



1. Aim of this policy

- a. The Chorister School community is committed to upholding the values of good manners, mutual respect and fair play. We seek to provide a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can live and learn in a supporting, caring and safe environment to develop his/her 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 and support each other.
- b. The Chorister School celebrates respect and mutual tolerance. Parents/guardians have an important role in supporting the school in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together.
- c. This policy is available on our website.
- d. Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration, and we expect them to respect the staff, the school and each other, in return. All forms of bullying are unacceptable and will not be tolerated; any instances will be recorded and, where appropriate, will result in disciplinary action.
- e. This policy applies to all day and boarding pupils in the school.
- f. If bullying does occur, all pupils should know who to tell and know that incidents will be dealt with promptly and effectively.
- g. This policy is drawn up in conjunction with the DFE guidance contained in 'Preventing and Tackling Bullying', 'Cyberbullying: Advice for headteachers and school staff'. This policy should also be used in conjunction with the School's 'Behaviour Policy' (on school website), 'Acceptable Use of Information and Communication Technology Policy' (on school website), 'SEND and Learning Support Policy', 'Rewards, Discipline and Sanctions Policy', 'Equal Opportunities Policy' and 'Complaints Procedure' (on school website).

2. What is bullying?

- a. Bullying can be defined as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally' (Guidance on Preventing and Tackling Bullying, Department of Education). In other words, it is the intentional hurting, harming, or humiliating of another person by physical (including any threat of or use of violence of any kind), sexual, verbal (including via email, social media and SMS or other instant messages) and emotional (including by excluding, being sarcastic, name calling, tormenting or spreading malicious rumours) means. There may be instances where bullying does not take

place over a prolonged period of time, but where the level of intimidation is extreme and equally damaging.

- b. Bullying may involve manipulation of a third party to tease or torment someone, or actions that fall short of direct participation, where someone encourages others to bully, or joins in with laughing at a victim. Bullying is often hidden and subtle. It can also be overt and intimidatory.
- c. Bullying may involve actions or comments that are sexual or sexist, homophobic, racist, which focus on religion or cultural family background, special educational needs, disabilities or physical attributes. In all cases prejudice based language must be avoided.
- d. Bullying can happen anywhere and at any time and can involve anyone – pupils, other young people, staff and parents.

3. Cyberbullying

- a. 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’, (Bill Besley, President and Founder of Bullying.org). It is an aggressive, intentional act carried out often against a victim who cannot easily defend himself/herself.
- b. Cyberbullying could involve communications by various electronic media, including for example:
 - I. Texts, instant messages or calls on mobile phones between pupils
 - II. The use of mobile phone camera images to cause distress, fear or humiliation
 - III. Posting threatening, abusive, offensive or humiliating material or comments on website
 - IV. Using email to message others in a threatening or abusive manner
 - V. Hijacking or cloning email accounts

4. The School’s Response to Bullying

- a. At The Chorister School we always treat bullying very seriously and it will not be tolerated. Bullying can be so serious as to cause physical, emotional and psychological damage, eating disorders, self-harm and even suicide. No one deserves to be a victim of bullying and pupils who are victims of bullying will be supported. Pupils who have engaged in bullying behaviour will be subject to appropriate disciplinary sanction and will also, where possible, be supported in learning acceptable ways of behaving.
- b. Bullying which occurs on school trips will not be tolerated and teachers may discipline pupils for misbehaviour outside the school premises and outside school hours

5. Signs of bullying

- a. Changes in behaviour that may indicate that a pupil is being bullied include:
 - Unwillingness to return to school
 - Displays of excessive anxiety, becoming withdrawn or unusually quiet
 - Failure to produce work, or producing poor work, or work that appears to have been copied, interfered with or spoiled by others
 - Books, bags and other belongings going missing or being damaged

- Changes to established habits (eg giving up music lessons)
 - Diminished levels of self confidence
 - Frequent visits to Housemother with symptoms that may relate to anxiety such as stomach pains or headaches
 - Unexplained cuts or bruises
 - Frequent absence, erratic attendance or late arrival to class
 - Choosing company of adults rather than peers
 - Displaying repressed body language and poor eye contact
 - Difficulty in sleeping or experiencing nightmares
 - Talking of suicide or running away from home or school
- b. Although there may be other causes of some of the above symptoms, a repetition or combination of these possible signs of bullying will be investigated and reported as appropriate.

