



## QUEEN ETHELBURGA'S COLLEGIATE

### ANTI-BULLYING POLICY

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Authorised by	The Collegiate Board
Signed	..... Chair of the Collegiate Board
Date	
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## Introduction and aims

This policy applies to the Queen Ethelburga's Collegiate - Queen's Kindergarten, Chapter House Preparatory School, King's Magna Middle School, Queen Ethelburga's College and The Faculty of Queen Ethelburga's - hereafter referred to as "the Collegiate". It dove-tails with the Behaviour and Discipline Policy.

At the Collegiate, we are committed to providing a supportive, caring and safe environment for all of our students, so that they can learn without fear of being bullied. Issues to do with bullying are addressed regularly in Assemblies, Personal Development lessons, whole school awareness weeks, Form Time and THRIVE@QE, with a view to the prevention of such issues occurring amongst students.

It is Collegiate policy that we do not tolerate bullying in any form, including bullying that takes place away from the Collegiate campus. If bullying does occur, all students should be able to tell someone and know that incidents will be dealt with promptly and effectively, and they need to feel supported.

We will always take the matter seriously. Methods of addressing bullying include structured discussions in Personal Development lessons, counselling, peer mentoring, THRIVE@QE support and the use of sanctions. Persistent bullies will be asked to leave the Collegiate.

It is important that we create an atmosphere where students who are being bullied, inside or outside school, feel able to talk to someone. They must feel secure that they will be listened to and believed, and that any action will be sensitive to their needs. The school recognises that the bully often needs as much help as the victim.

This policy applies to all students at the Collegiate, irrespective of their age and whether or not a student is in the care of the Collegiate when, or if, bullying behaviour occurs.

## What is Bullying?

Bullying is any repeated interaction between an individual or group of people with another individual or group which is **perceived** or **intended** to cause hurt, pain, suffering, humiliation or degradation.

Bullying behaviour may be direct or indirect. Direct forms include physical violence and threats; verbal assaults and taunts; harassment; the destruction of property; extortion; unwanted sexual interest or contact. Examples of indirect forms of bullying include ignoring and the withdrawal of friendship; excluding; malicious gossip and spreading rumour; abusive or oppressive graffiti.

It is the Collegiate stance that any form of bullying should never be assumed to be trivial (e.g. "banter") or just part of growing up. See Child Protection, E-safety policies and the Acceptable Use protocols. Staff and students are made aware of peer on peer abuse and that banter can be a form of this and is not tolerated. Peer on peer abuse can take the form of sexual violence and sexual harassment; physical abuse; sexting (or youth produced sexual imagery); initiation /hazing-type violence and rituals. It is more likely that girls will be victims and boys as perpetrators, but all peer on peer abuse is unacceptable and will be taken seriously (Reference: **Sexual violence and sexual harassment between children in schools and college December 2017**).

As indicated in Appendix 1 of the Child Protection Policy, staff need to be aware that it may be difficult to identify abuse, including bullying, in children with special educational needs and

disabilities, and SEND may be disproportionately impacted by bullying, without any outwardly visible signs. They should be sensitive to the behaviour of other students, that may indicate unreported abuse, and indicators in the behaviour, mood or injury of those with SEND.

Any student with SEND bullying another student will be dealt with in accordance with the Behaviour and Discipline Policy, with due consideration of the disability when applying sanctions.

The Collegiate takes all forms of bullying seriously and is particularly concerned to take action in relation to any incidents which involve prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs or disability, or because a child is adopted, looked after or is a carer – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

In such cases these issues will be specifically addressed with the bully (and his/her parents/carers where appropriate) in the course of post-incident management.

Bullying can have very serious consequences for the victim, including long-term physical, emotional or psychological damage, loss of confidence and, in some extreme circumstances, has led to suicide.

**Open aggression, physical or verbal, involving humiliating the victim.** It can take various forms, including:

- Persecution (and encouraging others to join in).
- Name calling, cat calling and encouraging a group to do the same, ridiculing, making fun and laughing at the victim.
- The use of racist, disability, homophobic, transphobic, biphobic or sexist language or abuse, or actions associated with these attitudes.
- “Bossing” – demanding signs of subservience.
- Exclusion from the group (and encouraging others to exclude the victim) - “Sending to Coventry”.
- Humiliating initiation ceremonies and rituals.
- Deliberately spoiling or hiding the victim’s work or possessions.
- Physical harm, pushing, poking, and hurting.
- Sarcasm and encouraging others to laugh at the victim in response.
- Making remarks to individuals due to race, culture, ethnicity, language, faith, community, national origin or national status.
- Sexual forms of violence such as deliberately brushing against someone, interfering with someone’s clothes inappropriately, displaying pictures, photos or drawings of a sexual nature. etc

