



## SEDBERGH SCHOOL

<b>Counter-Bullying Policy</b>	
Version	2017.1
Effective from	May 2017
Extent of Policy	Sedbergh Senior School
Policy Owner	Counter-Bullying Officer
Authorised by	Designated Governor May 2017
Review by	May 2018
Frequency of Audit	Annual
Circulation	Governors SLT All Employees Parents by request
Publication	Website Teaching Staff Handbook

### **Principles**

- **The Headmaster, staff and pupils of Sedbergh School, agree that we will not tolerate any form of bullying.**
- **Everyone who is part of the Sedbergh School community has a responsibility for one another.**
- **Pupils who are aware of bullying taking place but who choose not to report it, will be considered as associates of the bully.**
- **Our priority is to prevent bullying, rather than just punish it. It should be recognised, however, that bullying is a major offence and may be punished by suspension or, ultimately, expulsion.**

<b>Contents</b>	<ol style="list-style-type: none"><li>1. <a href="#">Definition of Bullying</a></li><li>2. <a href="#">Identifying the incidents of bullying</a></li><li>3. <a href="#">Recording incidents of bullying</a></li><li>4. <a href="#">Investigation and action</a></li><li>5. <a href="#">Review of Bullying incidents and the effectiveness of the Counter-bullying policy</a></li></ol>
<b>Appendices</b>	<ol style="list-style-type: none"><li>A. <a href="#">Bullying: Advice to pupils</a></li><li>B. <a href="#">Combatting cyber-bullying</a></li><li>C. <a href="#">Counter Cyber bullying: Advice to pupils</a></li><li>D. <a href="#">Job description: Counter Bullying Officer</a></li><li>E. <a href="#">Staff Counter Bullying Group</a></li><li>F. <a href="#">Pupil Counter Bullying group</a></li><li>G. <a href="#">Staff awareness of potential bullying issues</a></li><li>H. <a href="#">Staff strategies to prevent bullying</a></li><li>I. <a href="#">Supporting the person being bullied</a></li><li>J. <a href="#">Help organisations</a></li></ol>

## 1. Definition of bullying

Bullying is behaviour that is repeated over time and intentionally hurts another pupil or group, physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and/or disability, or because a child is adopted, looked after or is a carer - it may occur directly or through cyber-technology (social websites, mobile 'phones, text messages, photographs and email).

Bullying was once used to refer only to physical violence by one person towards another. The widely accepted definition has now been extended to include the following:

- **Physical:** being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to.
- **Indirect:** having nasty stories/rumours told about them; being left out or excluded by other people; writing graffiti about another person.
- **Verbal:** name-calling, sarcasm.
- **Emotional:** excluding other people, particularly from groups, tormenting, ridicule, humiliation, taunting.
- **Cyber-Bullying:** any of the above sent via mobile 'phones (text messages, calls) and computers (e-mails, websites, chat rooms) is referred to in the Safeguarding policy. Electronic/cyber-bullying is now recognised as a major problem nationally and as such is further addressed in Appendices [B](#) & [C](#).

## 2. Identifying incidents of bullying

At the start of the school year, and at other times throughout, pupils and staff are made aware of how to identify incidents of bullying. All members of the school are given the Counter-Bullying leaflet which gives essential information on identifying bullying behaviour and how to report it. Particular attention is given to bullying and especially cyber-bullying in PSHE lessons, in-House presentations (drawing attention to the role of bystanders in cases of cyber-bullying), tutor group meetings, Assemblies, external speakers and INSET providers (for staff).

- All staff will undergo 'refresher' training every year on aspects of bullying, cyber-bullying and how to respond.
- All staff must be *aware* of the problem and fully understand that bullying can take place anywhere at school.

## 3. Recording incidents of bullying

- a) An initial communication reporting the incident should be sent to the Deputy Head (Pastoral) (DH (P)), Assistant Headmistress (AH), or Counter-Bullying Officer (CBO.)
- b) The event will be logged by the DH (P), AH or CBO into the bullying log and the School database within 24 hours. All subsequent follow up discussions will be linked to these entries.
- c) The bullying log is shared with DH (P), AH, CBO, SCBG (Staff Counter Bullying Group), HSMs and SLT.

