



Anti-Bullying Policy

Aims:

The College takes any bullying extremely seriously, it aims to treat each case individually and take into account any special circumstances when making decisions. Ultimately the College knows that students will learn best in a safe and supportive environment that is free from disruption and in which education is the primary focus.

Terms:

In this document the terms “bully” and “victim” are used. “Bully” is used of someone who has manifested bullying behaviour; “victim” is used of someone who has received bullying behaviour. The terms are used for ease of reference. There is no suggestion that these are discrete categories of people, or that their involvement in bullying behaviour is necessarily either pervasive or persistent.

Types of Bullying Behaviour

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. This includes:

Physical Bullying

Physical bullies tend to dominate through force: emotional, intellectual or physical. Examples of bullying behaviour include hitting, kicking, pushing people around, and spitting but might also include intimidating, isolating or excluding from the group. Taking, damaging or hiding possessions and demanding money is also considered to be physical bullying.

Taunting and Teasing

This is a very common type of bullying but no less hurtful and unpleasant. Such behaviour includes: name calling, taunting, teasing, insulting, spreading rumours or writing unkind notes. Bullies often claim that they did not realise their actions and comments were causing offence but victims never find such assaults acceptable.

Sexual bullying

Sexual bullying involves unwanted and unwelcome attention of a sexual nature. This may be physical or verbal or involve the denigration of an individual on sexual grounds or by sexual means. Any unwelcome behaviour of a sexual nature which creates an intimidating, hostile or offensive environment for the recipient may be regarded as sexual bullying. It affects both boys and girls.

Racial bullying

Racial bullying is offensive action and behaviour, deliberate or otherwise, relating to race, colour, ethnic or national origin directed at an individual or group, which is

objectionable to the recipient and which creates an intimidating, hostile or offensive environment.

Religious or Cultural Bullying

Bullying because of a persons religion, belief or culture. This includes a broad definition of belief and cultures and includes minority religions, humanists, atheists and people of different nationalities.

Homophobic or sexual orientation bullying

This is bullying directed at persons or groups on the grounds of a perceived or actual sexual orientation (applying equally to homosexual, heterosexual or bisexual boys or girls) NB. In terms of sexual orientation, discrimination can occur because of an association with a gay or bisexual person (friend or relative etc.)

Disability Bullying

Bullying in respect of a person's disability or impairment.

Cyberbullying

The term refers to any form of bullying that takes place using electronic technology, for example text messaging, picture or video-clips, email, chat rooms, social networks, instant messaging, social websites, photographs, web logs, online personal polling sites, personal websites and so on. The opportunities for bullying within this sphere are growing as the technology becomes more powerful.

The College has the following safeguards in place:

1. All students and members of staff are required to sign a statement of agreement as part of the Computer Access Policy.
2. All e-communications used on the College site or as part of school activities off-site are monitored.
3. All access to the Internet by students is filtered and bars are placed on a variety of unsuitable websites.
4. All students are made aware of the policy with regard to the use of mobile telephones.
5. The Learning for Life programme includes modules on bullying, including cyber bullying.
6. Members of staff are aware of the need to be vigilant and to act accordingly when a problem arises.

The Police will always be informed of serious incidents involving cyberbullying. Some types of harassing or threatening behaviour and some cyberbullying activities could be criminal offences under a range of different laws including Protection from Harassment Act 1997 and the Communications Act 2003.

Why Bullying is Serious:

All aspects of bullying behaviour affect the victim. A victim may be bullied because of his or her age, physical appearance, nationality, colour, gender, religion, or because he or she is new in the College, appears to be uncertain or has no friends. He or she may also become a target because of an irrational decision by the bully.

Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual and even suicide. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

The College recognises that bullying can occur: from staff to staff, from staff to student, from student to staff, and from student to student. While the College considers all forms of bullying unacceptable, this document focuses only on the last category.

School Code On Bullying:

All reasonable steps should be taken to ensure that, so far as it is possible, every student feels safe and happy at School and feels supported and protected at all times.

The College expects all members of the College Community to uphold the School Code on Bullying which is expressed in the Behaviour and Conduct Policy and reiterated here:

1. Every student at Ardingly has the right to enjoy his or her learning and leisure time free from intimidation.
2. Our College Community will not tolerate unkind actions or remarks, even when these were not intended to hurt.
3. To stand by, when someone else is being bullied, is to support bullying.
4. If you are being bullied, or you know of someone who is being bullied you should report this to a member of staff or a responsible senior student.
5. Bullying will always be taken seriously.