#### **Hidden**

The same behaviour is shown, but is not apparent to outsiders and therefore is hard to establish. On the surface, all may be sweetness and light. Forms include:

- Secret persecution e.g. messing up beds (water or worse).
- Whispering campaign e.g. encouraging the group to whisper words like “weird” when the victim appears.
- Secretly demanding signs of subservience.
- Discreetly cutting the victim off from group activities, “giving the cold shoulder”.
- Secret rituals and initiations.
- Secretly poking, sticking pins, pinching etc.
- “Poison Pen” or even “blackmail” letters.

### **Play Bullying**

- Being overly rough or aggressive when playing.
- Being overbearing in the treatment of others.
- Encouraging others to do things with which they are not comfortable.

### **Cyber Bullying**

- Sending malicious e-mails, private messages or text messages.
- Posting, sharing and liking unpleasant information on social media or other websites.
- Distributing photographic images, videos or comments which may demean or embarrass.
- Harassing by use of mobile phone or any other electronic device.
- Online sexual harassment including non-consensual sharing of sexual images and videos; sexualised online bullying; unwanted sexual comments and messages, including, on social media; sexual exploitation; coercion and threats.

### **Religious**

- Attacking faith, belief, religious practice or custom.

### **Cultural**

- Focusing on and/or playing off perceived cultural differences.

### **Sexual**

- Homophobic, transphobic or biphobic bullying directed at individuals who are openly gay, bisexual, or transgender, or perceived as gay.
- Sexist – can be a wide range of behavior from name calling to physical sexual assault.
- Sexual - is unwanted or inappropriate physical contact or sexual innuendo.
- Sexual harassment – ‘Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a

single child or group of children' *DFE Sexual violence and sexual harassment between children in schools and colleges December 2017*.

- Sexual violence as described above.

### **Special Educational Needs and Disabilities**

Remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs.

### **Points to note:**

- Bullying occurs among adults, too, at home and at work.
- Children can bully or manipulate adults.
- Points of view vary; the same action may be seen as bullying by one "victim", but not by another.
- Everyone thinks they have the right to the last word.
- Without a "victim", bullying cannot take place.
- The bully relies on FEAR. He/she will soon get bored if the chosen victim does not respond as intended.
- New students are particularly vulnerable.

### **Problems that make discovery of bullying difficult**

- Victims may fear reprisal and suffer in silence.
- Victims may be too proud to admit they are bullied.
- It is not always possible to differentiate fact from fiction, as the victim may not be telling the truth.
- The strong teenage ethos is "don't let your peers down", "don't tell the adults", "we can handle this".
- The root of the problem for bully and/or victim may lie outside school and not be within our control.

### **Signs of Bullying**

Changes in behaviour that may indicate that a student is being bullied can include:

- Unwillingness to return to school.
- Displays of excessive anxiety, becoming withdrawn or unusually quiet.
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others.
- Books, bags and other belongings suddenly go missing, or are damaged.
- Change to established habits (eg giving up music lessons, change to accent or vocabulary).
- Diminished levels of self-confidence.

- Frequent visits to the Medical Centre with symptoms such as stomach pains, headaches.
- Unexplained cuts and bruises.
- Frequent absence, erratic attendance, late arrival to class.
- Choosing the company of adults.
- Displaying repressed body language and poor eye contact.
- Difficulty in sleeping, experiencing nightmares.
- Talking of suicide or running away.
- Unwillingness to join in activities.
- Being overly emotional – outbursts of tears.
- Change of friendship groups, lack of friends, trying to ‘buy’ friendship.
- Severe cases of depression.

### **Preventative Measures**

We take the following preventative measures:

- We use age-appropriate Assemblies to explain the Collegiate's policy on bullying. Our Personal Development programme is structured to give students an awareness of their social and moral responsibilities as they progress through the Collegiate. The programme is structured to enforce the message about community involvement and taking care of each other, where appropriate drawing upon the specialized skills of outside agencies, who can provide relevant and supportive literature to further enforce this message.
- We have internet filters across the Collegiate which identify any student, or staff member, who tries to access any content which has been categorised as linked to ‘bullying’. The safeguarding team are immediately alerted and the relevant action is taken to support anyone involved.
- Within the **EYFS and Chapter House** the students are encouraged to talk about ‘annoying’ and ‘unkind’ behaviour which upsets or physical hurts them and their peers. They are given guidance by staff through assemblies and circle time on how to make the ‘right choices’ with their behaviour and what to do if someone is unkind to them.
- Other lessons, particularly English and drama, and also through stories, current affairs, and historical events, highlight the issue of bullying. They reinforce our intolerance of such behaviour by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- All of our students are encouraged to tell a member of staff at once if they know that bullying is taking place. They also have access to an online bullybox where they can report bullying.
- All reported incidents are recorded and investigated at once, and reported incidents are subsequently monitored.

