



DAUNTSEY'S SCHOOL

ANTI-BULLYING POLICY (INCLUDING CYBER-BULLYING AND ANTI-SEXUAL BULLYING)

This policy should be read in conjunction with:

- Complementary Curriculum and Personal Social Health Education Policy
- E-Safety Policy
- ICT Acceptable Use Policy for Pupils
- Policy and Procedures for Peer on Peer Abuse
- Rules, Rewards and Sanctions
- Safeguarding and Child Protection Policy
- The Use and Abuse of Technology Policy

This policy is also written with regards to the principles and requirements in:

- DFE Guidance 'Preventing and Tackling Bullying' 2017
- Cyberbullying: Advice for headteachers and school staff (2014)
- Education for a Connected World framework (2020)
- Keeping Children Safe in Education (2022)
- Preventing and Tacking Bullying (2017)
- Teaching Online Safety in Schools (2019)

Bullying happens in all schools, even at Dauntsey's, despite its reputation for friendliness. We know from the results of questionnaires that the incidence of bullying here is less than half the national average, but it is our firm determination to do whatever is necessary to reduce this still further. In order to achieve this aim, staff and pupils work as a team to counteract bullying at Dauntsey's.

We affirm the right of every pupil at Dauntsey's to enjoy opportunities for education, sport, cultural activity and social development in an atmosphere of safety and physical and emotional security, and we will strive to uphold that right in every way we can. For this reason, bullied pupils are not expected to undergo counselling or training in self-defence, although both are available if desired, and assertiveness training is part of our Complementary Curriculum programme for all Lower School

pupils. Instead, our programme has always focused on changing the behaviour of pupils who bully others.

Our Aims

1. To monitor every aspect of school life in order to develop and sustain a culture which abhors bullying and facilitates effective measures for its prevention and remediation.
2. To achieve this end by planned and coordinated measures in the classroom, in the extra-curricular, pastoral and professional life of the school and by using a well-publicised system for bullying remediation which makes clear the sources of support and encourages prompt disclosure.
3. To promote and publicise a broad definition of bullying to ensure that *all* cases of persistent unkindness receive the attention they deserve.
4. To affirm the right of every member of the Dauntsey's community to work, play and interact socially without being subject to racial, religious, cultural, sexual/sexist, homophobic or trans-gender harassment, intimidation or abuse of any kind and to extend these rights to everyone, irrespective of age, position in the community, gender, ethnic origin, social class, sexual orientation, culture or disability.
5. To ensure that all cases of bullying are investigated, records are kept and staff trained so that the principles of the school policy are understood, legal responsibilities are known and cases of bullying are dealt with in sensitive yet effective ways, which bring episodes of unkind behaviour to an end without damaging peer group relationships.
6. To involve every member of the school community in the anti-bullying programme, details of which are set out below.
7. To ensure that both pupils and parents understand the procedures that will be taken when an incident of bullying takes place.
8. To ensure our pupils feel listened to.

DAUNTSEY'S SCHOOL

ANTI-BULLYING PROGRAMME

What is Bullying?

We define bullying as any pattern of behaviour repeated over time in which a pupil or pupils are 'picked on' by other pupils who subject them to any type of verbal, physical, emotional or psychological abuse on the grounds of race, religion, culture, gender, sexual orientation, homophobia, special educational needs or a disability because a child is adopted or is a carer. Name-calling and persistent teasing are more common than physical acts of aggression, while exclusion from groups, the sending of abusive or threatening letters, e-mails or messages by text or games consoles or on social networking sites or apps, malicious rumour-mongering and interference with property are other forms of bullying which can be quite pernicious.

Pupils are taught the acronym STOP - Several Times On Purpose to help them understand what bullying is.

Bullying can seriously damage a young person's confidence and self worth therefore, it is the responsibility of all staff to actively support pupils who are being bullied and to act with confidentiality should they receive a disclosure alleging that bullying has taken place. They will also be supportive and follow the school's procedure explained in the Safeguarding and Child Protection Policy.

Seriousness of bullying

We also define bullying from the perspective of victims, not perpetrators, so that any series of deliberate actions, which cause unhappiness can amount to bullying which requires action to bring it to an end. Bullying can be both or either physical and emotional and may cause psychological damage.

How are we trying to prevent it?

