



ANTI-BULLYING POLICY
AND PROCEDURE

Written by:	Deputy Head (Pastoral)
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Anti-Bullying Policy

1 Policy Statement

1.1 Scope and Application:

- This policy applies to all students and staff at Stonyhurst College and St Mary's Hall, including Hodder House, (henceforth "the School") irrespective of their age.
- The policy addresses bullying indicated in child to child, adult to child, child to adult and adult to adult situations.
- 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.
- All adults must accept that they have a responsibility to act under the Duty of Care.

1.2 Publication: This policy is provided to all parents and students on the Schools Parent Portal, to all staff on Firefly and is also available on request in the School offices. This policy can be made available in large print or other accessible format if required.

1.3 Government Guidance: This policy has been drawn up with assistance from 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 2018.

Policy Aims:

1.3.1 Stonyhurst 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.

1.3.2 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 and
- 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

1.4 Bullying behaviour is always unacceptable and will not be tolerated at the Schools 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 student's right to enjoy his/her learning and leisure time free from intimidation

2 Bullying Behaviour

2.1 **Meaning:** Bullying is 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. 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 or
- 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
- 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)
- 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

2.2 **Cyberbullying:** 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 students about cyberbullying and online safety.

2.3 **Relational Aggression:** The way boys and girls bully is different. Girls use communication to connect – to validate themselves and others. Boys, in contrast, use communication to establish hierarchy and status. Consequently the way boys and girls bully is also different. 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 most commonly used by teenage girls, but can be used by boys on occasion. It is subtle and often hard to detect as many of the behaviours can *appear* to be misinterpreted by the onlooker. 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 backstabbing. The school provides guidance to students 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 student 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 student. Suspension should be expected and in extreme, prolonged cases of relational aggression a student may be asked to leave the school.

2.4 **Intention:** 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.

2.5 **Responsibility:** 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.

2.6 **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. 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.

2.7 **Safeguarding:** 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.

3 Anti-bullying Culture

3.1 **Ethos:** Our expectation of all members of the School community is that:

- a student 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 and
- no one will tolerate unkind actions or remarks or stand by when someone else is being bullied

3.2 **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, 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

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

- celebrating achievement
- anticipating problems and providing support
- disciplining sensibly, fairly and consistently, taking into account any special educational needs or disabilities of the student and the needs of vulnerable students making opportunities to listen to students and
- acting as advocates of students

3.4 **Students:** Through our pastoral care systems, students are informed and taught that bullying will not be tolerated in the School. They are encouraged:

- to celebrate the effort and achievements of others
- to hold and promote positive attitudes
- to feel able to share problems with staff
- to turn to someone they trust, if they have a problem
- not to feel guilty about airing complaints and
- to treat meals as pleasant social occasions

4 **Anti-bullying Systems**

4.1 **Approach:** Stonyhurst is committed to provide clear and effective pupil reporting systems. These include

- A comprehensive Pastoral System in which each year group has at least six 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 peer mentoring system in which senior pupils look after the welfare of younger boys and girls; (at the college only at the moment)
- A team of Heads of Playrooms and Pastoral Heads 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
- Heads of Playroom discuss all students in playroom team meetings each week
- At St Mary's Hall and Hodder House the teachers, tutors and pastoral staff discuss each pupil every week
- KS1/2 pupils have a class teacher who they see every day and KS3 pupils have a tutor who they see twice a week.

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

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

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

- on school transport

4.3 **Meetings:** Student relationships and behaviour are regularly discussed in meetings between:

- members of the College Management Team and the Senior Management Team at St Mary's Hall
- the Headmaster, teaching staff and Committee (where applicable)
- Heads of Playroom / Cura Personalis meetings
- Boarding house team meetings led by the Pastoral Heads
- tutors and pupils in their tutor group

The result of these meetings is to feedback information about friendship patterns, particular incidents, any student who seems to be isolated, any growing 'power base' and any known conflict between a member of staff and a student, or between students so that strategies can be developed to prevent bullying incidents.

4.4 **Education:** Measures are taken throughout each year to educate students about bullying and this policy. These measures include:

4.4.1 At Stonyhurst College, the PSHE curriculum and external talks includes 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.

4.4.2 Anti-Bullying messages are given in assemblies.

4.4.3 Stonyhurst is a Diana Award Anti-Bullying Host School.

4.4.4 Once a year we hold an Anti-Cyber-bullying week.

4.4.5 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 correspondence.

4.5 **Staff Training:** Appropriate training in all aspects of care is arranged to ensure that Heads of Playroom and Pastoral Heads (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)

and in Boarding Houses and Playrooms, ensuring that:

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

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

- all senior students have the opportunity for duties but senior students who do not wish to have extended pastoral responsibilities are not coerced
- the responsibilities of senior students are appropriately limited
- students 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 students with sensitivity and care

4.7 **Record Keeping and Monitoring:** Head of Playroom and Pastoral Heads at Stonyhurst College and Playroom Leaders at St Mary's Hall maintain records of the welfare and development of individual students. 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. The Deputy Head Pastoral reviews all incidents each term and reports any incidents to the Stonyhurst Safeguarding Committee in order to enable patterns to be identified, both in relation to individual students and across the School as a whole and to evaluate the effectiveness of the School's approach.

