



STONYHURST

AMDG

Academic Year 2022-23

CROSS CAMPUS ANTI-BULLYING POLICY	
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If you would like to request a printed copy of a policy, please contact Compliance@stonyhurst.ac.uk

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I. POLICY STATEMENT

Scope and Application

- I.1. This policy applies to all pupils and staff at Stonyhurst College and St Mary's Hall, including EYFS, (henceforth "the School") irrespective of their age.
- I.2. The policy addresses bullying indicated in child to child, adult to child, child to adult and adult to adult situations.
- I.3. The policy applies to all pupils and staff in their relationships with each other both on and off campus and is not limited to term-time.
- I.4. All adults must accept that they have a responsibility to act under the Duty of Care.

Publication

- I.5. This policy is provided to all parents and pupils on the School's Parent Portal, to all staff on Microsoft Teams and is also available on request in the School offices. This policy can be made available in large print or other accessible formats if required. Stonyhurst's policy towards bullying is also taught through the assembly programme, PSHE and other forums. All pupils, therefore, including the very young, should understand this policy.

Government Guidance

- I.6. This policy has been drawn up with guidance issued by the Department for Education (DfE), Approaches to Preventing and Tackling Bullying 2018 and will be reviewed against any new government guidance issued from time to time. This policy has due regard to the provisions of Keeping Children Safe in Education 2022. Additionally, the National Minimum Standards for Boarding (September 2022) includes a standard on Preventing Bullying.

2. POLICY AIMS

- 2.1. The school is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Stonyhurst and will always be treated as a serious matter. It undermines the safety, security and confidence in individuals and the community in general. Whether physical or emotional, bullying can also cause psychological damage. If bullying does occur, all pupils should be able to seek help and know that incidents will be taken seriously and will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell the appropriate staff.
- 2.2. Through the operation of this policy, we therefore aim:
 - to maintain and drive a positive and supportive culture among all students and staff throughout the School

- to 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 comply with the School's duties under the Equality Act 2010
- to ensure that all governors, teaching and non-teaching staff, pupils and parents have an understanding of what bullying is
- to ensure that all governors and teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported
- to ensure that all pupils and parents know what the school policy is on bullying and what they should do if bullying arises
- to ensure that as a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported

2.3. Bullying behaviour is always unacceptable and will not be tolerated at Stonyhurst or St Mary's Hall because:

- it is contrary to the Jesuit Ethos of Stonyhurst and therefore all our aims and values, our internal culture and the reputation of the School;
- it is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage; and
- it interferes with a pupil's right to enjoy his/her learning and leisure time free from intimidation.

3. BULLYING BEHAVIOUR

Meaning

3.1. Bullying is often a repeated behaviour which hurts or causes distress by taking unfair advantage of another person in some way, making him or her feel uncomfortable or threatened. However, it can also be an isolated incident.

3.2. Bullying may be:

- physical – hitting, kicking, pushing people around, spitting or taking, damaging or hiding possessions
- verbal – name-calling, taunting, teasing, insulting, or demanding money
- exclusionary behaviour - intimidating, isolating or excluding a person from a group
- general unkindness - spreading rumours or writing unkind notes, phone texts or emails
- cyberbullying - using the internet, mobile 'phones, social networking sites, etc to deliberately upset someone else (see section 2.2 below)
- Bullying may also be:
 - sexual - talking to or touching someone in a sexually inappropriate way; upskirting
 - sexist - related to a person's gender

- racist, or relating to someone's religion, belief or culture
- related to a person's sexual orientation (homophobic, biphobic, transphobic)
- related to pregnancy or maternity
- related to a person's home circumstances or
- related to a person's disability, special educational needs, learning difficulty, health or appearance

Cyberbullying

- 3.3. Cyberbullying is the use of information and communications technology (ICT), particularly mobile electronic devices and the internet, deliberately to upset someone else. An incident of cyberbullying will be dealt with in accordance with the procedures in this policy. The School's separate Acceptable Use of IT and E-Safety policies provide guidance for pupils about cyberbullying and online safety.

