

Whole School Policy for dealing with conflict between pupils. *Incorporating the school's strategies for preventing bullying*

This policy should be read and used in conjunction with the following documents:

Safeguarding and Child Protection Policy

Behaviour and Discipline Policy

Policy on Disciplinary Exclusions

Stonar Conflict Investigation Form (*Staff use only*)

Rationale

This policy is based on the principle that all members of the Stonar community have the right to enjoy their lives in a safe and caring environment, free from disruption, violence and any form of harassment

Our mission is to prepare each student to live successfully in a globalised world by furnishing them with the skills and attitudes to flourish academically and personally.

We acknowledge that tension between children is natural. In a diverse school environment, it is normal and inevitable that pupils will disagree and not everyone will be friends with everyone they meet; however, we expect high levels of mutual respect and of personal integrity. We encourage pupils to understand the School's core values of respect, resilience and integrity as well as the Prep School personal learning goals, and to live them out in their daily lives. We will not tolerate unkind, disrespectful or bullying behaviour.

Staff investigate all forms of conflict and are committed to dealing proactively where behaviour has fallen short of our expectations. We acknowledge that sometimes it might not be an intention to cause distress and hurt, but that this can be a consequence of a pupil's actions. We expect pupils to respond positively to the clearly articulated expectation to be respectful of one another, but understand that this might need reinforcement and practical explanation, especially for younger pupils.

'Banter' has no place at Stonar; however, we acknowledge it remains entrenched in society and is highly prevalent within adolescent culture and friendship groups. We are aware that the line between 'banter' and bullying behaviour can be misunderstood by pupils on both the giving and receiving end, and our initial responses to resolving conflict involving 'banter' may be a matter of education, rather than punishment.

Definitions

At Stonar we define bullying behaviour as repeated, intentional, malicious actions or words, which either directly or via other media cause distress, or make others feel unhappy, intimidated, humiliated or insecure. This definition of bullying was reviewed with pupils & prefects in May 2018

Bullying is not:

- Falling out between friends after a quarrel or disagreement
- A disagreement where both sides express their views

Bullying hurts another pupil or group physically or emotionally. It can cause psychological damage - often, but not always, motivated by prejudice against particular groups eg on grounds of race, religion, culture, sex, gender / gender identity, sexual orientation, SEN/disability, or because a child is adopted.

Bullying can be carried out directly and indirectly through cyber-technology eg social media (WhatsApp, snapchat, text, etc including photographs). We acknowledge bullying is damaging to those who experience it and those who perpetrate it. There are criminal laws which apply to harassment and threatening behaviour or communication.

Bullying can become a child protection issue (for example, 'mate' crime or peer on peer abuse) and in these circumstances, cross reference should be made with the school's policy on Child Protection and Safeguarding. Pupils and their parents must be aware of the school's responsibility to involve other statutory agencies (such as local safeguarding of children boards, or the Police) where there is evidence of a crime having been committed or where child protection issues are involved.

Forms of bullying include:

- Physical - being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to.
- Verbal - name-calling, sarcasm, teasing, insulting, making threats, spreading rumours, making comments which are racist, sexist, or homophobic in nature or which focus on special educational needs, disabilities or religious or cultural differences (including gender reassignment / transphobic bullying).
- Emotional - excluding, isolating or ignoring, tormenting (e.g. breaking or hiding books or belongings including money), being unfriendly, graffiti, chastising, teasing, name calling, making gestures, mimicking, mocking, being indifferent, spreading rumours, passing messages, whispering, 'put downs'. It can involve a manipulating a third party to tease or torment someone and it can involve complicity that falls short of direct participation
- Sexual - unwanted physical contact or comments of a sexual, sexist or homophobic nature.
- Electronic or 'cyber' bullying is bullying of any of the above types which makes use of electronic forms of communication e.g. messaging, posting offensive materials on the internet, sending pictures/video-clips, silent calls or abusive messages, emails, chat rooms, instant messaging and the use of personal websites or online personal polling sites.

At Stonar, encouraging other people to engage in bullying behaviour is also considered bullying. Pupils who are aware of bullying taking place but who choose not to report it will be considered associates of the bully.

Procedures for managing allegations of conflict or bullying behaviour

Allegations of bullying or behaviour that falls short of our expectations will initially be investigated by tutors or houseparents. Staff will then discuss the accusations and investigate appropriately. They will ensure that the 'affected party' feels safe and will listen and speak to all individuals involved about the incident separately. The Houseparent or Tutor will then report to the Deputy Head / Head of Prep. Conflict Investigation forms are passed to the Deputy Head / Head of Prep. When investigating conflict between pupils, staff use a conflict investigation form (*available in the staff handbook*) which ensures a standardised approach. Staff are required to look at both the means and form of conflict under investigation as well as if other pupils are involved and the 'relationship history' between young people.

