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# Anti-bullying Policy



This policy applies to:

1. BCAA Whole College

|                                |   |
|--------------------------------|---|
| Policy owner:                  | Melanie Rackham and Victoria Shillingford   |
| Frequency of review:           | At least annually   |
| Dates of previous review:      | August 2021   |
| <b>Date of current review:</b> | September 2022  |
| Date of next formal review:    | August 2023   |
| Linked policies/documents:     | Safeguarding Policy, Inclusion Policy, Behaviour Policy, Pupils Equal Opportunity Policy, E-Safety Policy |
| Comments:                      |   |

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## **Introduction**

At Brighton College, the morale and happiness of our pupils is paramount in all our pastoral care. Our aim is to encourage positive behaviour so that anti-social behaviour, such as bullying, is prevented. Not every act of unkindness can be classified as bullying. We recognise that sometimes pupils are spontaneously unkind to each other without thinking, and often this is a one-off incident. Bullying is action(s) taken by one pupil or more than one pupil with the deliberate intention of hurting another, either physically or emotionally. Brighton College recognises that this behaviour has no place in our community. The College takes due notice of the DfES Guidance on the prevention of bullying as contained in **Safe to Learn – Embedding anti-bullying work in schools**. We retain the right to determine what is considered bullying.

## **Aims and Objectives**

Bullying is wrong and damages individual pupils, either physically or psychologically, and could even result in self-harming or suicide. We do all we can to prevent it, by developing an ethos in which bullying is regarded as unacceptable.

Our aim is to produce a safe and secure environment where all pupils can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur. This includes a procedure to follow and how to record bullying to enable patterns to be identified.

We aim to make all those connected with the school aware of our opposition to bullying. Everybody's responsibilities are made clear, with regards to the controlling and containing of bullying in our school.

## **Scope**

**The pupils at Brighton College do not tolerate bullying.**

Intimidation, silent treatment, spreading rumours, racism, religious and cultural assault, homophobia, sexism, hiding or stealing property, practical jokes, hurting others, fighting, ganging up and making fun of people are all examples of UNACCEPTABLE behaviour.

Support for each other is vital in the school. If you come across any of the above types of behaviour, you must tell someone about it. This advice applies to us all: the witness, the bully and the victim. Everyone has a responsibility to the College and the children in it.

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## **Definition of key terms**

### **Types of Bullying**

Bullying can be:

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| <b>Physical</b>  | Pushing, kicking, hitting, biting, punching, or any use of violence            |
| <b>Verbal</b>    | Name-calling, sarcasm, spreading rumours, teasing                              |
| <b>Emotional</b> | Excluding, tormenting (e.g., hiding books, threatening gestures), intimidation |
| <b>Racial</b>    | Racial taunts, graffiti, gestures  |
| <b>Sexual</b>    | Unwanted physical contact or abusive comments                                  |

**Bullying also can be cultural, religious, sexist, homophobic, cyber or directed at disability.**

### **Processes**

**Who do you tell?**

It is more important to tell *someone* than to worry about exactly *who* to tell. Possible people to tell are:

- Any of the teachers
- Deputy Heads or Heads of School
- House Master or Mistress
- A prefect
- The school nurse
- Parents
- A friend

And if you can't say it then write it!

### **Never suffer in silence**

Be assured that anything said will be dealt with sensitively.

Where a bullying incident gives reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, the school will report its concerns to the local authority social care department. Where teachers feel that a bullying incident may be a child protection issue, they should report it to the school's Designated Safeguarding Leads, Melanie Rackham or Victoria Shillingford.

Discretion is needed in judging behaviour as isolated incidents of name calling are often bad behaviour rather than bullying; the hiding of other children's things is not always bullying, for example.

In some incidents where children claim to be a victim of bullying, but which are not clear cut, it is best to take a 'no blame' approach, with open discussion taking place between all pupils involved. This can reduce any sense of injustice and resentment felt by pupils, if bullying in the true sense of the word has not taken place.

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It should be remembered that each child is unique. Some children are more sensitive than others and children respond to bullying in different ways.