Relational Aggression

- 3.4. The way boys and girls bully may be different. Girls use communication to connect – to validate themselves and others. Boys, in contrast, use communication to establish hierarchy and status.
- 3.5. Relational Aggression is the manipulation of relationships with the intent of harming or hurting others. Social exclusion is the basis of relational aggression.

It is subtle and often hard to detect as many of the behaviours can appear to be a misinterpreted by the on looker. Examples might include cold shouldering, purposely leaving a table when someone sits down and general nonverbal aggression. Equally, relational aggression may take the form of gossiping, rumour spreading, alliance building, negative online comments, name calling and back stabbing.

- 3.6. The school provides guidance to pupils and staff on how to deal with this type of bullying. When addressing issues of relational aggression staff will look for patterns that are indicative of relational aggressive behaviour.
- It is the slow persistent drip of small, apparently insignificant, actions over a prolonged period of time that cause the greatest upset and damage. If a pupil is judged to be exhibiting these behaviours towards another person over a period of time, no matter how insignificant any one incident may seem in isolation, firm action will be taken by the school to address the behaviour of that pupil. Suspension should be expected and in extreme, prolonged cases of relational aggression a student may be asked to leave the school.

Intention

- 3.7. Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as 'teasing' or 'a game' or 'for the good of the other person'. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. A bully who does not respond appropriately to advice or sanctions would ultimately have to leave the School.

Responsibility

- 3.8. It is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes a victim of bullying. A person may be vulnerable to bullying because of his/her age, physical appearance, nationality, colour, gender, sexual orientation, religion, culture or disability, or because he/she is new in the School, appears to be uncertain or has no friends. He/she may also become a target because of an irrational decision by a bully.

Legal Aspects

- 3.9. 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. Bullying behaviour may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or e-mail) to another person with the intent to cause distress or anxiety. Advice may be taken if it is suspected that a criminal offence has been committed, and the police informed.

Safeguarding

- 3.10. A bullying incident will be treated as a safeguarding concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. In line with KCSIE 2022 all child-on-child abuse is to be treated as a Safeguarding matter.

3.11. Being aware that unlike for day pupils, boarders who are being bullied (offline) cannot escape their bullies for long periods of time as they are not going home as often, Stonyhurst ensures that practical steps are taken. Such steps could include moving dorm rooms or proximity between the parties. In all instances conversations will take place to make sure that everyone is aware of the expectations and boundaries set. Where there is more serious concern then the party accused of bullying may be removed from school (without prejudice) for a period of time until the school can put in place measures to safeguard the pupils. Pupils will also be given appropriate contacts and asked to identify a member of staff that they are happy to go to in order to raise further concerns.

4. ANTI-BULLYING CULTURE

Ethos

- 4.1. Our expectation of all members of the School community is that:

- a pupil or a member of staff who witnesses or hears of an incident of bullying will report it
- 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

4.2. 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, religious, cultural and linguistic groups within and outside the School; and
- positive attitudes are fostered towards gender and sexuality differences through the curriculum and tutorials.

Staff

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

- celebrating achievement
- anticipating problems and providing support
- the frequency and authenticity of their encounters with pupils
- their availability and willingness to walk alongside pupils on their journey through all aspects of school life
- using the virtues of the Jesuit Pupil Profile as a basis for promoting a safe and harmonious community
- disciplining sensibly, fairly and consistently, taking into account any special educational needs or disabilities of the pupil and the needs of vulnerable pupils making opportunities to listen to pupils and
- acting as advocates of pupils

Pupils

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

4.5. They are encouraged:

- to celebrate the effort and achievements of others;
- to hold and promote positive attitudes;
- to live out the virtues of the Jesuit Pupil Profile in their everyday lives
- to feel able to share problems with staff
- to turn to someone they trust if they have a problem
- not to feel guilty about airing complaints
- to treat meals as pleasant social occasions

Parents

4.6. Parents and carers have a vital role to play in supporting their child who may be at risk of being bullied, or is being bullied.

