



## BARNARD CASTLE SCHOOL

### **Anti-Bullying Policy including EYFS**

This is a whole school policy.

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<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
Reviewed	Deputy Head (Pastoral) PJJ Headmistress (Prep School) (LERT)	February 2021
Approved	Headmaster (ACJ)	February 2021
Next Review	Deputy Head (Pastoral) PJJ Headmistress (Prep School) (LERT)	Pending Review

This School Policy document is available to all pupils, parents and staff; a copy can be obtained on request from the School Office.

It is made available to all prospective parents when they visit the school and is automatically given to the parents of all new pupils in the New Pupils' Handbook.

Staff can also use this policy to guide them if they feel bullied or harassed at work. They are protected by the Whistle-blowing Policy.

## **Principles**

- ❖ A supportive school environment characterised by warmth and mutual respect is our ambition. This is stressed to all new and existing pupils and staff. This is stated each term by the Headmaster in his beginning of term school address.
- ❖ There is positive involvement from adults and a sense of co-operation and mutual respect between pupils, and between pupils and staff.
- ❖ Individuality is respected and all members of the school must be enabled to flourish without fear.
- ❖ We publicise the stance that pupils have a right not to be bullied and we all have a responsibility to counter bullying.

## **Aims & Objectives**

The aim of our anti-bullying policy is to ensure that all pupils and staff that bullying is always unacceptable. All staff, pupils and parents must understand that the negative effects that bullying has on individuals and the school in general. We all encourage an environment where individuals can flourish without fear. Every pupil has the right to be safe and happy in our school and to be protected when they are feeling vulnerable.

The school also recognises that it must take note of bullying perpetrated outside school which spills over into the school. It will do all it can to eliminate any such bullying. The Governing Body values the good relationships fostered by the school and expects that every allegation of bullying will be taken seriously, to include allegations of third party bullying.

The central objective is

- ❖ To minimise the possibility of bullying occurring in any form within Barnard Castle School.

Other objectives include

- i) Maintaining school knowledge that bullying is unacceptable
- ii) Ensuring all pupils, staff and parents are proactive in their approach to guard against bullying.

This policy also details the school's response to cyber-bullying, where the internet (including social media and applications) is used to abuse or bully others. It is made clear to all pupils, their parents and staff that it is unlawful to disseminate defamatory information in any media including internet sites.

The Governing Body reviews annually the school's anti-bullying policy and assesses its effectiveness; this will be part of the Headmaster's presentation to Governors at their meeting.

## **Definition of Bullying**

Having undergone Anti-Bullying Ambassador training, through The Diana Award, the school takes its definition from this organisation:

“Bullying is repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.”

The school uses the VIP system to help identify bullying behaviour:

V stands for Verbal: hurtful words, offensive language, swearing and discriminatory language

I stands for Indirect: isolating someone, rumours, sharing someone's secrets, cyber-bullying, damaging, taking someone's property and physical intimidation

P stands for Physical: hurting someone intentionally, kicking, punching, pinching, spitting and slapping

## **Responsibilities and Systems**

All members of the Barney community are responsible for taking immediate action to stop bullying behaviour and to report incidents.

Pupils are reminded frequently through assemblies and display material (The Twelve To Turn To and Anti-Bullying Ambassadors' notice board) that they may report bullying to any member of staff, to one of the school's Anti-Bullying Ambassadors or use the “Report Bullying” icon on the school's computer desktops.

Information received about suspected bullying will be recorded and passed onto the Tutor/Class Teacher and HSM of the victim, as well as the Tutor/Class Teacher and HSM of the reported perpetrators, who will conduct an investigation.

The Deputy Head (Pastoral) will also be informed. All suspected cases of bullying are recorded by the Deputy Head (Pastoral) and investigation outcomes are reported in an end of term Bullying Report, which is discussed with and signed by the Headmaster.

We discourage bullying of any kind by

- ❖ ensuring pupils know and understand that bullying causes psychological damage and may lead to suicide.
- ❖ low-profile but frequent patrolling of areas where bullying may occur: for example lunch queues, corridors where pupils meet prior to entering classes, certain playing areas, in toilets or shower areas, and using monitors to support this.
- ❖ monitoring school computers and IT facilities: to identify any instances of cyber-bullying; ‘fire-walls’, ensuring the security of servers, teaching pupils to safeguard access to their computer site via use of username and confidential password are used to guard against unauthorised or improper use of computers.