- We raise staff awareness through INSET as part of the Child Protection training, including identifying groups of students who may be the subject of bullying.
- We have strong and experienced pastoral teams, in boarding and in school, who are appropriately experienced and who handle any incidents as an immediate priority and are alert to possible signs of bullying. Information is centrally logged and shared across both academic and boarding pastoral teams.
- Our pastoral teams give support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- The pastoral teams can direct students to the Chaplain, who will give support and guidance to students of all faiths, perhaps at a time of family break-up, sickness or bereavement. The Chaplain will seek and encourage the development of tolerance, understanding and respect for others in a multi-faith community.
- We take action to reduce the risk of bullying at those times and places where it is more likely to occur. Staff are always on duty at times when students are not in class and supervise the Collegiate site, particularly in areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour.
- We operate a buddy system and a peer mentoring system, whereby older students are encouraged to offer help and support to younger students.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips, and that occur outside the vicinity of the Collegiate, which involve our students.
- We expect all students to adhere to the E-Safety Policy and the Student Acceptable Use Policy. Certain sites are blocked by our filtering system and our Computer Services monitor all use of the network.
- Sanctions are imposed for the misuse, or attempted misuse of the internet.
- We create an environment of good behaviour and respect, with helpful examples set by staff and older students, ensuring students understand what part they can play in preventing bullying.
- We offer guidance on the safe use of social networking sites and cyber bullying in form time, assemblies and in Personal Development lessons.
- Guidance is offered on keeping names, addresses, passwords, mobile phone numbers and other personal details safe. The E-Safety Policy and Student Acceptable Use Policy provides guidance to students about staying safe online.

#### **How do we respond to bullying?**

- Develop and implement an anti-bullying policy based on a consistently implemented whole-school approach.

- Raise awareness among staff, parents/carers and students about the issue of bullying and the Collegiate's attitude towards it, ensuring that the principles of the school policy are known and understood.
- Create an environment in which bullying is seen as inappropriate and unacceptable, including using the sanctions as appropriate in accordance with the Collegiate's Behaviour and Discipline Policy. Serious incidents of bullying may lead to suspension or expulsion.
- Be proactive in the prevention of bullying.
- Be alert to bullying – if someone is seen to be in distress or being bullied, then ACT.
- Recognise that bullying behaviour could also be a child protection issue. If at any stage there is a concern that a student has suffered or is at risk of suffering significant harm, the procedures in the Collegiate's Child Protection Policy will be followed. The threshold is known for reporting bullying to external agencies such as the police/children's services.
- Ensure that students, parents/carers and staff are aware of what steps to take when an incident of bullying has occurred, that legal responsibilities are known and that sources of support are available.
- Demonstrate to bullies that their behaviour is unacceptable and reassure victims that action will be taken to keep them safe. Both the bully and the victim will receive support through THRIVE@QE.
- Clarify the extent of the problem and ensure that schools allocate a proportionate amount of time and energy to bringing it under control.
- Accurately record all incidents of bullying in the central bullying log on Sharepoint "Pastoral Teams", including recording any sanctions given, and monitor the effectiveness of strategies for bringing it under control (see section on record keeping below).
- Address with bullies their problematic behaviour in a fair and firm, non-oppressive manner, and provide them with support to enable them to change their behaviour. The reasons underlying the bullying behaviour will be considered and if there is a concern that the student is at risk of significant harm, the procedures in the Collegiate's Child Protection Policy will be followed.
- Every reported case must be taken seriously and investigated fully, but tactfully. The victim needs discreet and sensitive support. Sometimes it is best not to take action, but to listen, advise and keep watch.
- If possible, set up a support group, enroll the help of the victim's friends or senior students whom he/she trusts and who may have undergone similar experiences. For example, one of our Peer Mentors.
- Enable the victim to find a friend, change his/her roommate, seating in class etc.
- Monitor new students, using the buddy system to support them.

## **PROCEDURES**

### **What to do if you or someone you know is being bullied**

There is a "virtual" bully box on the student intranet where victims, their friends or any observer can inform the Head of Pastoral Care or Head of Boarding.