### **Signs and symptoms of bullying**

(Adapted from Stop Bullying! KIDSCAPE)

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

- Is frightened travelling to or from school
- Is unwilling to go to school – constant headache or stomach aches, feeling sick or faking illness
- Is unwilling to go out to play
- Begins to do poorly in schoolwork or demonstrates a loss of interest
- Desires to move place in class
- Becomes withdrawn, sudden loss of friends or avoidance of social situations
- Starts stuttering
- Regularly loses or has books, electronics, jewellery, clothes destroyed
- Stops eating or there is a change in eating habits, like skipping meals or binge eating, may be hungry
- Cries easily, feeling of helplessness or decreased self-esteem
- Becomes disruptive or aggressive
- Starts stealing money or things (to pay the bully)
- Is frightened to say what is wrong
- Unexplainable injuries
- Has nightmares or difficulty sleeping
- Attempts suicide, runs away or self-harms

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

### **Pupil expectation**

- All pupils at the College commit to follow the Junior or Senior School's Code of Conduct, which supports an anti-bullying ethos.
- Pupils are given a clear understanding of College expectations on behaviour through assemblies, moral education, PSHE and well-being sessions and through the school curriculum.
- Pupils are made aware of the harm that bullying causes and of the range of sanctions that the College is obliged to use, including the involvement of outside agencies.
- Pupils are given a clear understanding of the definition, impact and seriousness of bullying through the curriculum (year group projects, drama, stories, literature, historical events, current affairs).
- Pupils know what to do and who to turn to if they are being bullied.

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- Pupils know what to do if they witness others being bullied. Pupils have a duty to report bullying whether it is happening to themselves or others.
- Pupil representatives (School Council, Pupil Forum, and Heads of House) have a duty to report problems of bullying, individual or group, and to be involved in fashioning solutions within the College.

### **Staff expectation**

Staff awareness of bullying takes place through training, meetings and discussions. All teachers within the College are trained to look out for signs of bullying.

This takes place as part of the College staff induction process and is reinforced through regular pastoral focus sessions, staff learning sessions and briefings. Pastoral leaders are trained in logging and resolving bullying incidents when they do occur. The Pastoral and Staff Handbook give very clear expectations of vigilant staff supervision (e.g., break and lunch time and on the school buses).

### **Procedures**

1. Report worrying or significant incidents to relevant staff – the class/form teacher in the first instance, and then either Melanie Rackham (Deputy Head of Pastoral) in the Junior School, or Victoria Shillingford (Assistant Head Achievement and Standards) in the Senior School. The Headmaster, Head of Junior and Senior School will be informed of serious incidents. Break-time or bus incidents that are minor will be referred to the relevant staff by duty staff.
2. Significant incidents will be recorded by staff on an incident form which will be sent to: In the Junior School, the Headmaster, Deputy Head of Pastoral and Wellbeing, Head of Junior School and Junior School receptionist to go in the pupil's file. In the Senior School, the Headmaster, Assistant Head of , He Achievement and Standards and of Senior School and Senior School receptionist to go in the pupil's file. The Deputy Head of Pastoral and Wellbeing, or the Assistant Head of Achievement and Standards depending on school, will record the incident in the Anti-Bullying Log.
3. Pupils involved in Incidents that are witnessed by two or more pupils, or one member of staff, will automatically receive a behaviour point. The parents will be informed of the behaviour by the class or form teacher so they can talk about making good choices at home. Incidents where there is doubt can be recorded in the child's file with a rider, e.g., 'unproven' or 'not confirmed'.
4. Wherever possible, use 'restorative justice'. This involves getting the pupils together with a member of staff (usually MRA or VSH) and asking the pupils to talk about how they each feel, try to get them to empathise with each other and then get them to 'make up' and move on.
5. Parents and guardians should be informed (in serious cases) and will usually be asked to attend a meeting to discuss the problem. This must be arranged with either the Head of Junior or Senior School or Deputy Head of Pastoral in the Junior School, or Assistant Head of Achievement and Standards in the Senior School. In these cases, a record of the meeting will be kept in the pupil's file, and it should also be recorded on an Incident Form. Parents and guardians are regarded as part of a partnership with the school in supporting an anti-bullying ethos.
6. In serious cases, suspension or even permanent exclusion will be considered. Such sanctions are

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recorded by the Headmaster.

7. In extreme cases, and if appropriate, police will be consulted.

## **The role of parents**

Parents are informed of the College's policy through the Parent Handbook and the Anti-Bullying Policy. Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's Class Teacher (Junior School) or House Master/Mistress (Senior School) immediately. Parents will always be contacted, after initial investigations have been carried out, if their child is suspected to have been involved in an instance of bullying. Parents have a responsibility to support the College's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school. Where cyber-bullying occurs, the College will provide guidance and support. When this happens outside the jurisdiction of the school, we will communicate and cooperate with parents as necessary.