6. Bullying – Preventative Measures

We take the following preventative measures in order to ensure that bullying does not become a problem at The Chorister School.

Pupils

- a. All new pupils (including our boarders and youngest pupils) are briefed on the school's expected standards of behaviour. They are told what to do if they encounter bullying. We commit to them that those who report bullying in good faith will not be punished and will be supported.
- b. We use appropriate assemblies to explore aspects of bullying from different perspectives. Our PSHCE programme gives pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce messages about community involvement and taking care of each other. As appropriate, reference may be made to the acronym 'STOP' (several times on purpose)
- c. Other lessons, particularly Critical Thinking, Citizenship, RS, English and Drama highlight the issue of bullying and reinforce this message by developing social skills and by teaching moral and spiritual values that show bullying to be unacceptable.
- d. All our pupils are encouraged to tell a member of staff at once if they know or suspect that bullying is taking place.
- e. All boarders know to report anxieties to a member of the Boarding House Staff or to another member of the pastoral team. Pupils are encouraged to observe a 'no talking after lights out' policy in the Boarding House, and staff regularly check the dormitories before and shortly after lights out. Staff are readily available at all times in the Boarding House, including overnight should any pupil need to speak to an adult.
- f. Pupils have the opportunity for confidential/anonymous communications. Pupils are encouraged to speak initially with their Form Teacher if they have any concerns but every member of staff is open to an approach at any time. Pupils may also see staff on the Pastoral Care Team.
- g. We operate a peer counselling scheme, whereby older pupils are encouraged to offer support and guidance to younger pupils through the mentoring system. This is further reinforced in the House system and the Student School Council.

- h. All pupils have access to telephone numbers for Listeners (including the Independent Listener), enabling them to call for support in private. The numbers of who to call are posted on classroom walls, in the Boarding House and the Prep School children have the number in their homework diaries.

Staff

- a. Upon induction all new members of staff are given guidance on the school's anti-bullying policy and on how to react to and record allegations of bullying at The Chorister School. All school staff understand the principles of the policy, the legal responsibilities and the action to be taken to resolve and prevent problems. Regular staff training will take place so that staff are fully aware of this policy and its enactment, including homophobic bullying.
We are a Stonewall accredited school.
- b. All reported incidents are recorded and investigated at once, and fully monitored. Records of any incidents are kept securely in the office of the Head of Pastoral Care in order that patterns of behaviour may be identified and monitored.
- c. The Form Teachers and Boarding House Staff support the Deputy Head and Head of the Pastoral Team in handling any incidents as an immediate priority, and all are alert to possible signs of bullying.
- d. The Pastoral Team gives support and guidance to staff on handling and reporting incidents, and on the follow up work with both victims and bullies.
- e. The School Custos can offer support and guidance to pupils who may require such help – perhaps following a family break up, sickness or bereavement.
- f. Staff are always on duty when children are not in lessons and patrol the school site, particularly areas where bullying might occur. At all times they are required to be alert to encouraging appropriate language and behaviour.
- g. In the Boarding House the tutors support the Housemistress and Housemothers who act in locus parentis. The greater informality in the house environment is important in reinforcing a pupil's standards and values, providing the opportunity for friendly, informal discussions of matters of concern to a pupil, away from the classroom. A member of the Boarding House staff is always on duty to supervise the pupils.
- h. The school investigates incidents of bullying involving our pupils which take place away from school premises and outside school hours but on school visits and trips. The school has the right to take disciplinary measures in respect of such acts.
- i. The school should be made aware of concerns which parents may have of any bullying which takes place out of school.