- ❖ occasional screening of pupils' computer use to ensure no improper use of web-sites by individuals or groups.
- ❖ being aware of likely victims: those in class who need support and must not be isolated or humiliated; this is emphasised regularly in staff INSET and staff meetings.
- ❖ training teachers and monitors: to recognise signs and to take a complaint seriously, to include taking action to reduce the risk of bullying, and to be vigilant in areas of the school which have been previously identified as problem areas.
- ❖ highlighting the value of co-operation: so that positive peer pressure reduces the potential for bullying to occur.
- ❖ using Assemblies to promote a culture of intolerance towards bullying: to survey pupils formally and informally about bullying, and to teach them about bullying, through a variety of methods to include role play for example, and demonstrating strategies showing how bullying may be stopped.
- ❖ having trained Anti-Bullying Ambassadors who meet regularly and organise events to combat bullying and promote positive relationships across the school
- ❖ ensuring that PSHCEE lessons address issues such as tolerance, diversity and acceptance
- ❖ identifying outside agencies which can make presentations to staff and pupils about bullying, good behaviour and forging better relationships.
- ❖ making 'Good Citizen' awards in end-of-term assemblies to those who promote high standards of behaviour and consideration for others.
- ❖ involving non-teaching staff, school and house monitors in the implementation of the policy and its procedures.
- ❖ running a peer support programme and ensuring all new pupils in their first year in school have a named pupil mentor.
- ❖ providing copies of the anti-bullying policy for parents of boarding pupils; boarding staff, including junior and recently appointed staff, are fully aware of its provisions.
- ❖ ensuring that there are no 'initiation ceremonies' intended to cause pain, anxiety or humiliation, in the boarding houses.
- ❖ providing strong and stable support for pupils who are/have been bullied together with help and guidance for those pupils who may bully/have bullied others.

### **Encouragement to talk to others**

The victim of bullying must feel able and confident to talk directly to a teacher, or a monitor or to a friend who will alert an adult to ensure effective action is taken to stop bullying. To allow this, staff create the right climate by doing the following:

- a) being available, listening objectively, reassuring people that what they say is being taken seriously, and teaching listening skills. This will involve ensuring listeners do not ask leading questions and no promises of confidentiality are given.
- b) discussing with the pupil about what action should be taken and who should be involved in the action. The action must be recorded.
- c) communicating clearly the message that keeping silent only protects the pupil perpetrating the bullying.
- d) providing red letter boxes around the school site in which pupils may anonymously report pastoral concerns
- e) encouraging parents to communicate with the School if they suspect bullying.
- f) identifying those who can be approached inside and outside school, to include, for example the School Counsellor, nursing staff, independent listener or Childline.
- g) The Peer Support 'Listeners' are always available to those who seek such help.
- h) An Independent Listener is available for all pupils and her details are published across the school on The Twelve To Turn To posters

## **The Procedures**

The Headmaster will review the effectiveness of the School Anti-Bullying Policy annually with the School's Governors and consider its effectiveness.

The Deputy Head (Pastoral) is responsible for the implementation of the Anti-Bullying Policy.

The Deputy Head (Pastoral) is responsible of the day-to-day management of the policy and systems, ensuring that there are positive strategies and procedures in place to educate potential bullies.

Tutors, Class Teachers, Housemasters and Housemistresses are responsible for ensuring that the school's positive strategies are put into practice and that all tutors know the school's procedure in dealing with all incidents.

Tutors will be vigilant at all times, bearing down on any bullying and reporting incidents to House staff as soon as bullying is suspected or identified. The Headmaster will, each term, ensure all members of the school are made aware of the school's zero tolerance of bullying, and will stress the importance of good relationships, citing examples of particularly successful behaviour in this area.

## **Indicators of Bullying**

Pupils who are being bullied may show changes in behaviour, such as becoming shy, nervous, feigning illness or clinging to adults. They may show changes in their work patterns, lack concentration or may even truant from school. As people react differently, it is not always possible to tell if someone is hurt or upset.

