



COUNTER-BULLYING POLICY

POLICY STATEMENT

Scope: This policy applies to all pupils and staff at Casterton, Sedbergh Preparatory School, irrespective of their age and whether or not a pupil is in the care of the School when/if bullying behaviour occurs.

The Policy has regard to current DfE advice: Preventing and Tackling Bullying (July 2017) and Cyberbullying: Advice for Headteachers and School Staff (2014).

Policy Aims: Through the operation of this policy we aim to:

- Maintain and drive a positive culture of kindness and consideration among all pupils and staff throughout the School.
- Protect all those concerned with bullying behaviour.
- Reduce bullying behaviour, detect it when it occurs, and deal with it in a consistent, constructive and fair manner.
- Make clear our procedures for dealing with bullying.

Bullying behaviour is unacceptable and will not be tolerated at Casterton, Sedbergh Preparatory School because:

- It is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them.
- It interferes with a pupil's right to learn, to be safe, and to be treated with respect.
- It is contrary to all our aims and values, our internal culture and the reputation of the School.

BULLYING BEHAVIOUR

WHAT IS BULLYING?

Bullying is when one or more people intend to physically, emotionally or psychologically hurt or cause harm to a person who is in a weaker position than him/her/them, and so is less able to defend himself/herself. Bullying usually happens over a period of time, and consists of a series of different incidents. Incidents which are short-lived will still be dealt with seriously, but may not be considered as bullying. Bullying can be:

- Emotional being unfriendly, excluding, intimidating, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or inappropriate or abusive sexual comments or actions
- Disability disability-related taunts, graffiti, gestures
- SEN taunts, graffiti, gestures related to a person's educational needs
- Cultural taunts, graffiti, gestures related to a person's cultural background
- Religious taunts, graffiti, gestures related to a person's religious beliefs or background
- Familial taunts, graffiti, gestures related to a person's family circumstances
- Sexist comments or actions that focus on sex differences
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing, threat of violence
- Electronic/Cyber All areas of internet, such as email, social network & internet chat room misuse for the purpose of upsetting someone
Bullying via text messaging & calls such as threatening or unfriendly texts or calls.
Misuse of associated technology, i.e. camera & video facilities for the purpose of upsetting someone.

SIGNS OF BULLYING

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self-confidence
- Frequent visits to the Matron with symptoms such as stomach pains, headaches etc
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Loss of appetite
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares etc
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be further investigated by parents and teachers.

Serious and malign bullying can cause great distress to the person bullied and can lead to significant psychological damage. It may also lead to the application of laws which apply to harassment and threatening behaviour.

Responsibility: It is everyone's responsibility to ensure, whatever the circumstances, that no person becomes a victim of bullying. All staff and pupils have a responsibility to report bullying when they understand it to have taken place.

Legal Aspects: A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence and also a civil wrong known as a "tort" for which there can be legal consequences outside the School.

COUNTER-BULLYING CULTURE

Ethos: Our expectation of all members of the School Community is that:

- The School has a total commitment to its Counter-Bullying Policy and Safeguarding Policy.
- Behavioural expectations are clear, well displayed and adhered to.
- A pupil or a member of staff who witnesses or hears of an incident of bullying will take immediate action in addressing it **or** report it to the Head of House or Headmaster.
- A complaint of bullying will always be taken seriously.
- No one will tolerate unkind actions or remarks or stand by when someone else is being bullied.

Equal Opportunities: In School and in every year group:

- 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 both sexes through the curriculum and Form Time.

Staff: Through their training and experience, members of the staff are expected to promote a counter-bullying culture by:

- Demonstrating positive and caring behaviour.
- Treating pupils and each other with respect.
- Celebrating achievement.
- Anticipating problems and providing support.
- Disciplining sensibly and fairly.
- Providing opportunities to listen to pupils.
- Offering support and guidance where and when necessary.
- Acting as advocates of pupils.

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

- TREAT OTHERS AS THEY WOULD WISH TO BE TREATED
- 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 anyone they trust, if they have a problem.
- Not to feel guilty about airing complaints.

