



## **ASHDOWN HOUSE ANTI-BULLYING POLICY (to include boarding and day pupils)**

**To be reviewed annually**

**(Reviewed August 2016  
June 2017, January 2018, July 2018, September 2018, August 2019)**

## Anti-Bullying Policy (for the children)

### Q. What is bullying?

#### A. Words or actions that are intended to hurt.

Sometimes children don't realise when a joke goes too far. What seems like 'banter' is actually bullying if the person feels humiliated or the teasing has really upset them.

Bullying can be **physical...**

**hitting**

**kicking**

**punching**

**biting**

**pinching**

**OR any physical action intended to hurt**

Bullying can be done using **modern technology .....**

**Cyberbullying** can be carried out using:

**Emails**

**Social network sites**

**Mobile phones**

**Text Messages**

**Instant messenger and chatrooms**

**Interactive gaming**

## and sending viruses

**Cyberbullying** is when one person or a group of people aim to threaten, tease or embarrass someone else by using a mobile phone, the internet or other technologies. This can happen in term time or the holidays but you must always tell an adult.

### **Sexting**

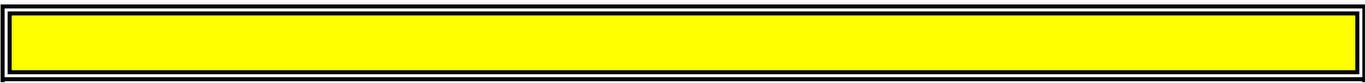
When people talk about sexting, they usually mean sending and receiving:

- naked pictures or 'nudes'
- 'underwear shots'
- sexual or 'dirty pics'
- rude text messages or videos.

They can be sent to or from a friend, boyfriend, girlfriend or someone you've met online.

Sexting can easily happen. Things can go wrong – even when you didn't mean for them to.

Sexting is against the law and if it ever happens to you or someone you know, then you must tell an adult immediately. Sometimes it might happen by mistake, but you must always tell an adult who will be able to help you. (Please refer to the '*Are You Happy?*' posters around the school.)



### **Peer on peer abuse**

This is a difficult one to understand as all friendships have times when things go wrong. However, if somebody in the 1s for example was picking on somebody in the 5s, this could be seen as more than just bullying given the difference in age, size, ability etc. Also, it is more than just bullying if someone has repeatedly intended to harm someone else. De-bagging (pulling down someone else's trousers) is a form of peer on peer abuse and will not be tolerated.

### **Sexual violence**

Inappropriate sexual violence or harassment (unwanted attention) can occur between two children of any age and sex.



**Bullies can also use words** to tease and hurt someone's feelings, by saying something about...

**How they look**

**Their religion, nationality, family and friends**

**Their ability in the classroom, on stage or on the sport's field**

**Their intelligence**

**How they behave**



**Bullies may hide** people's books, pens, shoes - or any other belongings

- **in order to make them upset**
- **or to get them into trouble.**



**Bullies exclude people** and encourage others to do the same.....

---They may **leave people out** of games or refuse to share a book or a seat.

--- They might **refuse** to clear a plate or lend a pencil.

--- Deliberately **ignoring** someone can be bullying.



### Q. How do bullies act?

**Bullies act alone or sometime in groups.**

Bullies often get others to do their bullying for them; they have the ideas, but don't want to be caught bullying.

Be careful that you aren't manipulated or encouraged (willingly or unwillingly) to tease someone or be unkind to someone.



**Q. What do bullies look like?**

They come in **all shapes and sizes... They look like you or me.**

They can be...

- all ages
- boys and girls
- men and women

Bullies are not always obvious. Sometimes they appear to be popular.

Bullies like having power over people.



**Q. What do I do if I see someone being bullied?**

Tell an adult – a teacher, a matron, a houseparent or Mrs. Phillips, even if it is during the holidays or away from school.

Support him/her - don't only help your friends or someone in your class but support all those that you think are being bullied, even those you may not like.



**Q. How do I support someone who is being bullied?**

- tell an **adult**.
- **be kind** to the person that is being bullied.

**Don't ignore bullying** even if it doesn't involve you.

Watching someone being bullied and doing nothing is unkind. You really should tell someone if you think that someone is being bullied.



**Q. What do I do if I am being bullied?**

**Tell someone you trust.....**

- ✓ a friend
- ✓ your Form Tutor
- ✓ any member of staff
- ✓ Mr. Hills who is our Designated Safeguarding Lead
- ✓ Mrs. Phillips
- ✓ Your houseparents
- ✓ Read the poster "*Are you Happy?*" found all around the school – you may want to speak to the designated "Friend" of the school.
- ✓ Phone Childline (0800 1111)
- ✓ Phone the Children's Commissioner 020 7783 8330
- ✓ your parents



**Q. What will the School do if I am being bullied?**

**The School will support you.**

The teachers will support you, care for you and do everything that they can to help you, and stop the bullying from happening.

