

FINBOROUGH SCHOOL ANTI-BULLYING POLICY

The school recognises that bullying is unacceptable behaviour that results in somebody feeling hurt, threatened or frightened. This can be physical or verbal and includes hitting, teasing, intimidation, ostracising, damaging another person's property as well as racial, sexual, homophobic and disability harassment – including the harassment of those with special educational needs - or discrimination. In the boarding environment we make it plain that any form of initiation ceremony is unacceptable and a form of bullying. Bullying is defined by the DFE as:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally and is often motivated by prejudice against particular groups eg on grounds of race, religion, culture, sex, gender, homophobic, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber technology (social website, mobile phones, text messages, photographs and email)

Bullying occurs in a wide variety of different forms against children of different ages and backgrounds. Bullying can also take place between staff and pupils, between pupils and staff and between staff and other staff. It may be defined broadly as aggression or interference that causes undue stress. It may occasionally be conducted on a physical level, but more often occurs as intimidation, interference with property, or deliberate exclusion. Increasingly it may be carried out via the use of e-mail, texting, social networking websites and other electronic 'cyber' means.

Bullying is an extremely serious issue as it can leave deep physical and psychological scars. It can undermine confidence; it can create misery and lead to serious declines in performance in school, attendance and participation in social events. In extreme cases it may have a very damaging impact on physical and/or mental health.

Bullying is totally against the values and ethos of Finborough School. Most particularly it is an offence against our key value of 'Respect'. These values are defined with the aid and full involvement of our pupils and the core aspects of the 'Respect' Value – treating each other as we would wish to be treated, respecting the rights of others to hold their own beliefs and views, accepting and respecting the culture and religious identity of others and refraining from all forms of discrimination (race, gender, sexual) – were based on the definitions produced by our own students.

It is essential that all pupils, parents and staff in the school have a zero tolerance attitude to bullying. It is the duty of all members of the school community to ensure that they do not engage in bullying behaviour or support such behaviour in any way. Further it is the responsibility of all not to tolerate or ignore bullying if they are aware it is going on.

Bullying is a complex problem and can take many different forms. In dealing with it we must bear in mind:

- The need to respect a pupils' desire for confidentiality where possible

- Although most obviously bullying occurs between a strong pupil (the bully) and a weaker one (the victim) there are other forms. Often a group of individually well conducted children will collectively pick on an individual. Occasionally the real bully will be a bystander who is encouraging the others to act against the victim. The bully is not always physically stronger or larger than his/her target. Bullying is sometimes supported by other pupils who assist a ringleader by joining in, or by pupils who reinforce bullying by encouraging the bully, perhaps by laughing or smiling. Other pupils can effectively condone bullying by taking no action when they know it is going on
- Regardless of the feelings of those involved, punishment alone is most unlikely to solve the problems. In dealing with cases of bullying staff should aim to bring parties to an understanding of what is being done and why it is undesirable. Acceptable alternative patterns of behaviour must be clearly explained and encouraged. Counselling, possibly by the Independent Listener may be effective in helping pupils to understand and change patterns of behaviour
- We will try to establish a member of staff as a mentor to a pupil who has had problems, in order to support the pupil and restore confidence
- It is important to see that the victim is protected from recurrence as far as possible and the channels are set up so that any repetition of the bullying in question is promptly reported and stopped.
- A senior member of staff will act as a coordinator during the handling of bullying incidents. This will usually be the pastoral head of the prep, lower senior or senior schools. Records will be kept and stored within pupils' files to evaluate the effectiveness of the approach adopted and to enable patterns to be identified. While a bullying issue is being dealt with all records and evidence pertaining to it will be gathered and controlled by the member of staff coordinating the handling of the issue.
- Any person/persons who believe they have witnessed an act of bullying are strongly encouraged to report any such incidents by following the schools **complaints procedure**.
- Any pupils who witness 'bullying' behaviour and choose not to adhere to the '**Good Samaritan**' part of the pupil pledge and immediately try to stop the incident either through verbal warning or going to seek help from a member of staff may face individual sanctions.
- Any pupil who believes they are a victim of bullying, has a knowledge of who they report this to within the pastoral system – form tutor, head of lower/senior school, deputy head pastoral, head teacher, principal, any staff member they feel comfortable talking to. They are also aware of who they can speak to out of school (**Who can help me? leaflet**).