Parents: You may help in the following ways:

- If your child tells you about bullying, talk with them about ways in which together you can tell the school how they are feeling and what has happened. At school we do not tolerate bullying. We will listen to them and do everything we can to remedy the situation.
- The first and most important step is to listen. Allow them to tell their story in their own words. Don't respond by dismissing their experience as part of 'growing up'.
- If your child refuses to talk to you, suggest that they talk to another adult, in their safety network or safety circle. Before they speak to their parents or teachers about being bullied, some children may phone Childline.
- If you suspect your child is being bullied or is feeling unhappy about something, please contact the Form Teacher/Tutor, Lower School Co-Ordinator, their Head of House, Housemaster/ Housemistress or Headmaster, and do encourage your child to do likewise. It is important to 'tell' and talk about the problem.

COUNTER-BULLYING SYSTEMS

Approach: Our systems for detecting and dealing with bullying to or from pupils are designed to operate:

- Vertically - through all year groups.
- Horizontally - within year groups and in the classroom and other activities.

Our counter-bullying systems are implemented and driven in the way described below.

Complaints: A pupil who is being bullied or who witnesses bullying should bring this to the attention of an adult without delay and can do so in several ways. These are displayed in Prep School classrooms and Boarding Houses.

- By informing his/her parents, his/her Form Tutor/Teacher, his/her Housemaster/Housemistress or House Matron, or the Chaplain, or any member of staff, or a responsible older pupil.
- By contacting the School Nurse.
- By contacting the School's Designated Safeguarding Lead (Mr Wright 07857 500 220), the School's Deputy Designated Safeguarding Lead (Mr Colin Gunning gun@sedberghschool.org) or the Headmaster.
- By contacting the School's Independent Listener who currently is Rev Snow rector@therainbowparish.org or 015242 72044
- Cumbria Social Services - 01539 773367
- By telephoning Childline - 0800 1111
- Office of The Children's Commissioner – 020 7783 8330
- Kidscape – 020 7730 3300
- NSPCC Child Protection Helpline - 0808 800 5000
- OFSTED - 0300 123 4666
- concerns@isi.net – 0207 600 0100

Vigilance: Members of staff are vigilant at all times but particularly:

- Before and between lessons

- Playtimes and in the changing rooms/cloakrooms
- In Houses, particularly in dormitories
- On school transport
- At dining tables

Meetings: Bullying can be raised and is regularly discussed in meetings between:

- Members of the Senior Management Team
- Housemaster/Housemistress and Headmaster
- Staff meetings
- Boarding meetings
- Pastoral meetings
- Safeguarding meetings
- Tutors and pupils in their tutor group
- House staff and matrons

The outcome of these meetings is to feed back information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing "power base" and any known conflict between a member of staff and a pupil, or between pupils.

Record Keeping:

- The Housemaster/Housemistress and House Staff maintain records of the welfare and development of individual pupils.
- Behavioural patterns are tracked and monitored by Form Teachers/ Tutors via a pupil minus table and merit table in iSAMS and on their planner. Any significant patterns or areas of concern are discussed with the Head of House/ Headmaster.
- Staff members will record bullying incidents on the child's pastoral tracking record, on iSAMS.
- The Housemaster/Housemistress will also record any behavioural minuses in their day book.

Education: The PSHE curriculum includes lessons on bullying which cover:

- Who is the "bully"? Who is the "victim"?
- Why are some people "bullies" and others "victims"?
- What should a pupil do if s/he is bullied?
- What constitutes bullying? Where are the boundaries?
- What should be done if bullying is confirmed?
- Assemblies about counter-bullying take place in November each year, during Anti-Bullying week.
- Posters promoting awareness of counter-bullying are displayed around School.

Staff Awareness: Through INSET and staff meetings, all staff are trained to prevent bullying through:

- Awareness of the risk and indications of child abuse and bullying, and how to deal with cases

And in houses ensuring that:

- There is an adequate presence of staff as outlined within the school duty rota.
- Staff are actively involved with pupils in all areas of the house when they are on duty.
- Attempts are made to avoid boredom and lack of purpose among pupils.

- There is space available for pupils' quiet withdrawal.
- There is no crowding in bedrooms or common rooms.
- Good behaviour and discipline is maintained.

Pupils' Responsibilities: We emphasise with senior pupils (Years 7 and 8) the role which is expected of them in setting a good example and being helpful to younger pupils and each other. Older boarders are encouraged to keep an eye on younger boarders and offer support, where it is needed, and in particular:

- The responsibilities of senior pupils are appropriately limited.
- Members of staff expect senior pupils to offer supervisory support.
- House and school positions of responsibility receive training at the beginning of the academic year on how to care for younger pupils.

Monitoring: The Headmaster conducts a termly review of all serious incidents and bullying issues, identifies patterns and addresses these through the staff, policies and/or procedures.