Ways Of Preventing Or Reducing The Incidence Of Bullying:

1. An open, positive, caring and trusting atmosphere is nurtured in the College.
2. Staff are expected to educate without prejudice or discrimination; this is achieved by:
 - a) training: INSET and induction
 - b) understanding College principles, policies and responsibilities
 - c) celebrating achievement
 - d) providing support
 - e) anticipating problems
 - f) disciplining sensibly and fairly, taking those with special educational needs into consideration
 - g) making opportunities to listen to students
 - h) acting as advocates of students
 - i) educating students effectively through tutorial work and LfL
 - j) encouraging, rewarding and promoting good behaviour

3. Students are encouraged to feel able to share problems with staff:
 - a) to turn to anyone they trust, if they have a problem
 - b) not to feel guilty about airing complaints

4. Meals are pleasant social occasions. Situations where bullying is likely to occur are monitored closely. In particular, the member of staff on day duty shall patrol the Tuck Shop area at break and close supervision of the lunch queue will be maintained by staff.

6. Equal opportunities practices are observed in College and Houses:
 - a) discriminatory words and behaviour are treated as unacceptable
 - b) positive attitudes are fostered towards people who are disabled and towards ethnic, cultural and linguistic groups within and outside the College
 - c) positive attitudes are fostered towards both sexes through the curriculum and tutorials

7. A course on bullying forms part of the Shell Learning for Life curriculum. This includes debate on:
 - a) Who is the "bully"? Who is the "victim"?
 - b) Why are some "bullies" and others "victims"?
 - c) What should a student do if he is bullied?
 - d) What constitutes bullying? Where are boundaries?
 - e) Who do I go to if I am being bullied?

8. Appropriate training in all aspects of care is arranged, to ensure that Housemasters and Housemistresses and other staff have the necessary professional skills, especially:
 - a) the risk and indications of child abuse and bullying, and how to deal with cases
 - b) counselling skills (including bereavement).

9. In Houses:
 - a) there is an adequate presence of staff
 - b) staff are actively involved with students and in all areas of the House when they are on duty
 - c) attempts are made to avoid boredom and lack of purpose among students
 - d) there is space available for students' quiet withdrawal
 - e) there is no crowding in bedrooms or common rooms.

10. All senior students have the opportunity for House duties.

11. The responsibilities of senior students are appropriately limited.

12. Staff realise the pastoral role of Prefects and senior boarders, and offer appropriate support.

13. House and College Prefects are trained at the beginning of the academic year or as part of the prefects' training at the end of the Lower Sixth, so that they control younger students sensitively, especially in giving punishments.

14. Older boarders are encouraged to keep an eye on younger boarders, offering support where needed.

Monitoring Students' Behaviour, Including Bullying

1. Members of staff are vigilant at all times, but particularly outside rooms before and between lessons, and in the Dining Hall.
2. Housemasters and Housemistresses, Tutors, House staff and senior students are alert to the possibility of bullying in Houses, particularly in study bedrooms and dormitories.
3. Meetings of Housemasters Housemistresses and House Prefects regularly discuss bullying within the House.
4. Tutors regularly discuss relationships, including bullying, with their tutees.
5. There is close cooperation between College and House staff:
 - a) Housemasters and Housemistresses are informed of issues and incidents in the classroom and the wider school, and are informed of bullying incidents as soon as possible
 - b) Housemasters and Housemistresses report to other staff in the College issues and incidents involving individual students
 - c) there is effective and close liaison between medical and House staff and College staff.
6. Record-keeping on the welfare and development of individual students:
 - a) is efficient and well-maintained
 - b) is sensitive to individual changes
 - c) includes all relevant information to provide staff with information about welfare at all times
 - d) enables staff to spot changes in the well-being of individuals in time to take appropriate action.
8. House and College Prefects are monitored to ensure that their responsibility is properly exercised.
9. Houses have an Incident Book for noting significant events which need to be monitored and known to other members of the House staff team. Housemasters must keep Incident Books up to date.
10. Housemasters and Housemistresses regularly communicate with the Tutors of students in their House and monitor their Tutor records.
11. The Deputy Head monitors Incident Books and Tutor records regularly.