Prevention of bullying

The school seeks to prevent bullying through:

- Frequent reinforcement of key anti-bullying messages through lessons, Finborough Flyer and assemblies. Our culture of care, kindness and acceptance bolstered by the seven habits is the most significant factor.

- Departments have opportunities to raise awareness of various aspects of the problem in drama, role play, writing, assemblies, literature, historical events, current affairs, use of technology etc
- Raising staff awareness of the issue via staff training and staff meetings. All staff are fully aware of the school policy including the reporting and recording arrangements.
- Staff are aware of the legal responsibilities surrounding bullying which involves violence, assault, theft, repeated harassment or intimidation, hate crimes and any form of discrimination.
- Weekly pastoral meetings between all pastoral heads, matron, DSL , LEAD and DHT discuss current pastoral pupil concerns. Any identification of perceived bullying, prompts staff to share best practice, expertise and experience on how best to deal with the situation taking into account the child's individual needs and circumstances (SEND etc). This information is shared amongst all staff to ensure our pupils are supported both academically and pastorally.
- Having effective staff patrolling during break and lunch times and by frequent staff patrols of the boarding houses in the evening
- Involving the representatives of the school pupil community in regular discussion of bullying issues via the School Council
- Training school prefects and encouraging them to report bullying or rumours of bullying
- Encouraging all pupils to feel safe and confident in reporting bullying to members of staff by promising to make every effort to keep their information confidential
- Ensuring that students are taught e-safety via the PACE programme and within the curriculum to stress the importance of safe online activity and to give advice on what to do if you are being bullied online – (**see also 'E-Safety' policy.**) Educating parents on current social media through twilight sessions and offering a device safety service where parents can bring in all devices and get them checked for internet security levels. Regularly informing parents of recent social media activity and urging them to monitor their child's use of the internet carefully.
- Ensuring parents are aware of this policy and encouraging them to take a proactive role in encouraging behaviours and attitudes that reduce the likelihood of bullying.
- Ensuring pupils know who they can talk to, both within the school community and out. Signs are posted around school with this information and 'Who can help me?' booklets are available in the boarding house and the library.
- Promote the development of resilience through direct learning via PSHE and S.P.A.C.E. days, but also through the curriculum by use of group work, receiving peer feedback, pupil interaction, interdependence working towards platinum learnability, debates & discussions and self – reflection.
- Pupils learn about tolerance and empathy and how to develop it through PSHE and S.P.A.C.E. days as well as within the curriculum with empathy writing and reading

literature about tolerance in history and English. Our wholistic approach to the development of the whole child as well as our zero tolerance towards prejudicial language.

Responses to Bullying

- **School Rules** – these are drafted to encourage pupils to treat each other and property of others with respect. These rules explicitly prohibit overt acts of bullying and make clear from the outset that such actions will be treated as serious disciplinary matters.
- **Complaints Procedure** – the school complaints procedure is published for all pupils and parents and encourages the reporting or discussion of any instance in which a child feels he/she has been wrongfully treated by another or by any other member of the school community. It is made clear that this procedure exists particularly for the discovery and prevention of bullying in school.
- **Family Contact** – some pupils prefer to discuss problems of bullying with family. Families are told (at the interview) that this may happen and that if it does they should themselves call the school to ensure that we are aware of the problem. All matters thus reported are investigated in the same way as complaints received directly from pupils.
- **Staff Monitoring** – it is recognised that pupils will sometimes feel afraid or otherwise unable to report or discuss bullying. All staff are therefore alert to identify such cases and to see that appropriate measures are taken, even though no complaint has been made. Since pupils are under staff supervision for the greater part of each day in school, their social interaction is not too difficult to monitor over a period of time, intervention will be required if on-line bullying is an issue even if it is occurring out of school hours.