Parents

- a. The Chorister School is firmly committed to working in partnership with parents; the best outcomes are possible where we work together when a child is involved in bullying – whether involved as victim or perpetrator. If a child is involved in a single serious incident of bullying or there is evidence that the same child is involved repeatedly in less serious incidents, the school will inform parents and invite them to become involved in the management of the problem and the prevention of further incidents. Isolated and less serious incidents will be managed by school staff, and parents will be informed as appropriate.
- b. With the boarders we encourage close contact between the Housemistress and parents/guardians, and will always make contact if we are worried about a pupil's well-being.

- c. We welcome feedback from parents and guardians on the effectiveness of our preventative measures and all other aspects and results of this anti-bullying policy.

7. Cyberbullying

For the prevention of cyber-bullying, in addition to the measures described above. The Chorister School:-

- a. Expects our pupils to adhere to the Acceptable Use of Information Technology and the Use of Mobile Phones Policy. Certain sites are blocked by our filters and the school monitors pupils' use of the internet.
- b. May impose disciplinary sanctions for the misuse, or attempted misuse, of the internet.
- c. Issues all pupils with their own personal school email address. Access to social media sites and personal email sites such as 'hotmail' are not allowed from school computers and iPads. See separate arrangements for boarders in the ICT Policy.
- d. Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe
- e. Does not allow the use of mobile phones in school or during the school day (see ICT Policy for exceptions)
- f. Does not allow the use of cameras/mobile phones in toilets, washing and changing areas or in bedrooms in the Boarding House.
- g. Staff have received training on cyberbullying via the Safeguarding Training which includes online safety.

8. Procedures for dealing with reported bullying

- a. The Chorister School ensures that all instances of, or concerns about, bullying and cyberbullying on and away from school premises are easy to report and that they are recorded properly.
- b. Records of instances of bullying and allegations of bullying will be kept by the Head of Pastoral Care and also on pupil files relating to safeguarding where appropriate in order to enable the school to identify patterns of behaviour and to evaluate the effectiveness of our anti-bullying policy.
- c. Disciplinary measures will be applied fairly, consistently and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. The motivation behind bullying behaviour will be considered as to whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

If an incident of bullying is reported, the following procedures will be adopted:

- a. The member of staff to whom it was reported, or who first discovers the situation, will control the situation, reassure and support the pupils involved. Unacceptable behaviour is highlighted and appropriate behaviour stressed.
- b. He/she will inform the children's Form Teacher and the Deputy Head as soon as possible, and for day pupils definitely within 24 hours.
- c. The incident will be recorded on a school incident form and signed and dated before it is given to the Head of Pastoral Care who is responsible for keeping all records of bullying and other serious disciplinary offences, securely in a locked room. If it is

not practicable to use the form, the incident will still be written down, signed and dated, and held securely by the Head of Pastoral Care.

- d. The victim will be interviewed on their own (or if appropriate with a suitable person to support them) and a written record is made of the incident on a school incident form, and signed. The Head of Pastoral Care or the Head of the Pre Prep or EYFS will check if there is a pattern of behaviour involving the same pupils.
- e. The Head of Pastoral Care will take the lead in discussing appropriate action with the Deputy Head, or the Head of the Pre-Prep or Pre-School (according to the age of the children involved) and members of the Pastoral Team. This may involve monitoring the situation, further investigation, highlighting the incident at Pupil Briefing or notifying parents.
- f. The incident form is kept locked in the Head of Pastoral Care's office, or locked in cupboard in the Pre Prep or Pre School, according to the age of the children involved.
- g. The Deputy Head will inform the Headmistress of the most serious incidents.