Procedures To Deal With Alleged Incidents Of Bullying

1. Any student being bullied or knowing that someone is being bullied should report what is happening to his or her parents or guardians or to someone in authority within the College, in accordance with the School Code on Bullying. The following are available:

- Housemaster or Housemistress, tutor or any other teacher
- House Matron or another lady in the House
- A College prefect, House prefect or a senior student
- the Chaplain
- A Counsellor (contactable through the Medical Centre) or the Independent Listener (Fr John Crutchley Tel No 01444 892332)
- A School Doctor or a Sister in the Medical Centre
- The Headmaster
- The Child Protection Officer (Deputy Headmaster)
- The Deputy Child Protection Officer (Miss Gurd)
- A member of the Senior Management Team

- They may also wish to contact:
 - Social Services: 01243 771000
 - Children's Rights Director contact: Freephone 0800 528 0731
 - ChildLine: 0800 1111

2. A victim or a witness of bullying may be uncertain about taking this step, for a variety of reasons:
- a) he or she does not want to tell tales
 - b) he or she does not want the bully to be punished
 - c) he or she is afraid of what the bully will do
 - d) he or she has become demoralised and feels that he or she does not deserve any better

There should be an atmosphere within the College which encourages students to be completely open regarding bullying. Moreover, students should be encouraged to realise that it is always better to tell someone, because:

- a) sharing what is happening will help the victim to deal with his feelings
 - b) bullying thrives on secrecy – it is best dealt with by being brought into the open
 - c) it may save other people from becoming victims of the same bully
3. Any person in authority who learns of alleged bullying behaviour should:
- a) firstly, offer advice and support to the alleged victim
 - b) report the allegation to the Housemaster(s)/Housemistress(es) of the students involved (ie both victim and bully) as soon as possible.
4. Housemasters/Housemistresses will record this in the House Incident Book and, if they consider it appropriate, interview both the alleged victim and bully and any possible witnesses from their House. These interviews will be recorded in the relevant House Incident Book, together with action taken in the case as a whole.
5. It is essential that Housemasters and Housemistresses of both the victim and the bully continue to monitor the situation regularly. If the victim and the bully are from different Houses, the relevant Housemasters and Housemistresses should discuss their findings regularly during the first few weeks after an alleged

- incident, until they are satisfied that further incidents are unlikely. They should record their results in their House Incident Book.
6. Housemasters and Housemistresses must notify the Deputy Headmaster of all alleged bullying incidents. Housemasters and Housemistresses may, at their discretion, notify the Headmaster.
 7. Housemasters and Housemistresses may consider it advisable to notify parents of both the victim and the bully about the case and any action taken.
 8. Housemasters and Housemistresses should consider sharing information with some or all colleagues, especially the Tutors of the students concerned, and with students in the House, in order that they may be alert to the need to monitor certain students closely.
 9. The welfare of the victim should be considered of paramount importance. The student should be informed of any actions taken. They might need help to deal with their feelings and to understand and overcome their vulnerability.
 10. The bully should be given help and support in trying to change their behaviour.
 11. If the Housemaster or Housemistress believes that bullying has occurred or is occurring involving a student in their House or that bullying behaviour has occurred after warnings have been given to the bully, or a student has made a formal complaint and they consider that the matter cannot be dealt with internally, they may ask the Deputy Headmaster (or another member of staff when it is deemed more appropriate) to conduct interviews within the guidelines set out below. They shall also inform the Headmaster that they are taking this course of action.

Procedure To Be Followed When The Child Protection Officer (the Deputy Headmaster) Is Asked To Investigate An Alleged Incident Of Bullying

1. The Deputy Headmaster interviews the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. He may or may not ask the Housemaster or Housemistress to be present.
2. He sends a summary of his findings to the Headmaster.
3. The Deputy Headmaster or Headmaster may notify the parents of the students concerned, informing them of action taken.
4. Relevant Housemasters, Housemistresses and Tutors monitor the situation and raise staff awareness of the specific situation.
5. The Chaplain, or another member of staff, will ensure that the alleged victim and the alleged bully have an interview with him or an experienced member of staff when a reasonable length of time has elapsed after the incident. They may also decide that a specific group of students need further follow-up to address their behaviour patterns.

6. If the victim does not feel that the procedure set out above has resolved the issue, he or she should inform either his or her Housemaster/Housemistress or the Deputy Headmaster or one of the people listed on page 6.
7. The advice below is taken from the Student Handbook and is intended to help students who feel that they are being bullied.

If you are being bullied, there a range of strategies you can adopt to deal with the situation :