If necessary, the bully's parents will be asked to meet the Headmistress to discuss the problem. The Headmistress will meet with you and together, will speak to your parents.

**The School will listen to all concerns and worries about being bullied and will view your situation very seriously.**

If the bullying does not stop after efforts have been made to stop it, the bully can expect to be suspended (this means going home for a few days) or, if necessary, excluded from the School – this means that the bully could be asked to leave the school permanently.

Sometimes there are actions when bullying changes into abuse, for example sexting and peer on peer abuse. The Headmistress has to contact social services and the police.

# Anti-Bullying Policy (for the whole school)

## 1. WHAT IS BULLYING

**Bullying is repeated over time and involves the wilful, conscious desire to hurt or threaten or frighten someone else either physically or emotionally. It is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, **homophobic, biphobia and transphobic (HBT)**, SEND or because a child is adopted or a carer. It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).**

To do this the bully usually has to have some sort of power over the victim. **This imbalance of power is not always easily recognisable.** Tackling bullying is one part of making the School a happy place for everyone. Pupils at Boarding School identify bullying as:

**Hitting; Teasing; Taking or Hiding Belongings; Being Unkind; Excluding others.**

Bullying comes in many different forms and may have the following elements attached to it: race; religion; culture; sexual/sexist; homophobic; special educational needs and disability; and cyber (social websites, mobile phones, text messages, photographs, sexting and email).

Bullying is serious can cause huge distress and potential psychological damage to the victims.

Staff should also be aware that bullying can occur outside of the School.

### Bullying and Child Protection

Abuse of children from other children will result in a referral being made to the Local Authority social care. There may be instances when a bullying issue becomes a Child Protection issue and the sanctions in place for bullying would no longer apply, eg. Sexting (see above), peer on peer abuse, sexual violence or harassment (see *Safeguarding Policy*). Staff should also be aware that there are different gender issues that can be prevalent when dealing with peer on peer abuse. This could, for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. Under the Children

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Act 1989 a bullying incident should be addressed as a child protection concern when there is *'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'*. This would be a judgement call by the DSL. Where this is the case, the DSL will report their concerns to SPOA. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

## **2. RECOGNISING THE BULLIES**

There is no unique collection of characteristics that add up to a bully. Pupils who bully others are not always easily recognised.

Bullies can also be victims and require appropriate support. This may involve being referred to the school counsellor.

Bullies tend to have assertive, aggressive attitudes over which they exercise little control.

Bullies tend to lack empathy; they cannot imagine what the victim feels.

Bullies tend to lack guilt: they rationalise that the victim somehow "deserves" the bullying treatment.

It is difficult to get the real facts about who bullies.

They do not come in standard sizes. They are not recognisable stereotypes.

If Members of Staff rely on the stereotype definition they may not recognise other bullying.

Staff must be aware of children that tease others and share a laugh, often at other's expense. What could be construed as banter, can often escalate into bullying and also peer-on-peer abuse.

Make sure that you monitor (and record) any unsatisfactory behaviour of children, especially towards vulnerable children, as you may then be able to able a trend of repeated behaviour. Bullying is often an accumulation on incidents and often surfaces only once children can no longer "brave" and cope with the repeated "attacks" on him / her.

It is imperative that the staff are vigilant and sensitive to those that are more vulnerable than others and stop any unwanted behaviour before it escalates.

### **3. RECOGNISING THE VICTIMS**

Victims may be pupils who:

- are new to the class, dormitory or school;
- are different in appearance, speech or background from others;
- suffer from low esteem
- are children with SEND
- demonstrate ‘entertaining’ reactions when being bullied. e.g. loss of control;
- are nervous or anxious.

**Vulnerability is not always visible to adults. The victim may look like any other child.**

A quiet self-contained pupil may be suffering in silence, invisible to those who could help.

Staff have to be sensitive and alert to the behaviour of ordinary pupils as well as supporting those pupils evidently different from their peers.

### **4. IF YOU COME ACROSS BULLYING, WHAT CAN YOU DO?**

- Take action as quickly as possible.
- Think carefully about whether your action needs to be private or public - who are the pupils involved?
- Reassure the victim(s), that you are going to help him / her.
- Inform the Headmistress or a member of the SMT immediately.
- The Headmistress will then follow the procedures of dealing with “*An alleged incident of Bullying*” (see attached). Records are kept to evaluate the effectiveness of the approach or to enable patterns to be identified.

## 5. FOLLOW UP

The following steps should be followed in recording incidents of bullying.

The message from the staff, Headmistress and the school must convey to all that the school views Bullying in a very serious light.

