



SLINDON  
COLLEGE

# ANTI-BULLLYING POLICY

Last review:	September 2023
Next review:	September 2024
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Approved by:	Governing Body
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At Slindon College, our community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All pupils should care for and support each other.

Bullying of any kind is unacceptable at Slindon College. If bullying does occur, anyone should be able to tell and know that incidents will be dealt with promptly and effectively. Slindon College is a telling College - anyone who knows that bullying is happening is expected to inform staff. Staff are supported through appropriate training and pupils are aware of the reporting procedures in place to create an environment of zero tolerance towards bullying behaviour, while emphasising and rewarding good behaviour through feedback in assemblies etc.

This policy has been developed in accordance with the principles established by the Department for Education in the 'Preventing and tackling bullying' – advice for Headteachers, staff and governing bodies' July 2017 and the Education Act 2011. We also members of the Anti-Bullying Alliance and take up to date advice and information from

### **Scope of the policy**

If bullying occurs in the College day, within the boarding house and on College trips etc, the policy will be applied. If bullying takes place out of College, but there is a connection e.g. both are pupils at the College, the College will, if it is within their power, take action. If bullying takes place out of College and there is no connection with the College we will endeavour to offer appropriate support and guidance.

### **What is bullying?**

The Anti-Bullying Alliance and its members have an agreed shared definition of bullying based on research from across the world over the last 30 years.

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

Bullying can be:

- Physical; pushing, kicking, hitting, punching or any use of violence

- Verbal; name-calling, sarcasm, spreading rumours, teasing
- Emotional; excluding, tormenting (i.e. hiding books, threatening gestures, spreading malicious rumours), being deliberately unfriendly
- Racist; racial taunts, graffiti, gestures
- Religious; verbal, exclusion, graffiti
- Cultural; verbal, exclusion, graffiti
- Sexual/sexist; unwanted physical contact or abusive comments
- Gender; verbal, physical, exclusion, graffiti
- Homophobic; verbal, physical, exclusion, graffiti
- Cyber; sending unpleasant messages including text messages or photographs, images via telephone and mobile telephone, computer, social websites and chat rooms, email, photographs, e photos & SMS/text messages
- SEN and disability, verbal, physical, exclusion, graffiti

The three main types are physical, verbal and indirect. Name-calling is the most common direct form. Pupils may be called names because of their ethnic origin, nationality or colour, sexual orientation, body shape or some form of disability; though this is not an exhaustive list.

Bullying can happen anywhere and at any time. It can cause serious and lasting psychological damage and even suicide. Harassment and threatening behaviour are criminal offences. We always treat bullying very seriously, recognizing that pupils, staff, parents, visitors or other members of our wider community could all be affected or involved. Bullying conflicts sharply with the College's policy on equal opportunities and the College's ethos.

### **Child on Child abuse**

This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline . It is essential that all staff understand the importance of challenging inappropriate behaviours between children/young people. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys"; or not recognising that emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously, can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children/young people accepting it as normal and not coming forward to report it. Stopping harm an

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

A child may indicate, by signs or behaviour, that they are being bullied. Adults should be aware that the following are possible signs and that they should investigate if a pupil:

- is unwilling to go to College;
- fails to produce work, or producing unusually poor work, or work that appears to have been copied, interfered with or spoilt by others;
- becomes withdrawn or unusually quiet, excessively anxious, starts stammering;
- changes established habits (e.g. giving up hobbies or interests, change to accent);
- shows signs of psychological damage and diminished levels of self-confidence;
- makes frequent visits to matron with symptoms such as stomach pains, headaches;
- has unexplained cuts and bruises;
- has frequent absence, erratic attendance, late arrival to class;
- chooses the company of adults;
- displays repressed body language and poor eye contact;
- regularly has books or clothing destroyed;
- becomes distressed, stops eating;
- cries easily;
- becomes disruptive or aggressive;
- has possessions go “missing”;
- has money continually “lost”;
- starts stealing money (to pay bully);
- is frightened to say what is wrong;
- talks of or attempts suicide or runs away;
- has nightmares or difficulty in sleeping;

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

### **Procedures for responding to, reporting and recording bullying**

Staff:

- The member of staff to whom it was reported, or who suspects it, or who first discovers the situation, will reassure and support the Pupils involved. Our main priority is the welfare of children.
- Staff must report all incidents of bullying, reported bullying/suspected bullying immediately to the relevant Head of House or the House Teams. If reported verbally, this is to be confirmed in writing on an Engage daybook entry report form.
- Persistent bullying - more than 3 occasions or serious breaches of the behaviour policy, must be reported to the DSL who will investigate further. If abuse has taken place, the DSL will make a referral to IFD (Intergrated Front Door) and will discuss appropriate intervention with the rest of the SLT.
- The Head of House will deal with the matter (using the flow chart –

Appendix 1) and will ensure that relevant staff (usually all academic staff) are kept informed as appropriate.

- The pupils (victim, perpetrator and any witnesses) will be given the necessary support as appropriate.
- Follow-up checks will be made regularly by House staff with all concerned to ensure that the bullying has ceased, liaising with the SLT and academic staff as appropriate.
- Cases are only closed when all parties concerned are satisfied that the bullying has ceased.
- All referrals, records and notes will be kept and tracked by the Heads of Houses.
- Parents will be notified and appropriate support offered.
- Members of House Team are available to support and advise staff on matters regarding behaviour and anti-bullying.