4.7. They can:

- help identify and monitor incidents of bullying behaviour
- be called upon to reinforce or reassert anti-bullying strategies with their child at home
- support Stonyhurst's commitment to provide a caring, friendly and safe environment for children

5. ANTI-BULLYING SYSTEMS

Approach

5.1. The school is committed to provide clear and effective pupil reporting systems.

5.2. These include:

- A comprehensive Pastoral System in which each Playroom has members of staff in whom pupils can confide
- A tutorial system in which a pupil is seen by his/her tutor at least once a week
- A team of Assistant Heads and House Parents/Heads of Playroom who are experienced pastoral leaders within the school
- A school email system that allows pupils to contact members of staff
- Our on-site Health Centre is another useful method of communication for our pupils
- A School Counsellor is available to all pupils and she can be accessed confidentially
- Pastoral staff discuss all students in playroom team meetings each week
- At St Mary's Hall, including EYFS, the teachers, tutors and pastoral staff discuss each pupil every week
- EYFS/KS1/KS2 pupils have a class teacher who they see every day and KS3 pupils have a tutor who they see twice a week
- Access to national helplines

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

Vigilance

5.4. Members of staff are vigilant at all times and in all areas but are particularly aware that bullying can occur in areas less visible to staff such as:

- before lessons, in the queue at the Refectory and in the Refectory itself
- in boarding houses

- in the Playrooms
 - on school transport and on school trips and educational visits
 - in outside play areas and sports facilities
 - in changing areas
- 5.5. Discreet but constant vigilance is therefore essential and is an important part of our role in the school. Teachers should arrive on time for lessons and be alert to signs of horseplay: the pupil who waits alone outside the classroom (or who hangs about after the lesson) may well be a victim. Similar considerations apply to games, and other activities. The less structured times of the day, meal times, break and the weekend, are moments when bullying and unkindness can occur

Meetings

- 5.6. Pupil relationships, attitudes, demeanour and behaviour are regularly discussed in meetings between:
- members of the College Leadership Team and the Senior Leadership Team at St. Mary's Hall
 - the Heads, teaching staff and Committee (where applicable)
 - Assistant Heads / Cura Personalis meetings/Pastoral meetings
 - Boarding house team meetings led by the House Parents
 - tutors and pupils in their tutor group/ class teachers with their class
- 5.7. The result of these meetings is to feedback 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 so that strategies can be developed to prevent bullying incidents.

Education

- 5.8. Measures are taken throughout each year to educate pupils about bullying and this policy.
- At Stonyhurst, the PSHE curriculum and external talks include education on bullying which covers:
 - Who is the 'bully'? Who is the 'victim'?
 - Why are some people 'bullies' and others 'victims'?
 - What should a pupil do if he / she is bullied?
 - What constitutes bullying? What is cyberbullying?
 - Where are the boundaries?
 - What should be done if bullying is confirmed?
 - Videos are shown to stimulate discussion
 - Anti-Bullying messages are given in assemblies

- Stonyhurst is a Diana Award Anti-Bullying Host School
- Once a year we hold an Anti-Cyberbullying week
- Online safety is a key aspect of all areas of the curriculum. Parents are informed about online safety issues and the School's strategies to safeguard students through talks at Parents Weekends and other times, and through written correspondence. Online safety also forms part of the PSHE programme for all year groups. Online safety training also given to staff as part of their safeguarding training (KCSIE 2022).

Staff Training

5.9. Appropriate training in all aspects of care is arranged to ensure that Heads of Playroom and House Parents (where applicable) and other staff involved in the pastoral management of students have the necessary professional skills, especially:

- awareness of the risk and indications of child abuse and bullying, and how to deal with cases
- counselling skills (including bereavement)
- First Aid training

5.10. Alongside appropriate training, it is important to ensure that in Boarding Houses and Playrooms/classroom:

- there is a presence of staff
- staff are actively involved with pupils in all areas of the year group when they are on duty
- measures are taken to avoid boredom and lack of purpose among pupils
- staff are involved with pupils in a range of appropriate activities
- there is space available for pupils to be in a quiet place when needed
- there is no crowding in bedrooms or common rooms
- good behaviour and discipline is maintained.