The following steps are taken when dealing with an incident of alleged bullying:

1. The incident is reported to a member of the SMT or Mrs. Phillips
2. Mrs. Phillips is responsible for dealing with the incident.
3. The incident is recorded in the “*Alleged Incident of Bullying File*”
4. The details and parties concerned are recorded.
5. The incident is investigated and the appropriate parties are informed (staff, parents, SPOA/LADO)
6. Please refer to the Flow Chart ‘*Bullying Procedures*’ and the Forms (below) completed when dealing with an incident of alleged bullying.
7. The school will refer to SPOA if the threshold for safeguarding concerns is reached.
8. In discussion with the parents, the Headmistress will decide on the appropriate sanctions in accordance with the *promoting good behaviour policy*.
9. Appropriate and sensitive monitoring of the victim and alleged perpetrator will be put in place to ensure that both are supported fully

## 6. PREVENTION

- Staff are reminded at the start of each term to scrutinise the behaviour of children towards one another and not tolerate any form of bullying. Our inclusive policy of giving every child a chance, should encourage respect and equality amongst the pupil body and help prevent any bullying.
- Staff are given training in Safeguarding every year but also in understanding what bullying is and the damage it can cause to a child. The staff are encouraged to highlight potential areas that require more supervision and remain vigilant in spotting the places that are most likely.
- Staff are reminded about the school policy on anti-bullying so that the principles are understood, the legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available.
- Encourage colleagues to be watchful and discuss potential problems.
- Duty Staff must be aware of potential trouble spots and patrol these areas regularly, for example, The Barn and the 1s' Play Area.
- Invest in specialised skills through INSET to understand the needs of particular pupils including those with SEND and LGBT pupils
- Discuss bullying openly at Form and Year group Meetings. PSHEE is a perfect forum with the class to discuss issues such as bullying and what constitutes as bullying.
- Make certain that all pupils know that the School does not allow bullying and does care through effective communication. The implementing of disciplinary sanctions which reflect the seriousness of an incident and convey a deterrent effect (in some cases exclusion may be necessary if the bullying has been severe and persistent). Strong leadership and clear messages are important from the Headmistress and the staff that bullying is not tolerated.

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- Assemblies at least once a term on the subject of bullying and cyberbullying, as well as whole school focus in anti-bullying week as part of PSHEE, stories, literature, discussion of differences between people and stressing the importance of using prejudice-based language
- The school aims to stay in constant communication with parents about how to enact eSafety policies, what type of education we can offer to either parents or pupils, and to alert each other of specific concerns.
- Staff receive regular e-safety training as part of their safeguarding INSET and all staff have access to an online safety course with Educare.
- At regular intervals staff and parents receive e-safety awareness training given by Karl Hopwood. For further information please visit: <http://www.childnet.com/what-we-do/staff-and-trustees/trustees/karl-hopwood>

## Cyberbullying

**Cyberbullying** is when one person or a group of people aim to threaten, tease or embarrass someone else by using a mobile phone, the internet or other technologies. The DSL has overall responsibility for online safety within the school.

Cyberbullying includes:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- 'trolling' - the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

Clear guidance on the use of technology in the class room is taught in computing lessons and through the PSHEE curriculum. Staff should also refer to the safety policy for further guidance and online training is provided for staff with Educare.

The school's internet is filtered using the **Barracuda** and any unwanted traffic going in or out of the system is alerted to the system administrators. Pupils do not use their mobile phones in school, although boarders may use their phones in the evening to phone home if they wish. These phones are signed in and out with the houseparents.

Cyberbullying will be dealt with following the procedure outlined in this policy and following appropriate sanctions outlined in the *Promoting Good Behaviour policy*. In the first instance, a pupil may be suspended from the computer system pending investigation.

Any instances of cyberbullying which may occur in the holidays when pupils may have more freedom in their use of technologies, will still be dealt with in accordance with sanctions outlined in the *Promoting Good Behaviour policy*.

Personal electronic data is managed in line with statutory requirements, although inappropriate material from an individual's account will be flagged up by the Barracuda.

Some cyberbullying actions including the distribution of pornographic images are criminal offences and must be referred to the police.

For further information, please refer to the DfE advice *Preventing and Tackling Bullying July 2017* and *Cyberbullying: advice for headteachers and school staff (2014)*



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Incident to be handled by: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Recording of the Alleged Incident of Bullying

### *Procedures*

1. Person(s) / child (children) involved:

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2. Person(s) responsible for bringing the incident to light:

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3. Date(s) of specific incidents of alleged bullying:

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4. A description of the nature of the alleged bullying incident:

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5. Suggested steps to be taken in the investigation of the Alleged Incident of Bullying:

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## Further Monitoring of the Alleged Incident of Bullying *(To be carried out after a resolution has been achieved)*

After the attempt to resolve the Incident has been made, the following steps should be followed (as suggested guidelines)

### Steps

1. Contact the parties involved to ensure that the alleged incident of bullying has been fully resolved and that no longer taking place.
2. Ensure that all correspondence is recorded and attached to the Incident forms.