## 4. Investigation and action

- a) The DH (P), AH or CBO will then discuss the accusations and investigate appropriately.
- b) They will ensure that the victim(s) is and feels safe and will listen and speak to all children involved about the incident separately.
- c) Appropriate action will be taken to end the bullying behaviour or threats of bullying.
- d) Action could include educational responses as well as disciplinary action. Any disciplinary action will be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities and the needs of vulnerable pupils.
- e) Staff will reinforce to the bully that their behaviour is unacceptable and if possible, the pupils will be reconciled.
- f) An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour as well as making sure that pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. It will be important to try to discover what the triggers are for bullying, ie is something going on in the child's life which is giving rise to poor behaviour towards others?

- g) In serious cases of bullying, the DH (P) and AH will use the safeguarding referral framework (see safeguarding appendix) to assess if the incident is a safeguarding issue. In such cases, the Designated Safeguarding Lead in School, Social Services or police will be consulted (see [Safeguarding Policy](#)).
- h) Parents of pupils who are either victims or perpetrators of bullying will be fully informed of events and involved in the ongoing support of their children.

## **5. Review of Bullying incidents and the effectiveness of the Counter-Bullying Policy**

- a) The DH(P) , AH and CBO will meet when required to:
  - i) review all individual cases of bullying
  - ii) analyse reported cases to identify trends and patterns of behaviour
  - iii) evaluate the effectiveness of the approaches adopted to deal with bullying behaviour
- b) The minutes of these meetings will be shared with SCBG (Staff Counter Bullying Group), HSMs and SLT.
- c) The CBO will report to the Pastoral Care Meeting (PCM) termly with a review of both the incidents of bullying in the school and the effectiveness of the Counter-Bullying Policy.

The minutes of the PCM meeting will be shared with HSMs & SLT.

Further information can be found via the following DfE advice on Preventing and tackling bullying:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444862/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf)



## Appendix A

### BULLYING - ADVICE TO PUPILS:

#### **The Definition:**

Bullying is behaviour that is repeated over time and intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer - it may occur directly or through cyber-technology (social websites, mobile 'phones, text messages, photographs and email); Bullying was once used to refer only to physical violence by one person towards another. The widely accepted definition has now been extended to include the following:

Bullying includes (but is not limited to) the following:

1. **Physical:** being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to.
2. **Emotional: tends to be more verbal.** Having nasty stories/rumours told about them; excluding other people, particularly from groups, tormenting, ridicule, humiliation, taunting; name-calling; sarcasm; writing graffiti about another person.
3. **Cyber-bullying:** any of the above sent via mobile 'phones (text messages, calls) and computers (e-mails, websites, chat rooms); sexting

#### **Your action**

- **When someone else is being bullied or is in distress, report it! Watching and doing nothing associates you with the bully. This is especially the case in cases of cyber-bullying. Even if you are a bystander, or if you belong to an on-line group such as snapchat or WhatsApp, YOU also become a bully.**
- At best, tell the bully s/he is 'out of order'.
- At the very least, walk away to express your disapproval of bullying and then tell the Counter-Bullying Officer or another member of staff.
- Do not tolerate a bully in your circle of friends
- Bullying is more likely to exist if you remain silent.
- Always treat others as you would like to be treated yourself. Remember that calling someone names, or incessant teasing, *is* bullying. Do not become a bully yourself.