We see our pupils as individuals and acknowledge that they do not always want the same response when they raise concerns about unkind or disrespectful behaviour or make allegations of bullying. We make clear that the person they are talking to cannot keep what they are told to themselves and that they will have to share the information with other people in the school. Concerns raised by one child against another must be substantiated through investigation.

During the investigation, staff will ascertain from an 'affected party' if they wish to be:

- heard but not want action taken
- heard and require advice or support or require support (see appendix I)
- heard and require immediate intervention and action by staff

Wherever possible, the affected party's wishes will be respected and they should feel empowered by our actions to ensure that appropriate action will be taken to end the unacceptable behaviour/s or threats of bullying. Where direct intervention or action by staff is required this will be explained to the pupil concerned.

The parents of pupils who are either affected parties or perpetrators of substantiated bullying will be fully informed of actions taken to ensure the ongoing support of their children; however, they are not invited to attend meetings between pupils or to observe any other discussions that take place.

Reporting incidents of conflict

Pupils can raise their concerns about unkind or disrespectful behaviour or make allegations of bullying, in a variety of ways:

By talking to:

their form tutor	any member of staff they trust
School Nurse or school counsellor	The PIP (Pastoral Intervention Practitioner)
a prefect	a member of the SSMT / PSMT

By posting a card into the 'Worry Box' (Prep School) or by reporting concerns to senior staff via the email stopbullying@stonarschool.com

Tracking and recording incidences of conflict and bullying

All allegations of bullying behaviour or serious conflict are discussed with either the Head of Prep (EYFS & Prep School) or the Deputy Head (Senior School) who counter sign the conflict investigation forms. This enables a consistent and coordinated disciplinary response, as appropriate, while retaining the ability to deal with instances of bullying on a case-by-case basis. It also enables the Deputy Head and Head of Prep to maintain a record of all instances where a conflict between pupils has been investigated. Senior staff can identify trends and respond accordingly.

All substantiated allegations of bullying are reported to the Board of Directors at least annually. The Chair of the Board of Directors reviews all incidences where a conflict investigation form has been completed (to include allegations of bullying, substantiated and otherwise) in termly meetings with the Deputy Head.

Sanctions and Support

Any disciplinary action will be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities and the needs of vulnerable pupils. Regard will be paid to the individual circumstances in each case of all pupils involved, including the age of pupils, their ability to understand the consequences of their actions and previous behaviour. It may be necessary to draw up a welfare plan / risk assessment to support pupils concerned.

Depending on circumstances a range of sanctions and support strategies may be utilised including;

- Reflective practice sessions to reinforce to the ‘aggressor’ that their behaviour is unacceptable
- Where appropriate, the pupils will be reconciled through restorative practice work.
- 1:1 intervention sessions with the school PIP or school counsellor
- Raised awareness of unintentional distress or hurt caused, resulting in modified future behaviour by the ‘aggressor’
- Acknowledgement of intentional distress or hurt caused, resulting in modified behaviour and cessation of actions that fall short of the school’s behavior expectations
- An offer of genuine apology, either verbally or in writing, by the aggressor and its acceptance by the affected party
- A period of internal gating
- Entry on the school behaviour log for the aggressor in order to dissuade against repetition or retaliation
- Change of dorm, house or class/set

In serious or repeated cases of bullying

- A fixed term exclusion
- Permanent exclusion from school / boarding

We would expect to see in an ‘aggressor’ an acceptance of the seriousness of the situation, the need to avoid unkind behaviour and to demonstrate respectful behaviour at all times. In addition, we would ensure that the ‘aggressor’ is aware that any repetition is likely to be considered as bullying and would lead to more serious sanctions.

Strategies for preventing bullying and conflict

We use a range of measures and initiatives to promote a safe and caring school environment where difference and diversity are celebrated. Stereotypes are challenged by staff and pupils across the school. We promote an atmosphere in which ‘telling’ is safe and acceptable.

The curriculum, informal conversations, tutorial times as well as assemblies and INSET training all help to maintain and develop our collective responsibility for each member of the school community and celebrate success.

The school participates in events such as Anti-Bullying Week and Black History Month and pupils are encouraged to contribute to the senior school assembly programme.

We provide leadership training to the team of School and House Prefects, which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils. School and House Prefects receive safeguarding training from the DSL and meet regularly with senior adult staff.

The Prep School Personal Goals are considered to be at the heart of how the Prep School expects its pupil to behave. The children are educated through the personal goals and counter bullying is addressed particularly during the months where the school focuses on Respect, Resilience and Morality.