REPORTING INCIDENTS

Victim: There are many reasons why a person who has suffered bullying may be reluctant to report it. S/he may become demoralised and may say, for example:

'It is telling tales. They won't believe me because the person I am complaining about is intelligent and popular and I am not, and I will become even more unpopular'.

'The things they are saying and doing are too embarrassing to discuss with an adult'.

'It is all my fault anyway for being overweight/ answering all the questions in class'.

'There are too many of them; there is nothing the staff can do'.

'It will get back to my parents and they will think less of me'.

'I will just try and toughen up and grow a thicker skin'.

'I will lie low and not audition for a part in the school play etc'.

'It will only get worse!'.

The culture of the school is to breakdown these perceptions.

Witnesses: There are also reasons why a person who has witnessed or learned of bullying behaviour may not want to make a report. S/he may say:

'It is "grassing" and I will become unpopular'.

'It is not my concern anyway'.

'I don't rate the victim and I would find it embarrassing to be associated with him/her'.

Culture: Any of these responses would be contrary to our culture at Casterton, Sedbergh Preparatory School. When we drive and implement this policy we encourage every pupil to understand that:

- Every complaint 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.
- There is a solution to every problem of bullying.
- A pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis.

- The primary aim will be for the bullying to cease, not the punishment of the bully unless necessary.

PROCEDURES

Initial Complaint: A person in authority who learns of alleged bullying behaviour should:

- ◆ Firstly, offer advice, support and reassurance to the alleged victim.
- ◆ Enter the bullying incident onto iSAMS, which will automatically notify the Form Tutor, Head of Day House, Housemaster/Housemistress and Headmaster.
The Housemaster/Housemistress/Deputy Head/ Headmaster must:
 - Discuss and agree on the action to be taken.
 - Contact the Housemaster/Housemistress/members of staff in the Prep School to inform them of the action to be taken, and on who will take responsibility for monitoring this.

Assessment: The Deputy Head/ Headmaster will normally see the complainant and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation, viz:

- The nature of the incident/s - physical? verbal? exclusionary? etc.
- Is it a "one-off" incident involving an individual or a group?
- Has physical injury been caused? Who should be informed – Headmaster? Parents? The School's Safeguarding Officer? Social Services? The police?
- Can the alleged bully be seen on a no-names basis?
- What is the likely outcome if the complaint proves to be correct?

At this stage, the possible outcomes for an incident which is not too serious include:

- There has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully.
- The complaint is justified in whole or in part, and further action will be needed (see Range of Action, below).

Serious Incident: Where there is reasonable cause to suggest that a child is suffering or likely to suffer considerable harm through bullying, the School will treat the issue as a child protection concern. The Headmaster must inform the Senior School Headmaster and the School's Designated Safeguarding Lead ("DSL"), currently Mrs Lotte Wright.

The Headmaster/ DSL may then:

Interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. He may choose to ask the Headmaster/ DSL to be present.

Send a summary of his/her findings to the Headmaster/ DSL, Prep School Headmaster, relevant Housemaster/ Housemistress.

The Headmaster will notify the parents of the victim and bully giving them details of the case and the action being taken.

Involve outside agencies as appropriate.

Range of Action: When a complaint is upheld the range of responses will include one or more of the following:

Advice and support for the victim and, where appropriate, establishing a course of action to help the victim. This will include a 'checking in/out' with their Form Tutor at both ends of the day, until they feel safe.

Advice and support to the bully in trying to change his/her behaviour. This may include clear instructions and a warning or final warning, and involvement of the Chaplain.

A supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict. This must only happen if agreed by the victim.

A disciplinary sanction against the bully ranging from a loss of privileges to temporary exclusion.

In a very serious case or a case of persistent bullying, a bully may, after a fair hearing, be required to leave the School permanently.

Action to break up a "power base";

- Moving either the bully or victim to another class/ dormitory after consultation with the pupil, his/her parents and the relevant staff.
- Notifying the parents of one or both pupils about the case and the action which has been taken.
- Such other action as may appear to the Headmaster to be appropriate.

Monitoring: The position should be monitored for as long as necessary thereafter. Weekly meetings take place with the Deputy Head and Victim/ Perpetrator to ensure that all is well. The outcome of these meetings would be communicated to the parents and recorded in the pupils' iSAMS record under, 'Notes'. Parents of victims and/or perpetrators to be kept fully informed and involved in the ongoing support of their children.