### School action

- **The Headmaster, staff and pupils of Sedbergh School agree that we will not tolerate any form of bullying.**
- **Everyone who is part of the Sedbergh School community has a responsibility for one another.**
- **Pupils who are aware of bullying taking place but who choose not to report it, will be considered as associates of the bully.**

The School will use a myriad of educational elements such as its PSHE programme, whole school assemblies and House or tutor group meetings to discuss the differences between people and the importance of avoiding prejudiced based language. However, Bullying is a major offence and will be dealt with firmly. In a case where bullying has occurred, the School's action will be:

- a) The Deputy Head (Pastoral) (DH (P)), Assistant Headmistress (AH), or Counter-Bullying Officer (CBO.) will then discuss the accusations and investigate appropriately.
- b) They will ensure that the victim(s) is and feels safe and will listen and speak to all children involved about the incident separately.
- c) Appropriate action will be taken to end the bullying behaviour or threats of bullying.
- d) Action could include educational responses as well as disciplinary action. Any disciplinary action will be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities and the needs of vulnerable pupils.
- e) Staff will reinforce to the bully that their behaviour is unacceptable and if possible, the pupils will be reconciled.
- f) An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour as well as making sure that pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- g) In serious cases of bullying, the DH (P) and AH will use the safeguarding referral framework (see safeguarding appendix) to assess if the incident is a safeguarding issue. In such cases, the Designated Safeguarding Lead in School, Social Services or police will be consulted (see [Safeguarding Policy](#)).

## Appendix B

### COMBATING CYBER-BULLYING

Electronic/cyber-bullying is now recognised as a major problem nationally and as such deserves its own section in our Counter-Bullying Policy. It is addressed in detail here.

In the last few years at Sedbergh School we have included an annual focus in our PSHE programme, directed specifically at understanding and combating cyber-bullying.

Cyber-bullying can be defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones, email and via social networking sites on the internet, deliberately to upset someone else'. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

However, it differs in several significant ways from other kinds of bullying:

- the invasion of home and personal space;
- the difficulty in controlling electronically circulated messages,
- the size of the audience,
- perceived anonymity,
- and even the profile of the person doing the bullying and their target.

Cyber-bullying takes different forms:

- threats and intimidation,
- harassment or 'cyber-stalking' (eg repeatedly sending unwanted texts, instant messages or by people trying to befriend someone on a social networking site)
- vilification/defamation;
- exclusion or peer rejection,
- impersonation,
- unauthorised publication of private information or images and manipulation.

Some cyber-bullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyber-bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that pupils are made aware of the effects of their actions.

**In cyber-bullying, bystanders can easily become perpetrators, e.g. by passing on or showing to others images designed to humiliate, or by taking part in online polls or discussion groups.** They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is important that pupils are aware that their actions have severe and distressing consequences, and that participating in such activity will not be tolerated.

There are particular features of cyber-bullying that differ from other forms of bullying which need to be recognised and taken into account when determining how to respond effectively. The key differences are:

- **Impact** — the scale and scope of cyber-bullying can be greater than other forms of bullying.
- **Targets and perpetrators** — the people involved may have a different profile to traditional bullies and their targets.
- **Location** — the 24/7 and any-place nature of cyber-bullying.
- **Anonymity** — the person being bullied will not always know who is attacking them.
- **Motivation** — some pupils may not be aware that what they are doing is bullying.
- **Evidence** — unlike other forms of bullying, the target of the bullying will have evidence of its occurrence.
- Further information can be found via the following DfE advice on Cyberbullying:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

# Appendix C

## COUNTER-CYBER-BULLYING CODE - ADVICE TO PUPILS

Being sent an abusive or threatening text message, or seeing nasty comments about yourself on a website, can be really upsetting. This code gives you **seven important tips** to protect yourself and your friends from getting caught up in cyber-bullying, and advice on how to report it when it does happen.

### 1. Always respect others

Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone.

If you receive a rude or nasty message or picture about someone else, do not forward it. **You could be assisting a bully and even be accused of cyber-bullying yourself. You could also be breaking the law.**

### 2. Think before you send

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay on line forever. Do you really want your teacher, parents or future employer to see that photo? This is especially the case with social networking sites, where you should apply the tightest possible security settings.

### 3. Treat your password like your toothbrush

Don't let anyone know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal email address to trusted friends.

### 4. Block the Bully

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason!