Within Chapter House, students are encouraged to inform their form teacher or house staff of any issues or by using the 'Stop' box located in the [Monarch's Hall](#).

In addition to the Virtual Bully Box, students are encouraged to bring any incidents of bullying to the attention of a member of staff with whom they feel comfortable, and to report to staff any bullying that they see that involves others.

Students could also speak to their Peer Mentor, Chaplain, Collegiate Counsellor, Sarah Ellis who can be contacted via the School Medical Centre or the Independent Listener who can be contacted on 01423 771979 or an appointment booked via the Medical Centre.

It is important that any concerns about bullying behaviour are passed on whether from inside school, outside school or in boarding.

### **Procedures for staff**

A member of staff who learns of alleged bullying behaviour should:

- Identify who the bullies and victims are and respond quickly and sensitively by offering advice, support and reassurance to the alleged victim.
- Immediately report the matter to the Pastoral Team / Boarding.

An appropriate member of staff will be appointed to establish the facts by individual interviews with victim, witnesses and alleged bully and inform the school and boarding teams of their investigation. Written records will be kept of all discussions.

If it is clear that there has been a misunderstanding that does not require further investigation or disciplinary action to be taken, this will be sympathetically explained to the alleged victim and the alleged bully(ies) will be guided on how to modify his / her behaviour through THRIVE@QE so that the misunderstanding does not occur again. The situation will be monitored.

If it is believed that bullying has taken place, the member of staff dealing with the incident will decide on the appropriate course of action. The Head of Pastoral Care and Senior Pastoral Team members must be informed in serious cases to decide on the action to be taken. Action may include additional investigation and interviews taking place, following the procedures in the Behaviour and Discipline Policy and Expulsion, Removal and Review Policy where appropriate.

The parents of the students involved will be informed by the Head of Pastoral Care if it is believed that bullying has taken place and further action is required.

Where bullying behaviour has taken place, in addition to the responses set out earlier in this policy, the range of action to be taken may include the following:

- Bullies should be challenged to confront their behaviour.
- Reconciliation should always be attempted.
- Bullying should always be punished in accordance with the Behaviour and Discipline Policy and the Collegiate's sanction systems.

- Parents should be made aware and involved where serious bullying is occurring.
- The victim and bully should be offered ongoing support.
- The behaviour of the victim and the bully should be monitored.

If at any stage there is a concern that a student has suffered or is at risk of suffering significant harm, including the risk of self-harm, a report must be made to the Designated Safeguarding Lead in accordance with the Collegiate's Child Protection Policy and the procedures in that policy will be followed.

### **Recording and monitoring**

The Pastoral Teams will record the incident on the **Central Bullying Log**. The Head of Pastoral Care monitors these records to enable patterns to be identified, both in relation to individual students and across the Collegiate, and to evaluate the effectiveness of the Collegiate's approach.

### **Responsibilities**

The Principal will:

- ensure that staff have an opportunity to discuss strategies and review them;
- determine the strategies and procedures;
- discuss development of the strategies with the leadership team;
- ensure appropriate training is available;
- ensure that the procedures and policies are brought to the attention of all staff, parents and students.

Heads of Boarding/ Assistant Head of Pastoral Care/Head of Pastoral Care will:

- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- keep the Principal/Vice Principal and designated teacher informed of incidents;
- arrange relevant staff training;
- monitor the central record of bullying incidents;
- determine how best to involve parents in the solution of individual problems.

Heads of Key Stage, Heads of Year, Heads of Department and the Pastoral Team will:

- be responsible for ensuring that the Collegiate's positive strategies are put into practice;
- know the Collegiate's procedures and deal with any incidents that are reported.

Form tutors and House Tutors will:

- be responsible for liaising with Head of Year / Pastoral Team over all incidents involving students in their form/house;
- be involved in any agreed strategy to achieve a solution.

All staff will:

- know the policy and procedures;
- be observant and follow up any indications of bullying in accordance with this policy;
- deal with incidents according to the policy;
- never let any incident of bullying pass by unreported, whether on-site or during an off-site activity.

**Staff should be aware of other policies associated with the Anti-Bullying Policy. These would include the Child Protection Policy, E-Safety Policy, Student Acceptable Use Policy, Behaviour and Discipline Policy and Expulsion, Removal and Review Policy.**

**Other related policies:**

**SEND**

**Equality**

**Missing Student**

**Relationships and Sex**

**Risk Assessment (Welfare)**

**Student duties, powers and responsibilities**

**Supporting students with medical conditions**

**Parents and students are made aware in the Collegiate Requirements that the Anti-Bullying policy can be found on the Parent Portal of iSAMS.**