



## **SALISBURY CATHEDRAL SCHOOL**

### **Anti-Bullying Policy**

#### **STATEMENT OF INTENT**

All pupils have the right to enjoy their learning and leisure in a secure atmosphere free from fear or unpleasantness. Bullying is unacceptable at our school and this policy is aimed at preventing bullying and should be used by all staff and pupils including boarders. However, if bullying does occur; all pupils should be able to tell someone, and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff.

A highly recommended document for reference and information is: DfE Guidance 2011 *Preventing and tackling Bullying*.

It is also important to read and understand the school's Behaviour Policy and guidance on rewards and sanctions.

#### **WHAT IS BULLYING?**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. Bullying may be one-off or repetitive. It may involve aggression with the intention of hurting another person. Bullying results in distress to the victim.

Bullying can be:

- Emotional            being unfriendly, excluding, tormenting (eg hiding books, gesturing)
- Physical            pushing, kicking, hitting, punching or use of violence
- Racist                racial taunts, graffiti, gestures
- Sexual                unwanted physical contact or sexually abusive comments
- Homophobic        because of, or focusing on sexuality
- Verbal                name-calling, sarcasm, spreading rumours, teasing
- Religious            because of religious or cultural differences
- Cyber                all areas of internet e.g. e-mail, internet chat room misuse  
                              Mobile threats by calls or text messages  
                              Misuse of associated technology e.g. camera, video
- Abuse of pupils with special educational needs or disabilities

#### **WHY RESPOND TO BULLYING?**

Bullying causes psychological damage to the victim. Everyone has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. The school ensures there are no initiation ceremonies intended to cause pain, anxiety or humiliation.

#### **OBJECTIVES OF THE POLICY**

- Teachers, pupils, boarders, parents, governors and non-teaching staff should have an understanding of what bullying is and be aware of the school policy, and follow it when bullying is reported

## A8 Preventing and tackling Bullying Part 3, Paragraph 10

- Create an inclusive environment which is safe and where pupils can opening discuss the cause of their bullying, without fear of further bullying or discrimination
- Celebrate success and therefore create a positive school ethos
- Making it easy for pupils to report bullying
- Pupils and parents should be assured that we take bullying seriously and that they will be supported if bullying arises. Support and guidance will also be given to pupils who may bully others.
- Bullying will not be tolerated and pupils in the school should not identify bullying as a problem in the school
- Raising awareness through staff training, taking action to reduce the risk of bullying at times and in places where it is most likely to happen
- Using preventative measures through educational elements such as personal, social and health education (PSHE), assemblies, projects, drama etc
- Dovetailing this policy with the school's behaviour policy (with support for the victim and the bully)

### **SIGNS AND SYMPTOMS**

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

- Is unwilling to return to school
- Displays excessive anxiety, becoming withdrawn or unusually quiet
- Fails to produce work, or produces unusually poor work, or work that appears to have been copied, interfered with or spoilt by others
- Has books, bags and belongings that suddenly go missing or are damaged
- Changes their established habits eg giving up a music lesson, changes vocabulary or accent
- Has diminishing self confidence
- Frequently visits the medical centre/matrons with symptoms such as stomach pains and headaches
- Has unexplained bruises
- Has frequent absence, erratic attendance or late arrival to class
- Prefers the company of adults
- Displays repressed body language or poor eye contact
- Has difficulty sleeping or experiences nightmares
- Talks of running away or suicide

### **PREVENTATIVE MEASURES**

- Pastoral team: Year group coordinators, Chorister Tutor, Chaplain, Assistant Head, House Parents, Head
- PSHE or Life Skills programme outlines social and moral responsibilities
- Other elements such as assemblies, projects, drama, stories, literature and discussion on current affairs also highlight the issue of bullying and its unacceptability in the school
- Through the above lessons and elements, pupils learn to recognise bullying and are taught ways in which it may be prevented
- All pupils are encouraged to tell a member of staff at once if they know that bullying is taking place
- All reported incidents should be recorded in the **Incident Book** (in the staff room)
- A strong and experienced pastoral team meet regularly and are alert to the possible signs of bullying
- Any reported bullying is recorded and then monitored

## A8 Preventing and tackling Bullying Part 3, Paragraph 10

- The Chaplain may provide confidential advice and seek to encourage tolerance, understanding and respect regardless of faith
- Staff are on duty at times when pupils are not in class eg break and lunch times and in the boarding house
- The locker areas are open areas through which teachers and non-teaching staff regularly pass, monitoring behaviour and language
- The House parents, Chorister tutor and Chaplain are part of the pastoral team, providing support outside of lesson times, and being alert to signs of inappropriate language and behaviour
- Pupils have access to telephones, and the Childline and Independent Listener's numbers are displayed.
- The matronal team is alert to signs and indicators of bullying, and know how to deal with it or the channels for reporting concerns
- Our Year 8s have responsibilities with/for the younger children, and they know how to report any concerns
- We reserve the right to investigate incidents that take place outside school hours, on school trips and that occur in the vicinity of the school involving our pupils
- Involve Parents and pupils - This policy will be made available on the school website.
- A Use of Network Policy is in place, and all adults and pupils must adhere to it.
- Cyber bullying is unacceptable. Mobile phones are not allowed in school. Social networking sites are filtered from pupils and therefore cannot be accessed at school. The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying which can occur in or outside school. Cyber-bullying is a different from of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click. For more information on how to respond to cyber bullying and how pupils can keep themselves safe, please refer to the Childnet Information and Beatbullying websites.
- The school regularly evaluates and updates its approach to bullying to take into account developments in technology
- Use resources available for help with particular problems.