### 5. Don't retaliate or reply

Replying to bullying messages, particularly in anger, is just what the bully wants.

### 6. Save the evidence

Learn how to keep records of offending messages, pictures or online conversations. **Take screen-shots.** These will help you demonstrate to others what is happening and can be used by the School, internet service provider, mobile phone company, or even the police to investigate the cyber-bullying.

### 7. Make sure you inform someone who can help: You have a right **not** to be harassed and bullied online. Tell the provider of the service you have been bullied on (e.g. your mobile-phone operator or social-network provider). Check their websites to see where to report.

**Finally, don't just stand there. If you see cyber-bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?**

## Appendix D

### **Job Description: Counter-Bullying Officer**

**Reporting to: Deputy Head (Pastoral)**

**Safeguarding:** The welfare of children is of the highest priority to Sedbergh School. Every employee of the School has a responsibility to:

- Protect children from abuse
- Be aware of the School's safeguarding procedures
- Know how to access and implement the required procedures
- Keep a sufficient record of any significant complaint, conversation or event
- Report any matters of concern to the Designated Safeguarding Lead
- Attend annual in-service training provided by the School.

### **Aim**

- To reduce the number of incidents of bullying in School
- To support those affected by bullying

### **How**

- To review and update the School's Counter-Bullying Policy document
- To raise awareness within the School of bullying behaviour and how to combat it through:
  - Assemblies
  - Liaison with PSHE teaching staff
  - Management of Pupil-led counter bullying team (developing strategies)
  - Chair the Staff Counter bullying group
  - 'Focus group meetings' with pupils
  - 'Focus group meetings' with staff
  - Research into training of counter-bullying mentors
  - Staff training

To gather and analyse information about bullying in the School:

- Pupil questionnaire once every two years (in order to measure success, as far as possible)
- Post incident interviews with pupils involved (motivations, identifying ways to support both the bully and the bullied)
- Develop effective information sharing process
- Encourage HSMs to share information on bullying incidents in Houses

To assist the Designated Safeguarding Lead (DSL) and Deputy DSL in dealing with incidents of bullying (in a non-disciplinary role):

*The success of this post is inextricably linked to the communication between the Counter-Bullying Officer, the Deputy Head (Pastoral), the Assistant Headmistress, and Safeguarding officers.*

# Appendix E

## Staff Counter-Bullying Group (SCBG)

### **2015-16 Terms of Reference**

The Staff Counter-Bullying Working Group is an advisory working group convened for the following purposes:

1. To raise staff awareness of potential bullying issues in the school. (see Appendix F)
2. To disseminate strategies to prevent bullying in the school. (see Appendix G)
3. To research best practice in tackling bullying across schools of all types
4. To lead and contribute to INSET as necessary
5. To engage pupils in anti-bullying activities
6. The Counter-Bullying Working Group will be chaired by the Counter-bullying officer.

### **Outcomes**

1. Minutes of all meetings will be published and distributed to those present at the meeting.
2. The SCBG will report to the Headmaster termly.
3. The SCBG will contribute to an effective counter-bullying strategy for Sedbergh School.
4. The SCBG will have shared access to all minutes from weekly bullying review meetings.



## Appendix F

### **Pupil Counter-Bullying Group (PCBG)**

#### **2015-16 Terms of Reference**

- The PCBG will comprise two pupils from each House (one senior, one junior).
- Meetings will be held at least once a term and chaired by the Counter-Bullying Officer.