Pupil Responsibilities

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

- all senior pupils have the opportunity for duties but senior pupils who do not wish to have extended pastoral responsibilities are not coerced
- the responsibilities of senior pupils are appropriately limited
- pupils are given the opportunity to participate in anti-bullying groups

- members of staff expect the School Committee to offer supervisory support; and
- members of the School Committee receive training at the beginning of the academic year on how to work with and support younger pupils with sensitivity and care.

Record Keeping and Monitoring

- 5.12. House Parents at Stonyhurst College and Playroom Leaders at St Mary's Hall maintain records of the welfare and development of individual pupils. Every complaint or report of bullying must be passed to the Deputy Head Pastoral of Stonyhurst College and St Mary's Hall as appropriate who will record it as a Safeguarding Concern.
- 5.13. The Deputy Heads Pastoral review all incidents regularly and report any incidents to the Stonyhurst Safeguarding Committee 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

Why incidents might not be reported

Victim

- 5.14. There are many reasons why a pupil who has suffered bullying may be reluctant to report it.
- 5.15. They may be too young to verbally express their distress. Pupils across all age ranges 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 popular and I am not, and I will become even more unpopular
 - I am struggling to find the right words as English is not my first language
 - the things they are saying and doing are too embarrassing to discuss with an adult
 - it is all my fault anyway for being overweight/too studious etc
 - 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 draw attention to myself
 - it will make matters worse

Witnesses

- 5.16. There are also reasons why a pupil who has witnessed or learned of bullying behaviour may not want to make a report.
- 5.17. He/she may say:
- it is 'grassing' and I will become unpopular
 - it is not my concern anyway or

- I don't like the victim and I would find it embarrassing to be associated with him/her
- They may turn on me

5.18. Any of the above responses would be contrary to our culture at the School and be completely “out-of-step” with the virtues of the Jesuit Pupil Profile.

5.19. When we drive and implement this policy we encourage every pupil to understand that:

- every incident of bullying will be taken seriously
- child-on-child abuse will not be dismissed as “banter” or “part of growing up”
- members of staff will deal with a complaint sensitively and effectively in accordance with their experience and the training they have received
- there is a solution to nearly every problem of bullying;
- a pupil who reports a bullying incident/issue will receive support and advice and in many cases the problem can be dealt with on a no-names basis; and
- the primary aim will be for the bullying to cease, not the punishment of the bully, unless this is necessary.

6. PROCEDURES

Guidelines

6.1. The following procedures are a guideline except where expressed in the terms ‘should’ or ‘must’. The best guide is the experience and training of the staff.

Reporting Bullying

Pupils

6.2. A pupil who is being bullied, or who is worried about another pupil being bullied, should raise the matter without delay and can do so in several ways.

6.3. He/she can:

- tell his/her parents, his/her House Parent, members of the house / playroom team, School Chaplain, tutor, teacher, Deputy Head Pastoral, or a responsible older pupil; alternatively
- contact the School Counsellor or one of the Independent Listeners, whose details are published on House notice-boards for advice
- contact a School doctor or a nurse in Health Centre
- contact Childline (0800 1111)

Parents

- 6.4. Parents who are concerned that their child is being bullied should inform their child's Assistant Head at College or the Deputy Head Pastoral at St. Mary's Hall without delay.

Initial Incident

- 6.5. A member of staff 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 relevant Assistant Head where it will be dealt with in the first instance.
- An initial assessment will consider:
 - the nature of the incident/s - physical? verbal? exclusionary? etc. Is it a 'one-off' incident involving an individual or a group?
 - is it part of a pattern of behaviour by an individual or a group?
 - has physical injury been caused? Who should be informed - Parents? The School's Designated Safeguarding Lead? (Children's social care or the LADO? The police? If assessment being carried out by the Deputy Head Pastoral / Deputy head Pastoral at SMH)
 - can the alleged bully be seen on a no-names basis?
 - what is the likely outcome if the report of an incident proves to be correct?