In the senior school, staff are encouraged to use the key values of 'Respect, Resilience and Integrity' when discussing behaviour. Tutors, members of the Pastoral Team and Senior staff engage pupils in reflective and restorative work and we aim to reduce the likelihood of repetition of poor behaviour and minimise the likelihood of retaliation. Pupils whose behaviour towards their peers repeatedly falls short of our expectations, or those who find managing relationships with their peers difficult may attend early intervention or restorative justice sessions with the PIP.

PSHE programme and assemblies are structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. Education about positive behaviour and strengthening emotional resilience are taught through the PSHE and tutor programmes. The PSHE programme includes opportunities for pupils to understand about different types of bullying and what they can do to respond to and prevent bullying. Tutor time provides regular opportunities to discuss issues that may arise in class and for tutors to target specific interventions.

PIP's Place (Senior School) is staffed by the PIP or members of the Learning Support team and is open at break and lunchtimes. PIP's place exists to support pupils to forge new friendships in a supportive environment and share concerns with staff as necessary. 'Who can I talk to?' notices distributed across the school display phone numbers and contact details of individuals and organisations that pupils can also contact.

The catering, maintenance, domestic and administrative staff are all encouraged to share concerns directly with teachers or a member of the Leadership Team, should they witness incidences of poor behaviour or suspect that bullying is taking place within the school.

Stonar provides in-service training which allows staff to understand and identify bullying, appreciate its consequences, understand where and when bullying is most likely to take place and follow the school's counter bullying policy.

We receive feedback from our pupils through questionnaires, PSHE lessons, school council and the prefect team to determine whether pupils believe that bullying is an issue for the school. We use their feedback to help develop the ways we deal with incidents of bullying and in turn shape future school policy.

Stonar's ICT department monitors the school's network and internet access. Certain sites are blocked by our filtering system and all pupils and staff have to sign the ICT Acceptable Use Policy to indicate that they have read and understood its terms. This document lays down the way in which the computer network and associated technology should be used. The school imposes sanctions for the misuse, or attempted misuse of digital technology, including the internet. We offer guidance on keeping names, addresses, passwords and other personal details safe, through ICT and PSHE lessons, e-safety presentations and assemblies. These sessions explain what cyber-bullying is, the law in relation to digital safety and how to report cyber-bullying, as well as the importance of maintaining the same standards of online behaviour as in other aspects of one's personal behaviour.

Proactive 'classroom' management

Every member of staff should live out the school's values of Respect Resilience and Integrity (and Personal Goals) in their own actions and take a proactive approach to managing incidents of poor behaviour. Adopting a positive culture towards differing opinions, lifestyles, and attitudes ensures that pupils see that discriminatory behaviour is not acceptable.

Teaching staff should be aware of pupils' Learning Support profiles and should keep known protagonists apart. If they see signs of tension or witness unkind behaviour they should challenge the behaviour in a non-threatening manner on the spot, eg "that was nasty", "that was unnecessary" "why is that funny?". Teachers must ensure they record incidents **via the daybook system** along with any action they have taken eg. a verbal reprimand.

We expect teachers to have in place an 'open door' policy with pupils – confrontations may not be reported if the teaching staff does not appear approachable or if pupils worry they will not be taken seriously.

EYFS

Our youngest children are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect the possessions of others. We model and embed our school ethos and personal learning goals from Nursery onwards and we expect our children to behave accordingly. They should respect everyone and learn to value differences and diversity. Any concerns are quickly raised and addressed. We explain to children why some forms of behaviour are unacceptable and can be hurtful to others using the Visual Behaviour Response System. An adapted system is implemented from Nursery to ensure all children from a very early age are aware of their behaviour and the impact on others. This is then continued in Prep at a higher level.

We rarely need to impose sanctions but sometimes we may have to take swift, reasonable and appropriate action to address behaviour which is deemed as inappropriate. Occasionally, and in extreme circumstances, a child may be sent to see the Head of Prep, who will explain the inappropriateness of a particular action, but such instances are extremely rare. Parents will be fully informed. In cases of repeated instances of unkind or inappropriate behaviour, parents will be invited into the school to meet with EYFS Nursery Manager and the Head of Prep or when necessary, the Head.

Acronyms used in this policy

EYFS	Early Years Foundation Stage
INSET	In service training for staff
PIP	Pastoral Intervention Practitioner
DSL	Designated Safeguarding Lead
PSHE	Personal Social and Health Education

Updated March 2018, September 2018, November 2019

Reviewed by members of the Advisory Body : November 2019

Signed:  (Director) (Head)

Due for review by the Advisory Body: November 2020

Appendix I: Giving advice to pupils

Managing conflict

Staff may explain conflict to pupils with a tone of:

'It's okay to not get on with some people – we can't always be friends with everyone we meet. Sometimes you might not like someone when you first meet them, but you might find that as time goes on you start to like them more. Try not to judge someone before getting to know them!'