## **Procedures for dealing with incidents**

### **Step One – Awareness and Deterrence**

- ❖ if bullying is suspected or reported, the incident will be investigated and dealt with initially and immediately by the Tutor/Class Teacher. Tutors/Class Teachers must act upon and report any instances of bullying to the Tutors/Class Teachers /Housemaster/ Housemistress.
- ❖ if a racial element to the bullying is suspected, the Second Master must be informed immediately and the matter will be dealt with via the school's Equal Opportunities policy as well as Anti-bullying policy.
- ❖ where appropriate, the Tutor/Class Teacher will record the details, immediately or subsequently, of the incident and inform the relevant Housemaster or Housemistress who will interview all parties and make a record, and inform parents.
- ❖ every effort will be made to resolve the problem through counselling of both parties, in which we encourage the victim to explain to the perpetrator how they have been made to feel. This empowers the victim and teaches them how to show resilience and face up to challenges.
- ❖ we clarify with the perpetrator what "bullying" is by making them read the above definition in order that they recognise and admit their actions as "bullying". By being made aware of the damage of their actions on another's well-being, we expect the perpetrator to show contrition and adjust their behaviour accordingly
- ❖ teaching and other staff involved with the bullied pupil will be informed following a strategy meeting convened and chaired by the Housemaster/ Housemistress.
- ❖ the tutor will determine, in consultation with the Housemaster or Housemistress, the appropriate strategy to combat the bullying.
- ❖ bullies can reasonably expect to be punished severely for their actions. Part of this will incorporate corrective behaviour action or a restorative programme. Their success here will allow them to regain their former reputation as a caring person.
- ❖ it is important to make it very clear to the victim that revenge is not appropriate, and to the bully that his or her behaviour is totally unacceptable, and has caused distress to the bullied.
- ❖ parents of both the victim of bullying and the bully will be informed by the Housemaster or Housemistress.
- ❖ Support from the Deputy Head (Pastoral), the Second Master and Headmaster, as required, may be sought at any time.
- ❖ In every instance, the Housemaster or Housemistress will advise the Deputy Head (Pastoral) and Second Master of the incident, subsequent actions and outcomes. A note of the incident will be formally logged by the Deputy Head (Pastoral) / Prep School Headmistress on the electronic Bullying Record updated.

### **Step Two - Repeated Offence**

- ❖ In spite of guidance and the above measures being taken, the perpetrator continues to "bully".
- ❖ The sanction at this level is suspension.

### **Step Three - Further Repeated Offence**

- ❖ Failing to respond to the previous two steps would result in exclusion.

### **Advice to students**

If you are being bullied, or you know that someone else is, then tell a teacher straight away, and it will be dealt with. Not telling means the victim will continue to suffer or the bullying will carry on, probably with others too. Victims of bullying will be supported by the school during the investigation, and afterwards. We will agree with you what actions we will take to support you. You and your friends have a responsibility to make sure that bullying does not occur in our school.

### **Advice to parents**

If you suspect your child is being bullied, or you are told that this is a possibility, please let the Tutor, Class Teacher, Housemaster or Housemistress, Deputy Head (Pastoral) or the Second Master know immediately. Please reassure your child that we will deal with any matter sensitively but firmly. If we discover your son or your daughter is being bullied, or has bullied another pupil, we will contact you as soon as possible after the information is made known to us.

The school stresses the importance of maintaining a strong Home-School Partnership to minimise the risk of bullying occurring in the school.

### **Advice to teachers**

If an instance of bullying occurs or you suspect it is happening, talk to the pupils concerned and ask them what has happened. Do not ask leading questions or promise confidentiality. Either ask them to write the details down, or do so yourself so that it can be passed on the Tutor, Class Teachers, Housemaster or Housemistress as a matter of urgency.

Particular vigilance is needed at breaks, at lunch, in Central Hall, in corridors between lessons, in the computer rooms both in class and when pupils are using computers in their own time, to include evenings and weekends, and less accessible areas to teachers like toilets and shower rooms. These are times and places where victims are less visibly supervised and bullying is not as easily seen or identified.

We recognise the importance of personal, social and health education within our school and its potential for influencing very positively the behaviour of all our pupils and staff, particularly as far as anti-bullying is concerned. Make sure you know, from the Head of

PSHCEE what is covered and how you as a tutor or member of staff can make your contribution.

Remember you are a role-model as far as your own behaviour is concerned and ensure you do nothing which could be perceived as bullying behaviour towards pupils or others, or anything which could suggest you condone bullying or abuse of others.