/her that the issue will be addressed appropriately
- consult the Form Teacher, in the first instance
- in liaison with the Form Teacher, take the course of action by:
  - recording the reported bullying on the school database, which alerts the Form Teacher, the Head of House, SMT and other staff who work with the pupil
  - investigating the incident or concerns through:
    - pupil interviews
    - staff interviews
    - parent interviews
  - discerning the nature and extent of the bullying
  - addressing the bullying through
    - face-to-face pupil discussion (perpetrators and victims), with, or without supervision
    - support discussion with the victim (and parents if necessary)
    - support discussion with the perpetrator (and parents if necessary)
  - contacting the parents of the perpetrator and victim
  - consulting, respectively, the Deputy Head, the Head of Junior School or the Head of Pre-Prep about the course of action and, if necessary, appropriate sanctions for the perpetrator, and/or further action to deter future bullying
  - giving feedback to the victim about the outcome
  - giving feedback to the victim's and perpetrator's parents about the outcome, which could be in person, by telephone or by letter
  - writing up the on-going report of the investigation into the bullying and the subsequent action taken, on the school database
  - evaluating the effectiveness of the approach taken and record on the school database

### **What will happen if the bullying persists?**

- the victim/parent/member of staff contacts the Form Teacher and raises the concern about the bullying persisting

- the Form Teacher consults and liaises with, respectively, the Deputy Head, the Head of Junior School or the Head of Pre-Prep about a further course of action, which includes further sanctions for the perpetrator
- the parents of the perpetrator are contacted by the Form Teacher, or the respective SMT member, the course of action is explained to them and their support in combating the bullying is sought
- the Headmaster is kept informed and becomes involved where he deems it necessary
- the Headmaster, in consultation with the SMT member, approves further sanctions for the perpetrator (see **Rewards and Sanctions Policy**), which may include
  - isolation from other pupils
  - removal of privileges
  - refused participation in school events
  - exclusion from school on a temporary or permanent basis
- if the bullying behaviour of the perpetrator has not changed sufficiently, the Headmaster, if necessary, contacts outside agencies (see p.11) to seek their support in amending his behaviour and aiding the victim
- the on-going report of the bullying (including all further investigations, contact with parents and action taken) is updated on the school database

### **What steps are taken to help the victim?**

- the victim's concerns are taken seriously
- the personality/character of the victim, as well as any special needs or disabilities are considered, and borne in mind when action is taken
- he is reassured that it is not his fault
- he is reassured that something will be done about it
- he is encouraged to talk to a family member or a friend to share the experience
- advice and strategies about how to deal with any incidents of bullying in an assertive, but non-aggressive manner are given
- advice and strategies about avoiding situations in which the bullying may occur are given
- in the reconciliation process, the victim is encouraged to try to understand the motivations of the bully
- if necessary, advice about how to relate to other pupils or to change behaviour is given
- the victim's parents are consulted about, and involved in, where necessary, any meeting or strategy to support him
- help and support from outside agencies (see p.11) is sought if the victim continues to suffer harm

### **What steps will be taken to deal with the bully?**

- the bully's behaviour is taken seriously
- the personality/character of the bully, as well as any special needs or disabilities are considered, and borne in mind when action is taken
- unambiguous disapproval of his actions is communicated and dealt with in a non-aggressive or non-humiliating manner
- his behaviour is discussed, with the victim, if appropriate, allowing him time to reflect on what he has done
- role plays and role reversal may play a part in the reconciliation process, when appropriate

- he is encouraged and supported to substitute positive attitudes and behaviour for his destructive, bullying actions
- he is told to avoid being in the vicinity of the victim or to act in a neutral way when close proximity is unavoidable
- a public or private apology is made to the victim
- he is praised when social behaviour has improved
- the bully's parents are consulted about, and involved in, where necessary, any meeting or strategy to support him

## Monitoring Bullying

Whole-school monitoring of bullying is essential, if the school is to identify patterns and to evaluate the effectiveness of its approach to tackling it. Monitoring is done by all appropriate members of staff, as well as Prefects and Vertical Group Leaders, monitoring both the victim and the perpetrator as closely as possible, especially at the common risk times mentioned above.

To monitor and follow up a report of bullying, even if it is unsubstantiated or simply a quiet concern raised by a parent, there is:

- informal verbal contact and reassurance between the Form Teacher, or other member of staff, and the victim, or perpetrator
- a database alert made to other staff, so monitoring can be done
- feedback given to the parents of the victim and perpetrator
  - this could be in person, by telephone or by letter
  - the feedback is recorded on the database

To monitor and follow up an acknowledged case of bullying, there is:

- informal verbal contact between the Form Teacher, or other member of staff, and the victim, or perpetrator
  - this is done regularly, for the medium term
- a designated **review meeting** of the Form Teacher and the Deputy Head (or the Head of Junior School or the Head of Pre-Prep respectively), with the victim and perpetrator
  - this meeting is held, at an arranged time, after the investigation has been completed and initial action taken
- feedback given to the parents of the victim and perpetrator
  - this could be in person, by telephone or by letter
  - the feedback is recorded on the database
- a record of the effectiveness of the process maintained on the school database

The Deputy Head, the Head of Junior School and the Head of Pre-Prep initiate **overview reports** of bullying, from the database, when necessary, to assess the numbers of incidents of recorded bullying, any patterns in the type of bullying, as well as the identities of common victims and perpetrators.

The most difficult, serious or sensitive cases are closely monitored by the Form Teacher, in consultation with the Deputy Head and the Headmaster.

## Promotion of the Anti-Bullying Concepts Raised in this Policy

The concepts raised in this policy are promoted in:

- the aims and mission of Durston House
- the Form system, including Form Time, Form Assemblies
- Houses as a whole and in the Vertical Groups within the Houses
- Assemblies
- Anti-Bullying days
- The School Council
- PSHME lessons
- subject areas across the curriculum
- displays
- the school's external communication
- the website
- the school's Virtual Learning Environment and Facebook page
- other promotional material
- the homes of every pupil.

## Outside Agencies Offering Support and Advice

Should it be necessary, Durston House may draw on the support and advice of such agencies listed below, in helping both victims and perpetrators of bullying.

- Kidscape
- NSPCC
- The Anti-Bullying Alliance
- Childnet

### Evaluation of this Policy

*This policy will be evaluated annually by the school, amended where necessary and approved by SMT.*

<i>Created</i>	<i>May 2002</i>	<i>WM</i>	<i>Version 1</i>
<i>Revised</i>	<i>July 2004</i>	<i>WM</i>	<i>Version 2</i>
<i>Revised</i>	<i>Nov 2008</i>	<i>WM</i>	<i>Version 3</i>
<i>Revised</i>	<i>November 2013</i>	<i>WM</i>	<i>Version 4</i>
<i>Revised</i>	<i>November 2014</i>	<i>WM</i>	<i>Version 5</i>
<i>Revised</i>	<i>November 2015</i>	<i>WM</i>	<i>Version 6</i>
<i>Revised</i>	<i>November 2016</i>	<i>WM</i>	<i>Version 7</i>
<i>Revised</i>	<i>October 2017</i>	<i>CG</i>	<i>Version 8</i>
<i>Approved</i>	<i>17 October 2017</i>	<i>SMT</i>	
<i>Next Revision</i>	<i>October 2018</i>		