The Pupil Counter-Bullying Group (PCBG) is an advisory working group convened for the following purposes:

1. To provide a forum for pupil discussion of bullying in the School
2. To research perceptions of bullying in the School (questionnaire etc)
3. To engage pupils in counter-bullying activities
4. To raise awareness and promote understanding of bullying generally, and in School in particular (Appendices A, B, C)

#### **Outcomes**

1. Minutes of meetings will be published and distributed to those present, and displayed on House Counter-Bullying Noticeboards
2. The SCBG will report to the Headmaster termly.
3. The PCBG will contribute to an effective counter-bullying strategy for Sedbergh School

## Appendix G

### **Staff awareness of potential bullying issues**

All Sedbergh School staff should be aware that a child may indicate, by different signs or behaviour, that he or she is being bullied. We all need to be aware of these possible signs and investigate further if a child is:

- frightened of coming into School, does not want to leave the house, has a pattern of being ill on the same day/during the same lessons, refuses to get out of the car in the morning
- begins to feign illness on regular days to avoid e.g. games
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning or regularly reports to the medical centre
- begins to underperform in School work
- comes back to the boarding house with clothes torn or books damaged
- regularly reports possessions going 'missing'
- asks for money or starts stealing money (to give to the bully)
- has unexplained cut or bruises
- 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 a possibility and should be taken seriously and investigated as soon as possible. Staff must therefore raise any concerns about the welfare of children with Housemasters/Housemistresses.**

However, a lot of this can be dealt with by the member of staff, commenting on the spot eg that was nasty, that was unnecessary.

## Appendix H

### **Staff strategies to prevent bullying**

- Teachers need to define a clear, fair set of rules that protect the interests of all class members. Teachers must not be bullies themselves!
- Teachers need to remember that they teach people, not just a subject. Almost as much thought needs to go into how to manage a class and how to deal with poor discipline (or bullying/cyber-bullying) as into the preparation of teaching material.
- Teachers should think carefully about the seating arrangements in the classroom. It is often better to produce a seating plan than to allow the children to choose for themselves where they sit.
- Care should be exercised when dealing with the parties involved. There may be more to an incident than meets the eye: for example, a victim's reaction could be mistaken for bullying.
- The loud and assertive (or aggressive) pupils should not be allowed to dominate; everyone should be involved in class discussions and nobody "rubbished". In a poorly disciplined school, bullying and anti-social behaviour will flourish.
- Punctuality is vital. Bullying may occur before class starts or as pupils go from one lesson to the next.
- In the boarding house, staff should be very aware of the dangers of bullying or teasing.
- Staff should watch out for queue barging and the exclusion of individuals from a table or the same pupils being made to clear each meal.
- On the games field, staff must not lose sight of the fact that they are primarily teachers, as well as coaches and referees. They should not tolerate anti-social or rude behaviour, regardless of circumstances. We are all very proud of our excellent sporting record, but that must be secondary to good conduct.
- Do not accept lies or false excuses: "I didn't do it, she's got the wrong end of the stick", "it was a game", "we were having a joke", "it was an accident," "he offered to lend it to me". These matters are hard to prove when the victim has no witnesses to back him or her up but could be important as it may well help to uncover patterns of behaviour.
- Tell Housemasters/Housemistresses if you are concerned about a child's welfare. However, all staff must inform DH(P), AH or CBO with any allegations of bullying.

## Appendix I

### **Supporting the person being bullied**

Individual staff can do this, but should liaise with the CBO/AH/DHP for follow-up support over time. Support can be given by:

- Telling them he/she is not alone in this and that by telling someone about it he/she has already done the difficult part.
- Building up self-esteem.
- Trying to analyse if there is something they do that causes them to be bullied.
- Teaching him/her to be more assertive (not aggressive).
- Encouraging him/her to report any further instances of bullying or teasing.
- Reassuring him/her that it is the bully who “has a problem”, not the victim.

Further information can be found via the following DfE advice on school support for children and young people who are bullied:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444864/Supporting\\_bullied\\_children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444864/Supporting_bullied_children.pdf)



## Appendix J

### HELP ORGANISATIONS

Advisory Centre for Education	0808 800 5793
Children's Legal Centre	0845 345 4345
Kidscape Parents' helpline (Mon-Fri, 10-4)	0845 1 205 204
Parent line plus	0808 800 2222
Youth Access	020 8772 9900
Bullying online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
Young Minds	0800 01821138
ChildLine	0800 1111
Children's Commissioner	0800 528 0731
Independent listener (Andy McMullon)	015396 20018