### **TRAINING AND SUPPORT:**

- Staff are encouraged to attend training in behaviour management
- The anti-bullying policy is discussed as part of the staff induction process
- NQTs will be guided and supported by their mentor, and attend specific training related to behaviour management/anti-bullying at the earliest opportunity.
- Anti-bullying is embedded within the PSHE programme for pupils, and form tutors discuss with pupils who they can turn to for help and support
- The Year 8s meet regularly with a member of SMT who discusses with them any issues relating to pupil behaviour that they may be aware of

### **PROCEDURES**

Report incidents of bullying to staff. The member of staff will control the situation, reassure and support the pupil involved.

In instances of group bullying where the specific bully, or intention, is unclear eg not invited to play a game, not given the desired role in the group, won't play "my" game, books have disappeared from his/her locker again, looks and gestures, insignificant in themselves but cause torment to others, a **no blame approach** should be adopted where the victim tells the group how they are feeling, and the effect the behaviour has had on the victim.

## A8 Preventing and tackling Bullying Part 3, Paragraph 10

Discussion should focus around resolving the situation, eg how could you all involve..... back in the game, is there anything else you could all play together, could any of you be a special friend and find something to do together. Give responsibility to the group to resolve the situation.

Monitor the situation, and within a week talk to those involved individually to check the situation is resolved. Record the incident in the "Incident Book".

More **serious instances** of bullying, and instances where the bully or bullies are clearly identified (and their associated behaviour) the situation may need to be further investigated and the bullying stopped as quickly as possible. Both the bully and the victim should be spoken with **individually**, and asked to record what happened. The incident should be recorded in the "Incident Book" in the staff room and other staff should be made aware.

The bully will need to be told of the possible disciplinary measures including suspension or expulsion if appropriate. If parents are to be involved, the incident must first be discussed with the Headmaster and recorded fully, having agreed what disciplinary measures will be taken. The pupils' written version of events must be retained and kept on file with the teacher's record.

**Boarders: Those in charge of boarders are required to meet the National Minimum Standard 2 "Boarders are Protected from Bullying" and Standard 2A relating to the safe use of electronic means of communication. Boarders have a mentor that they can contact out of school and are also able to contact the Children Rights Director for England, currently Roger Morgan.**

### OUTCOMES

An attempt will be made to help the bully change his/her behaviour. The bully/ies may be asked to genuinely apologise.

Disciplinary measures will be imposed eg discredit, withdrawal of free time, letter of apology, detention, suspension, exclusion, withdrawal of privileges e.g. shopping, late bedtime, use of the ICT room. It may be appropriate for a pupil to write out a set of school rules and explain their significance. He/she may need to enter into a behaviour contract (parents would need to be involved), the bully might need to write a story about bullying and the effects it would have, and there may be follow-up discussions about why it matters.

The pupils will be reconciled. Parents may be informed/involved. Staff will be informed.

Each incident, investigation, outcome and resultant monitoring will be recorded accurately and factually, copied to the Head and copied onto the pupil's file.

### HELP ORGANISATIONS

- |   |   |  |
|---|---|--|
| - | Childline   | 0800 11 11   |
| - | KIDSCAPE Parents' Helpline (Mon – Fri 10 til 4pm) | 0845 1 205 204   |
| - | Parentline Plus                                   | 0808 800 2222  |
| - | Advisory Centre for Education (ACE)               | 020 7354 8321  |
| - | Bullying Online                                   | <a href="http://www.bullying.co.uk">www.bullying.co.uk</a>   |
| - | KIDSCAPE website                                  | <a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a> |
| - | Children's Legal Centre                           | 0845 345 4345  |
| - | Children's Right Director, Roger Morgan           |  |

<https://www.rights4me.org/home/q-and-a/c/childrens-rights-director-for-england.aspx>

**RELATED SCHOOL POLICIES:**

- Behaviour, discipline and Exclusion Policy (rewards and sanctions)
- SEN Policy
- Child Protection/ Safeguarding Policy
- Equal Opportunities Policy
- Boarders' Handbook
- Use of Network Policy (ICT)
- Disability Policy

**Annex A**

<b>Bullying Type Behaviour</b>	<b>Possible Sanctions/Disciplinary Measures</b>
Teasing, name calling, bad language, sarcasm, racial, religious, cultural, sexist, homophobic, SEN and disabilities	Apology, discussion, discredit, loss of free time
Stealing or hiding property	Discussion, written apology, detention (3 discredits) or school tidying e.g. locker area in free time
Physical aggression or violence e.g. wilful damage to property	Headmaster, record of events, parental involvement, loss of free time, written apology, community service or detention (3 discredits) Possible suspension, or exclusion for repeated occurrences
Cyber bullying	Investigation, lock out from ICT free time, written apology, detention (3 discredits)
Unwanted sexual comments or touching, spying	Individual discussion, written report to Designated Child Protection person if appropriate, written apology, possible involvement of parents if more serious, possible suspension, for minor cases detention (3 discredits)

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**Responsible for this Policy: DCP Duncan Hodson, Assistant Head**

**Date of Next Review: September 2012**

**SMT Review: January 2012**

**Next Governing Body Review: Lent 2012**