- Always remember that no one deserves to be bullied - bullying is always the bully's fault. Bullies seek out and need victims and just happened to pick you.
- Tell a friend what is happening. Ask him/her to help you. It will be harder for the bully to pick on you if you have a friend with you for support.
- Ignore the bully or say 'No' really firmly, then turn and walk away. Don't worry if people think you're running away. Remember, it is very hard for the bully to go on bullying someone who won't stand still to listen.
- Don't show that you are upset or angry. Bullies love to get a reaction. Keep calm and hide your emotions; the bully might get bored and leave you alone.
- Make up funny or clever replies in advance. Replies don't have to be brilliant, but it helps to have an answer ready. Practice saying them at home.
- Don't fight back if you can help it. If you fight back, you could make the situation worse, get hurt or be blamed for starting the trouble.
- Stick with a group, even if they are not your friends. Bullies tend to pick on people when they are on their own.
- Practise 'walking tall' – look in a mirror. If you look positive and confident, the bully will find it harder to identify you as a target – even if you don't feel that way inside.
- Keep a diary about what is happening. Write down details of incidents and your feelings. When you decide to tell someone, a written record of the bullying makes it easier to prove what has been going on.
- Tell your parents or other adults such as your tutor or HoMM - you need their help. Don't suffer in silence and let the bullies win.
- Don't answer texts, emails or messages which are abusive. Log them and report them to your parents or a teacher, for example your tutor. Don't delete them. You don't have to read them but you should keep them as evidence. Do not give out personal details on the internet or by text. If you use chat-rooms, always stay in the public areas.
- Don't answer texts, emails or messages from someone you don't know.

Sanctions

If action is taken quickly it might be that a warning will suffice. In many cases where it is felt that bullying has taken place, the action in the first instance will not be disciplinary. It may sometimes be the case that the bully genuinely has not recognised the distress caused to the victim by his or her behaviour.

Students are informed that bullying will not be tolerated in the College and that it is a disciplinary offence. All of the school sanctions (as are listed in the Student Handbook) may apply and ultimately a student may be excluded. It is likely that a serious bullying

incident or an incident which is itself minor but forms part of a cycle of such incidents will, as a first step, result in external suspension.

However, if the student responsible for the bullying behaviour repeats it, sanctions are likely to be applied. Ultimately, a bully who does not change his or her behaviour may have to leave the College.

A bullying incident might be treated as a Child Protection concern when there is reasonable cause to suspect that a child is or is likely to suffer significant harm.

If you have been bullied for a long time:

If you have been bullied for a long time, you might start to believe what the bully says – you are ugly and awful and that no one will ever like you. This is not true: this is ‘victim-think’. To help you start feeling better about yourself:

- Try doing some mental exercises to build up your self-confidence
- Make a list of all the good things you can think of about yourself. We all have talents. The next time you feel down, think about the good things on your list
- Learn to talk to yourself in a positive way: say, “I may not look like a film star, but I’m good at maths and I have a brilliant sense of humour!”
- If you have a particular interest, develop your skills, whatever they are
- Change your mobile phone number. Your service provider can do this

Helpful approaches:

Saying no

- When you say NO, say it firmly
- Listen to your body and to your feelings: What do you really want to say?
- Try not to get caught up in arguments
- If you don’t want to do something, don’t give in to pressure. Be firm. Remember, we have the right to say NO!
- When you say No to someone, you are only refusing the request. You are not rejecting the person.

‘Broken record’

- Stay calm and focussed
- Repeat over and over the same phrase (such as ‘No’ or ‘I’m not interested’)
- Make your phrase short and precise (‘it’s my pencil’ or ‘Go away’)

Fogging

- Imagine that you are inside a huge, white fog-bank: the insults are swallowed up by the fog long before they reach you. Nothing touches you.
- Reply to taunts with something short and bland: “That’s what you think.” “Maybe.” Then walk away.
- Practise by thinking of the worst things the bully says to you and pretend that you are inside your fog bank – nothing reaches you.

Phone calls

- If you get an abusive or silent phone call, don’t hang up immediately. Instead, put the phone down and walk away for a few minutes. Then hang up or turn your

- phone off. Once the bully realises they can't get you rattled, they usually get bored and stop bothering you. Always tell someone else.
- Use your voicemail to vet your calls.
 - Remember that almost all calls can be traced.
 - Get help from your network provider.

Emails

- Never reply to unpleasant emails. The sender wants a response – don't give them that satisfaction.
- Keep emails as evidence and tell an adult.
- Never reply to someone you don't know, even if there is an option to 'unsubscribe'. This simply confirms that your email address is a real one.
- Ask an adult to contact the sender's internet service provider by writing abuse@ then the host, eg abuse@hotmail.com

Take Your Time

Once the bullying stops, many former victims say that they don't feel brilliant immediately. It takes time to get over bullying – you will feel better eventually.

Further Information and related documents:

- Safeguarding and Welfare Policy [Child Protection]
- Behaviour and Conduct Policy
- Cyber-Bullying Policy
- Staff, Parent and Student Handbooks

Visit the websites www.kidscape.org.uk or www.wiredsafety.org for more suggestions and names of organisations that can help.

Reviewed: December 2011

Next review: June 2012

Signed:

Headmaster

Signed:

A large, stylized handwritten signature in blue ink, written over the 'Signed:' label for the Headmaster. The signature is slanted upwards to the right and appears to be 'Jim Shawne'.

Chairman of the School Council