4.8 **Why incidents might not be reported**

4.8.1 **Victim:** There are many reasons why a student who has suffered bullying may be reluctant to report it. He/she 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
- 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 or
- I will lie low and not draw attention to myself

4.8.2 **Witnesses:** There are also reasons why a student who has witnessed or learned of bullying behaviour may not want to make a report. 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

4.9 **Culture:** Any of these responses would be contrary to our culture at the School. When we drive and implement this policy we encourage every student to understand that:

- every complaint of bullying will be taken seriously
- peer on peer 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 student who complains 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

5 Procedures

5.1 **Guidelines:** 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.

5.2 Reporting Bullying Complaints

5.2.1 **Students:** A student who is being bullied, or who is worried about another student being bullied, should complain without delay and can do so in several ways.

He/she can:

- tell his/her parents, his/her Head of Playroom, Pastoral Head members of the house / playroom team, School Chaplain, tutor, Deputy ic Day Students, Deputy Head Pastoral, Deputy Head Higher Line 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)

5.2.2 **Parents:** Parents who are concerned that their child is being bullied should inform their child's Head of Playroom without delay.

5.2.3 **Staff:** This policy focuses on the bullying of students although it is recognised that staff can be the victims of bullying and on occasion could be perceived to be guilty of bullying. Staff members who are concerned about being bullied or harassed should refer to the Staff Handbook. Students and parents who feel that a member of staff is bullying should report this in accordance with the procedures set out above. Complaints against teachers will be dealt with in accordance with staff disciplinary procedures.

5.3 **Initial Complaint:** 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 Head of Playroom 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 / Assistant Head Pastoral)
 - 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 or
- the complaint 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 Assistant Head (Pastoral).

The Deputy Head Pastoral / Assistant Head Pastoral must ensure that the

- the complaint is recorded in their Safeguarding file (CPOMS)
- co-ordinate the School's response to the complaint

The member of staff should reassure the student, but must not give a guarantee of absolute confidentiality.

5.4 **Serious Incident:** If the Head of Playroom, Pastoral Head / Deputy / Assistant Head Pastoral believes that serious bullying behaviour:

- has occurred or

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

The Designated Safeguarding Lead or, in his/her 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. He /she may decide to ask another senior member of staff to be present and
- send a summary of his/her findings to the Headmaster

The Headmaster 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

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

5.5 Range of Action: When a complaint 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 student 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 one or both students about the case and the action which has been taken
- such other action as may appear to the Headmaster to be appropriate
- noting the outcome in the relevant safeguarding log

5.6 **Monitoring:** The position should be monitored for as long as necessary thereafter. Action may include:

- sharing information with some or all colleagues and with students in Playrooms / Boarding Houses (where applicable) so that they may be alert to the need to monitor certain students 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

5.7 **Formal Complaint:** If the victim or his/her parents are not satisfied with the action taken, they should be advised to make a formal complaint, according to the School's Complaints Procedure.

6 Review

- 6.1 The Deputy Head Pastoral will review and make revisions to this policy on an annual basis, or more regularly as required, taking into account the results of the reviews as set out at section 4.7 above, as well as any changes in legislation and/or statutory guidance.
- 6.2 The Governing Body will consider the revisions made as part of its collective responsibility to carry out an annual review of safeguarding.

Appendix 1

Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child,

- changes their usual routine;
- is unwilling to go to school (school phobia);
- begins truanting;
- 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;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions go “missing”;
- asks for money or starts stealing money (to pay the bully);
- has unexplained cuts or bruises;
- comes home hungry having missed meals;
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what’s wrong;
- gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying will be considered a possibility and will be investigated.

Appendix 2

Cyberbullying & Sexting

(For the purpose of this policy 'Cyberbullying' will include 'Sexting')

What is cyberbullying?

Cyberbullying is the use of the internet, mobile phones or other digital technologies to deliberately threaten, embarrass or humiliate another person.

How does cyberbullying happen?

- Instant messaging in chat rooms;
- Email;
- Online games and virtual worlds;
- Abusing personal information such as photographs;
- Mobile phones – abusive texts, photos, videos;
- Social networking sites;
- Other web pages set up specifically to post abusive comments.

Types of cyberbullying

- Threats and intimidation;
- Posting and forwarding personal messages, photographs or videos;
- Harassment or stalking;
- Identity theft;
- Peer rejection and exclusion;
- Defamation.

Why is cyberbullying such a problem?

- Victims can be reached anywhere;
- The bullying can happen 24 hours a day;
- It can reach a widespread audience very quickly;
- It can remain forever in 'cyberspace' and resurface at any time;
- Often anonymous and invites others to join in (a digital 'pile-on');
- Young people often have a better grasp of the technology than adults.

Advice for young people regarding cyberbullying

- Don't reply to any messages;
- Don't be provoked and show any emotion;
- Keep any abusive message and emails;
- Seek help immediately; don't just hope it goes away;
- Keep a log of what's happening;
- Don't be a bystander. If you know it is happening to someone else you should always report it;
- Don't share anything via text, instant messaging or email that you wouldn't want made public;
- Never give out personal information online;
- Be responsible online;
- Never share passwords or login details;

- Further advice can be obtained

Preventing cyberbullying in school

- Ethos;
- Acceptable Use of IT Policy;
- Education through promoting e-safety and the positive use of technology;
- Clear systems for reporting cyberbullying.
- The DfE states that the “wider search powers included in the Education Act 2011 gives teachers stronger powers to tackle cyberbullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones”.

Specialist organisations

The Anti-Bullying Alliance (ABA)

<http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>

Kidscape <https://www.kidscape.org.uk/who-we-are/history/>

ChildNet International <http://www.childnet.com/>

Digizen <http://www.digizen.org/>

AMDG