'We can't choose how we feel, but we can choose how we act. If you don't really like someone it is still possible to get along with them without being good friends.'

Some ideas on how to minimise conflict may be:

- Always treat others as you would like to be treated yourself.
- Be open minded, Don't listen with pre-conceived ideas consider other people's opinions and points of view
- Stay calm and in control – take a deep breath, mentally remove yourself from the situation
- When someone else is being 'picked on' or is in distress, tell the aggressor their behaviour is not acceptable, then walk away (take the affected party with you) and report it to a member of staff.
- Don't argue back or become aggressive
- Learn the difference between aggressive, passive and assertive – be assertive
- Watching and doing nothing may suggest you support the aggressor. This is especially the case in cases of cyber-bullying. Even if you are a bystander, or if you belong to an on-line group such as snapchat or WhatsApp, YOU become involved!

Are they really friends?

Friends are different to family or classmates, this is because you choose who you are friends with, and they choose you.

Friends should never:

- put you down
- make fun of you, your religion, sexuality or culture
- put you in danger or make you feel unsafe.

Sometimes friends fall out. Usually they make up again soon, but things can sometimes be more serious and you may need support from a trusted adult in school to help you resolve these issues.

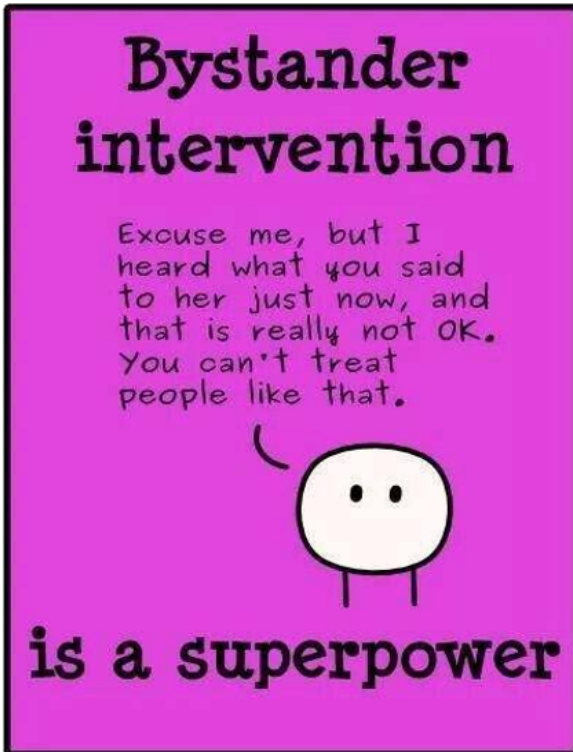
Look at the 'Who Can I Talk To?' posters in your tutor bases and boarding houses for ideas about who to talk to if you are worried. Childline also has some really good advice for managing friendship issues!

<https://www.childline.org.uk/info-advice/friends-relationships-sex/friends/friendships/>

Advice on combating cyber bullying:

- Always respect others - be careful what you say online or what images you send
- Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person.
- What you think is a joke may really hurt someone else
- Always ask permission before you take a photo of someone
- If you receive a rude or nasty message or picture about someone else, do not forward it, (You could also be breaking the law!)
- Think before you send
- It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website.
- Don't let anyone know your passwords and change them regularly
- Remember that what you send can be made public very quickly and could stay on line forever. Do you really want your teacher, parents or future employer to see that photo?
- Only give your mobile number or personal email address to trusted friends.
- Don't retaliate or reply. Replying to nasty messages, particularly in anger, is just what the aggressor wants.
- Save the evidence. Learn how to keep records of offending messages, pictures or online conversations. Take screen-shots.
- Tell an adult (e.g. a parent, your tutor / houseparent/ School Nurse /PIP
- Stand up for your friends - if you see cyber-bullying going on, report it to a member of staff (and your parents) and on line reporting tools embedded into the programs or apps you are using

Appendix 2: Stop Bullying email posters



nac
SCHOOLS
We Globeducate

Stop Bullying

STONAR

Bullying behaviour is: intentional and malicious actions or words, which cause distress, or make others feel unhappy
Bullying behaviour is not tolerated at Stonar

If you are concerned about bullying behaviour report it by email:
stopbullying@stonarschool.com or tell a member of staff

- *Tell us: Who is involved*
- *What they are doing*
- *When and where the bullying behaviour is taking place*

STONAR

Stop Bullying

nac
SCHOOLS
We Globeducate

Bullying behaviour is: intentional and malicious actions or words which cause distress or make others feel unhappy

Bullying behaviour is not tolerated at Stonar

If you are concerned about bullying report it by email:

stopbullying@stonarschool.com
 or tell a member of staff



Tell us: Who is involved
What they are doing
When and where the bullying behaviour is taking place