Action may include:

Sharing information with some or all colleagues and with pupils in the House so that they may be alert to the need to monitor certain pupils closely.

Ongoing counselling and support.

Vigilance.

Mentioning the incident at meetings of staff.

Reviewing vulnerable individuals and areas of the School.

Liaison between Housemaster/Housemistress and Deputy Head with the outcome being recorded in the House Day Books and pupil Action Plans.

Formal Complaint: If the victim, bully or his/her parents are not satisfied with the action taken, they should be advised to make a formal complaint, according to the procedure outlined in the Complaints Procedure.

EYFS CHILDREN

Our youngest children are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect the possessions of others. We expect them to be honest, helpful and polite, to work hard and to listen to others – in line with our School ethos. They should respect everyone and learn to value differences and diversity. Mrs Williams, the Lower School Co-ordinator, is in day-to-day charge of the management

of behaviour in the Pre-Prep Department and is in regular contact with teachers who communicate directly with home, through personal communication and the children’s home/ school book. Any concerns are quickly raised and addressed.

We explain to children why some forms of behaviour are unacceptable and can be hurtful to others. We rarely need to impose sanctions but sometimes we may have to take swift, reasonable and appropriate action to address behaviour which is deemed as inappropriate. Occasionally, and in extreme circumstances, a child may be sent to see the Lower School Co-ordinator, who will explain the inappropriateness of a particular action but such instances are extremely rare. Parents would be fully informed. In cases of repeated instances of unkind or inappropriate behaviour, parents will be invited into the school to meet with the Lower School Co-ordinator and, when necessary, the Headmaster to agree, between home and school, a way of handling the difficulty and the way forward for all concerned.



By Resolution of the Board of Governors



Headmaster

Circulation on request: Pupils, parents, staff and the Governors of Sedbergh School

Legal Status: Advisory and non-contractual

Policy Date: June 2018

Counter-Bullying Policy – Action Points

UNDERTAKING	BY WHOM
<ul style="list-style-type: none"> School Code of Conduct is displayed around the school and Complaints Procedure is available on the School Website and are reviewed annually 	Rules – CSPA Headmaster Procedure – Governors Audit & Compliance Sub-Committee
<ul style="list-style-type: none"> A pupil or a member of staff who witnesses or hears of an incident of bullying will report it 	All staff
<ul style="list-style-type: none"> Prep School pupils complete a Bullying Questionnaire each year from which an Action Plan is devised and shared with the pupils 	HoPSHE and Headmaster
<ul style="list-style-type: none"> Staff will receive training to promote a counter-bullying culture. 	PP via INSET
<ul style="list-style-type: none"> Pupils are informed and taught that bullying will not be tolerated in the School. 	Through the pastoral care systems
<ul style="list-style-type: none"> Bullying is regularly discussed in meetings 	SMT, Housemaster/House- mistress, Class Teachers & pupils in their class, House staff & Matron.
<ul style="list-style-type: none"> Records of the welfare and development of individual pupils will be maintained. 	CSPA Headmaster, Housemaster/House- mistress, Heads of Houses and Tutors.
<ul style="list-style-type: none"> Every complaint or report of bullying must be entered on to a Bullying Incident Form and in the House Day Book. The Incident Books will be kept up-to-date. 	Housemaster/House- mistress and Heads of Houses.
<ul style="list-style-type: none"> The Day Books will be monitored at the end of each term. 	CSPA Headmaster
<ul style="list-style-type: none"> If an incident of serious bullying behaviour occurs, the Headmaster and the School's Child Protection Officer must be informed. 	Housemaster/House- mistress and Heads of Houses

References:

- A. "Preventing and Tackling Bullying" July 2017 DfE guidance (www.education.gov.uk)
- B. ISI Handbook for the Inspection of Schools: The Regulatory Requirements, September 2010 (www.isi.net)
- C. The Early Years Foundation Stage Statutory Framework 2008 (www.ofsted.gov.uk)
- D. "Bullying": An ISC Child Health and Wellbeing Working Party Guidance Update Five
- E. "Where You are NOT Alone" <http://www.bullying.org>
- F. "Cyberbullying" - a briefing note on the ISBA web site by Farrer & Co
- G. "Child Protection and New Technologies" by Childnet International <http://www.childnet-int.org>
- H. "Safe to Learn: Embedding anti-bullying work in schools." Department for children, school and families