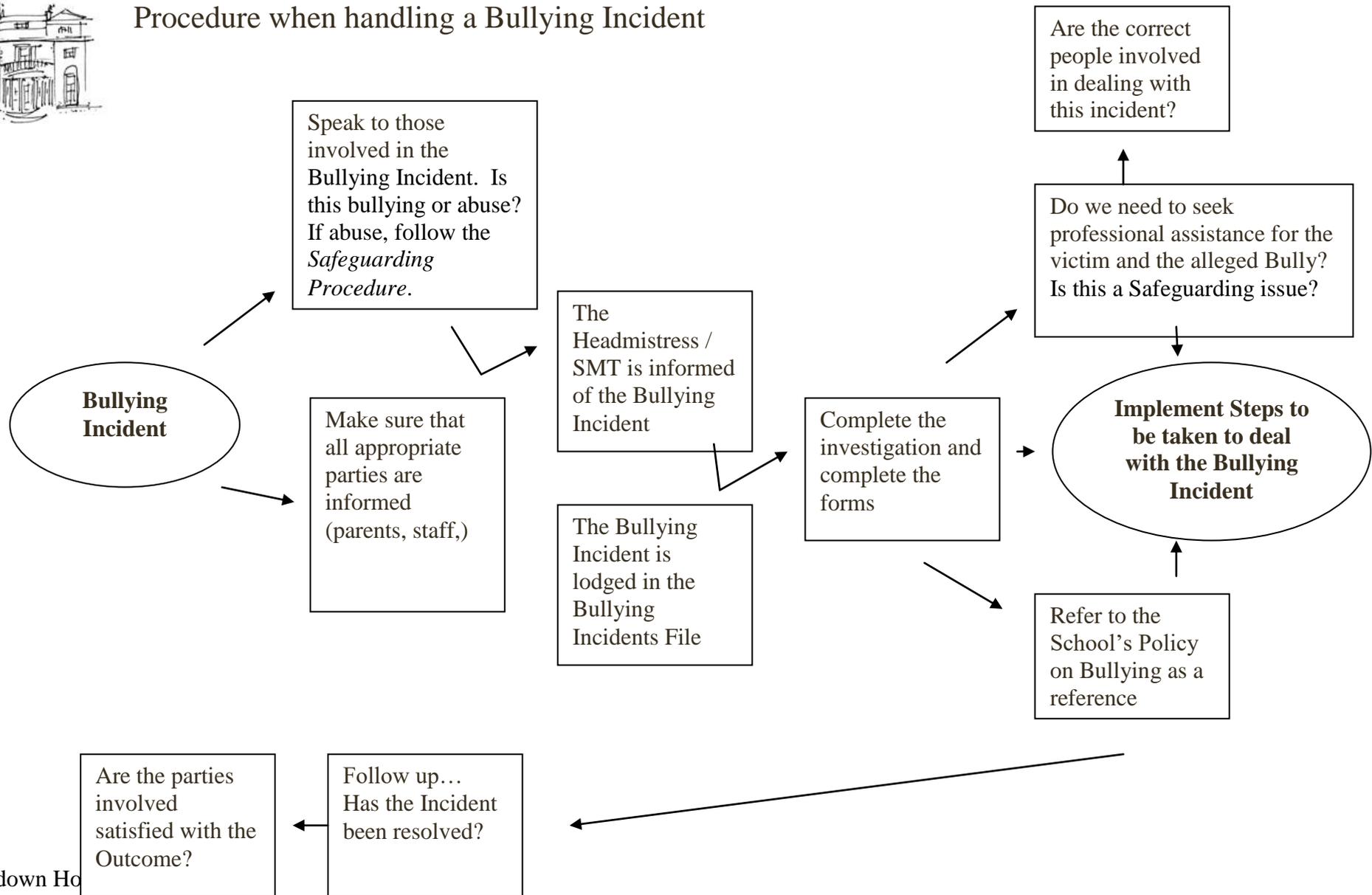
### Checklist when handling a Bullying Incident investigation:

1. Complete the initial Alleged Incident of Bullying recording form
2. Ensure that correspondence (if any) is attached to the forms
3. Investigate the claim, record and attach the minutes of the meeting (including a register of those present)
4. Make sure that the procedure is handled with the correct level of sensitivity but that the appropriate parties are involved and informed when necessary. i.e parents, staff, DSL, Child Welfare.
5. If the incident has been resolved, make sure that a follow-up meeting is done and that the child / children / adult involved are monitored to ensure that:
  - (a) the incident is not repeated,
  - (b) the child / children have indeed resolved this issue and
  - (c) the procedure was dealt with appropriately and with the correct level of sensitivity.





Procedure when handling a Bullying Incident



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