9. Post incident responses for the target of bullying

- a. The School will offer a sympathetic and supportive response to children who are the victims of bullying and also for the bully. The exact nature of the response will be determined by the particular child's individual needs and may include:
 - I. immediate action to stop the incident and secure the child's safety
 - II. positive reinforcement that reporting the incident was the correct thing to do
 - III. reassurance that the victim is not responsible for the behaviour of the bully
 - IV. investigating strategies and ways to prevent further incidents from occurring e.g. through role play and linking to dealing with relationship issues in PSHCE or Circle Time.
 - V. sympathy and empathy
 - VI. introduction to the School's Independent Listeners
 - VII. befriending by peers, members of their House, buddies, monitors
 - VIII. extra supervision and monitoring
 - IX. informing and/or involving parents
 - X. adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability)
 - XI. arrangements to review progress
 - XII. it will be made clear to them why revenge or retaliation is inappropriate.

10. Post incident responses for the bully

- a. We will respond to incidents of bullying behaviour in a proportionate way – the more serious the cause for concern the more serious the response. When sanctions are felt to be necessary they will be applied consistently and fairly and support given, referencing the school's Behaviour Policy. The following options will be considered:
 - I. immediate action to stop an incident of bullying in progress
 - II. introduction to the School's Independent Listeners
 - III. engagement with the bully to reinforce the message that their behaviour is a breach of school rules and is unacceptable
 - IV. agree individual behaviour plan rewards/positive reinforcement for children in order to promote change and bring unacceptable behaviour under control

- V. loss of lunch/break-time privileges to keep pupils concerned apart.
- VI. detention
- VII. parents/guardians informed
- VIII. adult mediation between the perpetrator and the victim (provided this is safe for the victim)
- IX. external training by appropriate bodies.
- X. fixed periods of exclusion
- XI. permanent exclusion (in cases of severe and/or persistent bullying)
- XII. the parents/guardians of all parties will be informed and their support will be sought.
- XIII. a monitoring and review strategy will be put in place and put on record
- XIV. in very serious cases, and only after the Headmistress has been involved, the Designated Safeguarding Lead may feel it is necessary to make a report to Local Safeguarding Children Board, or the Police.

11. EYFS Children

- a. All pupils at The Chorister School are encouraged to behave towards each other with kindness and consideration. They are encouraged to learn to look after their own possessions and respect the possessions of others. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity.
- b. Mrs Jenkinson, Head of Pre-School, is in charge of the management of behaviour in the Pre School.
- c. We explain to children why some forms of behaviour are unacceptable and hurtful to others.
- d. We rarely need to impose sanctions in Pre School but sometimes we might remove some 'golden time' for hurtful behaviour.
- e. Occasionally a child may be sent to see Miss Robinson, Head of the Pre Prep, who will explain the inappropriateness of a particular action, but such instances are very rare.
- f. Parents are always informed via a note in the homework diary when any sanction or reproof is needed, and in cases of repeated instances of hurtful or inappropriate behaviour, the parents are invited into the school to discuss the situation with the Head of EYFS, to agree a joint way of handling the difficulty.

12. Boarding House

- a. This policy is made available to all staff (including boarding staff), parents/guardians of pupils at the School, boarders and day pupils. There is a hard copy available in the Boarding House Quiet Room.
- b. We consider the Boarding House as 'home' to the boarders during term time and as such we expect the children to promote a caring, safe, friendly environment in which there is no place for 'initiation ceremonies' which could cause pain, anxiety or humiliation. The aim is to provide an environment where pupils do not identify bullying as a problem.
- c. Our boarders have the opportunity for confidential/anonymous communication within the Boarding House. Pupils are encouraged to speak initially to any member of the House Staff or their form teacher if they have any concerns. However every

member of staff is open to an approach at any time. There is also a well-publicised Independent Listener available to pupils. Their name and telephone number is displayed around the Boarding House, school and in every Prep school pupil's homework diary.

- d. In the event of a pupil reporting a 'bullying' incident action is undertaken as identified above, and support and guidance are offered to both the perpetrator and the victim.

13. Complaints Procedures

Parents and pupils may use the Complaints Procedure (published on the school website) if they feel that any concerns about bullying are not being addressed properly.

14. Review Arrangements

This policy will be updated regularly and reviewed annually.

Next review date: October 2017.