In dealing with reported or suspected cases of bullying the steps taken are as follows:

- In the first instance the member of staff who observes the case, or to whom a complaint is made, investigates by speaking with the parties concerned. In many routine cases the investigation itself, with its associated counselling and warning, will resolve the problem. Staff know the aim is to resolve and prevent bullying.

However:

- If the investigating member of staff feels that the matter is sufficiently serious, or that it is likely to be on-going, he/she will report his/her findings to the Pastoral Heads of School for further action. The case will then be reviewed and may become a disciplinary issue

- Serious or persistent cases of bullying would certainly be treated under the schools disciplinary procedures, and the same courses would be followed as for other serious offences. Sanctions could, in the most serious cases, involve temporary or permanent exclusion for the bully or bullies. The school will also intervene in cases of bullying between members of the school community that take place outside the grounds of the school or in cyberspace. The school will always seek to involve parents in such cases but may also in some circumstances recommend involving outside agencies such as the police.
- Bullying is treated as a child protection concern when there is reasonable cause to believe the child is suffering from or likely to suffer from significant harm. In such circumstances the DSL for the Senior or Prep school will contact Suffolk Children's Social Services on 0800 800 4005 and may also contact the Access and Assessment Mental Health Team on 03001231334 for advice. See Appendix 3 '**CONCERN OF ABUSE BY ONE OR MORE PUPILS AGAINST ANOTHER**' of the Child Protection and Safeguarding Policy. Where there is evidence of law breaking – such as the sending of abusive, threatening or obscene material via social media or other online services, the police will be contacted along with Suffolk Children's Social Service.
- All instances of bullying and the responses to those instances will be recorded and kept on file. The nature or type of bullying will be recorded along with the names of those involved and a summary of the action taken. Bullying is recorded in the pupil's file, the Anti-bullying record and all sanctions are recorded on the Behaviour Management System and filed in the Sanctions folder/log.
- In some cases of social bullying involving groups of pupils it can be difficult to establish responsibility. This kind of bullying is complex and particular individuals can be involved as instigators, reinforces, bystanders, defenders and victims all within a relatively short space of time. In such circumstances staff need to intervene by providing the secure environment and guidance necessary to carry through a policy of reconciliation based upon mutual respect, tolerance and open discussion.
- Peer mentoring, under the supervision of staff, can be used effectively in conjunction with other measures and disciplinary responses. This mentoring can be for both the bully – to help identify acceptable behaviour, and the victims of bullying to help restore confidence.
- Staff – in some cases parents – may act as trusted persons to help in the counselling and advising of victims of bullying.

Reviewing and monitoring the policy

- This policy will be reviewed annually
- This policy is based on advice from the Department for Education Preventing and Tackling Bullying (October 2014)
- The principles of, 'Bullying – A Charter for Action' also inform our policy
- The SLT of the school will analyse evidence about bullying in the school – evidence provided by the annual confidential survey and the reporting of bullying instances. This analysis will be reported to staff and form part of the staff training and awareness for bullying carried out during our staff development and training days.

Reason for Review/Amendments	Annual review August 2018
Details of changes	<ul style="list-style-type: none"> • Policy reviewed to ensure current legislation and practices are included. • Policy updated with changes to staffing and responsibilities.
Date of next review	Annual review August 2019 (Boarding / Pastoral Governance)

Name	Position	Responsible for	Signature	Date
J Sinclair	Principal	Governance/ oversight		
L Sinclair	HR Director	Recruitment/ Staff policies		
S Clark	Headmaster	Document Control and Implementation (academic staff)		
S Banks	Designated Safeguarding Lead 1	Policy and staff training/awareness		
K Walmsley	Headmaster's PA / Admissions	Document Administration (non-academic)		