- 6.6. At this initial stage, the possible outcomes for an incident include:

- there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully; or
- the incident report is justified in whole or in part, and further action will be needed (see Range of Action, below)
- If the form of bullying is regarded as particularly serious, the matter should be handed over directly to the College Deputy Head (Pastoral) / SMH Deputy Head Pastoral

- 6.7. The College/SMH Deputy Heads Pastoral must ensure that:

- the incident is recorded in their Safeguarding file (CPOMS) and on Microsoft Teams
- they co-ordinate the School's response to the complaint
- there is consistency in applying a threshold

- 6.8. The member of staff should reassure the pupil but must not give a guarantee of absolute confidentiality.

Serious Incident

6.9. If the Assistant Head, House Parent / Deputy Head Pastoral believes that serious bullying behaviour:

- has occurred or
- has recurred after warnings have been given to the 'bully'

6.10. The Designated Safeguarding Lead or, in their absence, one of the Deputy Designated Safeguarding Leads will then:

- interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. They may decide to ask another senior member of staff to be present and send a summary of his/her findings to the appropriate Head
- advise the Stonyhurst Head or SMH Head, as appropriate, so that there is consistency in applying a threshold

6.11. The appropriate Head may interview the alleged victim and bully separately:

- to confirm the facts of the case, if considered necessary; and
- to decide on the action to be taken, in accordance with the Range of Action set out below

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

Range of Action

6.13. When an incident of bullying behaviour 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, including support from external services where appropriate
- 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
- consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations lead to any concerns that the bully may be at risk of harm, the School's child protection procedures will be followed
- 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
- a disciplinary sanction against the bully, in accordance with the School's Behaviour Policy such as gating, loss of privileges, additional duties or suspension.
- in a very serious case or a case of persistent bullying, a pupil may, after a fair hearing, be required to leave the School permanently in accordance with the School's Exclusions, Removal and Review Policy
- action to break up a 'power base'

- confiscation of mobile electronic devices, increased monitoring procedures or limiting access to the School's internet and email facilities if cyberbullying (see the School's Acceptable Use of IT Policy)
- involving Children's Social Care and/or the police
- implementation of a Behavioural Contract
- parental interview
- notifying the parents of the pupils involved, as appropriate, about the case and the action which has been taken
- such other action as may appear to the Head to be appropriate
- noting the outcome in the relevant safeguarding log

Monitoring

6.14. The position should be monitored for as long as necessary thereafter. Action may include:

- sharing information with some or all colleagues and with pupils in Playrooms / Boarding Houses (where applicable) 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 Heads of Playroom, the outcome being recorded on CPOMS
- referral for review to the Safeguarding Committee

Complaints Process

6.15. If the victim or his/her parents are not satisfied with the action taken, they should be advised to instigate a complaint, according to the Stonyhurst Complaints Procedure, completing the *pro forma* contained in the annex to the policy.

Staff

6.16. This policy focuses on the bullying of pupils although it is recognised that staff can be the victims of bullying and on occasion could be perceived to be guilty of bullying.

6.17. Staff members who are concerned about being bullied or harassed should refer to the Staff Handbook.

6.18. 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 staff will be investigated and where appropriate dealt with under the relevant Stonyhurst policy for example, Complaints, Safeguarding, Disciplinary.

6.19. This Policy should be read in conjunction with the Campus Behaviour Policy.

7. REVIEW

- 7.1. The College and SMH Deputy Heads Pastoral will review and make revisions to this policy on an annual basis, or more regularly as required.
- 7.2. The Governing Body will consider the revisions made as part of its collective responsibility to carry out an annual review of safeguarding.

LDS