## **Cyber bullying**

Staff across the College are constantly vigilant concerning the growing problem of 'cyberbullying'. Cyber bullying is the use of information and communications technology particularly social websites, mobile phones (including texting and the sending of photos), emails and the use of the internet, to upset someone else deliberately. Through various measures, including assemblies, Pupil Council and Forum, not allowing pupils to email each other in school or to not have mobile phones during the timetabled day, notices in the Bulletin, the E-Safety policy, the school seeks to minimise any bullying in this area.

Internet blocking technologies are continually updated, and harmful sites are blocked. Images and information about pupils and staff cannot be accessed from outside school. Pupils are made aware of their responsibilities within school and the school alerts parents to their responsibilities at home (when pupils can spend considerable time on computers).

## **Assessment and Record Keeping**

Incident forms and records relating to individual cases, for both perpetrator and victim, are kept in confidential pupil folders. Record keeping allows opportunities to retrieve and analyse incident reports chronologically and by pupil/s, which can be of particular value in identifying patterns of victim and/or bullying behaviour.

## **Staffing and Resources**

### **The role of the Teachers and Teaching and Learning Assistants**

Teachers, supported by Teaching and Learning Assistants, where applicable, attempt to support all pupils in establishing a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Teachers and Teaching and Learning Assistants take all forms of bullying seriously and intervene to prevent incidents from taking place. They refer bullying incidents immediately to the relevant Pastoral Head of School

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and follow up, as soon as possible, by completing and emailing an Incident Report Form, to the Head of School, with Cc to the Head of Year and Deputy Head of Junior School or, in the Senior School, to the relevant House Master/Mistress and Assistant Head of Achievement and Standards (Senior School).

### **The Role of Class Teacher, Head of Year and House Master/ Mistress**

Following notification of a behavioural incident (including those which may include bullying), the Deputy Head of Pastoral in the Junior School or Assistant head of Achievement and Standards will usually ask the Class Teacher or Head of Year (Junior School), or Assistant Heads (Senior School) or House Master/Mistress (Senior School), to help with the investigations and the updating of the Incident Report Form. Class Teachers, Heads of Year, House Masters/Mistresses or the Assistant Heads may be involved in further pastoral work with the victim and bully, after action points have been agreed by the Deputy Head of Junior School, or Assistant head of Achievement and Standards. The College supports both the victim and the bully, as appropriate.

Class Teachers and House Tutors are often best placed to identify potential patterns of bullying through time. They are expected to be vigilant and notify Heads of Year, House Masters/Mistresses and Heads of School should they suspect a pattern of behaviour linked to either bullying or being a victim.

Class Teachers, Heads of Year and House Masters/Mistresses draw pupils' attention to the College's stance on bullying at suitable moments. If an incident occurs, pastoral leaders may decide to use an assembly, House meeting as a forum or use the PSHCE programme as a vehicle for ensuring that the school ethos of anti-bullying is laid out and reinforced, and an opportunity to discuss with other pupils why this behaviour was wrong.

### **The Role of Deputy Head of Pastoral and Wellbeing in the Junior School and the Assistant Head of Achievement and Standards in the Senior School**

In the Junior School, the Deputy Head of Pastoral supports the Class Teacher and/or Head of Year in conducting and recording investigations linked to an alleged bullying incident. In the Senior School, the Assistant Head of Achievement and Standards supports the House Masters/Mistresses.

The Deputy Head of Junior School and the Assistant Head in the Senior School report to the Heads of School, where they discuss and agree action points from the investigation. The College supports both the victim and the bully, as appropriate. The Deputy Head and Assistant Head may be asked to follow up with parents, pupils and staff.

### **The Role of the Heads of School**

The Heads of School will be notified of every case of bullying. A serious act of bullying such as abuse by one or more pupils against another pupil will result in **immediate** referral to the Head of School or in extreme cases the Head Master.

The Heads of School set clear expectations of behaviour and kindness to endeavour to make bullying less likely. When pupils feel they are valued and belong to a friendly and welcoming school, bullying is far less

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likely to be part of their behaviour.

### **The Role of the Head Master**

It is the responsibility of the Head Master to implement the school Anti-Bullying Policy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The HeadMaster reports to the governing body about the effectiveness of the Anti-Bullying policy, on request. The Headmaster informs the Governors of any serious bullying incidents.

The HeadMaster sets the school climate of mutual support and praise for success, making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The HeadMaster ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

### **The Role of the Governors**

The Headmaster informs the Governors of any serious bullying incidents.

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