#### Pupils:

- Pupils will be made aware of the College's Anti-Bullying Policy through assemblies, House time and PSHE.
- Will get a reminder of the importance of reporting incidents/concerns which will be placed in all classrooms together with a list of how pupils can raise their concerns with: their House staff, Assistant Head teacher, Heads of College, teaching staff, learning support staff, matron or any other member of the College staff.
- Pupils with difficulty understanding social behaviour or communication difficulties will be offered additional support by SENCo, if necessary.
- All pupils have access to a telephone helpline, enabling them to call for support in private. This helpline is called Independent Listeners helpline, and the telephone numbers are available on notices in the boarding house and around the College.
- All new Pupils (including boarders and our youngest pupils) are briefed thoroughly on the College's expected standards of behaviour. They are told what to do if they encounter bullying and advised that those who report bullying in good faith will not be penalised and will be supported.

#### Parents:

- Parents are encouraged to contact the College immediately if they have any concerns of bullying or bullying behaviour.

#### **Supportive measures for pupils, parents and staff**

- In order to support pupils, we have a number of strategies available. These can include SEAL support, social stories, group discussions, one-to-one discussions and therapy support via SENCO. The appropriate support will be offered dependent upon the individual circumstances.
- The PSHE programme includes strategies to recognise bullying behaviour, to promote individual resilience and understanding and basic

steps to support others.

- Parents and pupils may have meetings with the Assistant Head teacher/ Heads of Houses/ SENCo or another nominated member of staff. This may be to discuss understanding, to raise awareness
- or to support with a specific anti-bullying issue.
- The College will offer support to parents of any child who is experiencing difficulties with being bullied – actual or perceived and or using bullying behaviour.
- We raise staff awareness through INSET as part of safeguarding training, identifying groups of pupils who may be the subject of bullying.
- Every effort will be made with all pupils involved to move on from the incident and to address the behaviour in a manner that is both acceptable to the injured party and within the scope of the behaviour policy.

### **Preventative measures**

As an anti-bullying College, we view any action taken by one or more pupils against another, which makes them feel powerless, afraid or victimised, to be unacceptable. To enable all pupils to feel valued and self-confident, we believe that anti-bullying strategies must be of the highest priority throughout the College. To this end the College has joined the Anti-Bullying Alliance (a national organisation administered by the National Children's Bureau). Slindon College is proud to be a core member of this organisation.

The College seeks to prevent bullying behaviour through the following:

- Constant vigilance by staff who are always on duty at times when pupils are not in class, for example at the start of the day as they arrive, at break times, lunch times and at the end of the day. Duty staff patrol throughout the whole College site, and particularly areas that pupils tend to congregate and the more remote areas away from the main building to reduce the risk of bullying occurring. They are trained to be alert to inappropriate language or behaviour. PE staff are particularly vigilant in and around changing rooms at all times.
- SENCo keeps staff fully aware of pupils who may have difficulties in understanding or interpreting social interactions or those who have some form of communication difficulty. Such Pupils can be offered additional support from a range of SEN interventions.
- Awareness created through the delivery of assemblies, form activities, PSHE, Anti-Bullying posters and cross-curricular activities such as in English,
- RE, Drama, etc.
- The appointment of prefects to ensure that pupils have an older pupil they can talk to.
- Making sure Pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders (making it clear that they can use the channels provided even if they are not the victim, reinforcing in assemblies etc).

- Use of feedback from pupil's questionnaires, boarding meetings and pupil council to improve awareness and review current practice.
- Regular meetings with Heads of Houses, subject teachers and meetings in the House groups.

### **Cyber bullying**

Cyberbullying can be defined as "the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others"(Belsey, <http://www.cyberbullying.org/>). It is an aggressive, intentional act carried out repeatedly over time, often against a victim who cannot easily defend himself/herself.

Cyber-bullying could involve communications by various electronic media, including for example:

- Texts, instant messages or calls on mobile phones;
- The use of mobile phone camera images to cause distress, fear or humiliation
- Posting threatening, abusive, offensive or humiliating material or comments on websites (including blogs, personal websites and social networking sites such as Facebook, Instagram, Twitter or YouTube);
- Using e-mail to message others in a threatening or abusive manner; or
- Hijacking/ cloning e-mail accounts.

### **Cyber bullying – Preventative measures**

Please see the E-Safety Policy.

### **Sanctions**

Sanctions will be in line with the College's Behaviour policy a copy of which is available on the Slindon College website. A hard copy is also available on request. Strong sanctions, such as exclusion, may be appropriate in cases of severe and/or persistent bullying.

The following are examples of sanctions the College may use, it is not an exhaustive list:

- Verbal reprimand;
- Loss of break time;
- Meetings with parents;
- Regular and reflection update meetings with those engaged in any form of bullying- type behaviour.
- Referral to Children's Services when child on child abuse is suspected/disclosed/witnessed
- Exclusion: internal ("internal suspension"), fixed term ("suspension") or permanent ("expulsion").

### **Recording**

All incident reports, notes and observations should be recorded and kept on file by the Heads of College. Incidents are logged and tracked and are discussed at Heads of House meetings and Senior Leadership Team (SLT) meetings to look for patterns, feedback on the process and strategy planning.

### **Threshold for reporting to external agencies**

In very serious or/and persistent cases of bullying in any form, where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the Headmaster and/or DSL will make a report to the police or to the social services, as detailed in our Safeguarding Policy. A copy of the Safeguarding policy is available on the Slindon College website. A hard copy is also available on request.

### **Procedure for dealing with complaints**

If parents have any concerns about the way the College is dealing with, or has dealt with, an issue of bullying, they should make their concerns known using the Complaints Procedure, a copy of which is available on the Slindon College website. A hard copy is also available on request. Parents should be aware that they have the right to refer a complaint directly to ISI, if they are unhappy with the way in which their complaint has been handled. Contact details for ISI are included within our Complaints Policy.



## Appendix 1 Flow Chart