At Dauntsey's, we continuously look to reduce and eliminate any form of bullying in our community. The following list is not exhaustive but indicates some strategies or approaches we use in and out of the classroom:

- The Listening Service is available to all pupils. Trained student listeners are recognised by their badge and their information can be found on the school's Intranet.
- Feedback from pupils is received via the school anti-bullying questionnaire, which is carried out annually at an appropriate point in the year and is used to inform subsequent strategies.
- Raising awareness of staff through training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available.

- Pupils have access to an Independent Listener, The Listening Service, Medical Centre Staff, the Chaplain, Upper Sixth Prefect Mentor, the School Counsellors and all pastoral staff. Information regarding the aforementioned help along with external agencies is advertised in all House areas, available on the Intranet and shared in Complementary Curriculum lessons and tutor periods.
- Complementary Curriculum lessons are key in educating pupils on the importance of avoiding prejudice-based language and discussing the difference between people.
- Lessons across the ages encourage assertiveness. Complementary Curriculum lessons in the Lower School include regular sessions, particularly during the life skills carousel in the 1st and 2nd Forms and in the 3rd Form summer term when dealing with sex and relationships. In the Upper School, Complementary Curriculum deals with issues surrounding consent and dealing with peer pressure within the context of relationships, sex, drugs and alcohol.
- Anti-bullying week: all lower school classes work on the Anti-bullying week's annual theme.
- Outside speakers are invited into the school to address internet safety, cyber-bullying, bullying and prejudice and discrimination.
- Making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders, is encouraged.
- Sanctions are implemented reflecting the seriousness of an incident and to convey a deterrent effect (strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying)

Bullying thrives in secrecy, so the chief aim of the programme is to lower the 'threshold of disclosure' which deters bullied children from telling adults what is happening - often for weeks on end - and thus encourages bullies to continue or even to escalate their actions.

Advice to all parents and children on signs of bullying

Indications 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 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 (not attending usual clubs, change to vocabulary or accent)
- Diminished levels of self-confidence
- Frequent visits to the Medical Centre whilst displaying symptoms of stomach pains, headaches etc.
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults over their peers
- Displaying repressed body language and poor eye contact

- Difficulty in sleeping, experiencing nightmares etc.
- Talking of suicide or running away

It is important to note that any of the above symptoms may be due to other causes, it is possible that a repetition of, or a combination of these possible signs of bullying should be investigated by parents and staff.

You may be unsure but it is better to raise the issue with a responsible adult. We encourage parents to contact Dauntsey's should they have concerns.

What is our advice to parents?

The consistent theme of our anti-bullying programme is 'tell someone without delay if you are being bullied', and it is at this point that we look to recruit all Dauntsey's parents into our anti-bullying programme: if your son or daughter seems reluctant to attend school, or is tearful at home for no obvious reason, or if you suspect feigned illness, then bullying could be the cause. Encourage your child to talk to you by stressing that the action taken at school will neither damage peer esteem nor cause any escalation of the problem, and then contact your child's house tutor without delay.

How can bullying be reported?

Pupils should talk to a trusted member of school staff if they consider themselves to be a victim of bullying or if they are worried about someone else in this regard - we would expect parents to contact their child's tutor, Housemaster or Housemistress if they had any concerns of this nature. The positive relationships that all staff foster with pupils, across all of the school's functions, means that there are several options for any pupil in these circumstances. These include the pupil's tutor, House Master or House Mistress, duty tutor in house, subject teachers, or one of the school counsellors.

A bullying incident should be treated as a child protection issue where there is reasonable concern that a child is suffering or likely to suffer significant harm. It should be reported to Ann Jackson (Deputy Head (Pastoral)). In addition, concerns can be raised with the Deputy Designated Safeguarding Leads (DDSL) - Miss E. Conidaris, Deputy Head (Lower School), Mrs Z. Ross, Head of Sixth Form, Mr W. Walker, Head of Middle School or Mrs C. Jones, Compliance and Safeguarding Officer. Concerns can also be raised directly with the Head Master.

What actions will the school take?

Despite the success of the preventative measures put in place, there will inevitably be cases where the school needs to react to bullying behaviour. Any instances of bullying will be investigated and treated both seriously and sensitively and, whilst the school will work towards positive outcomes for all involved, any perpetrator of bullying should expect a significant sanction. Any sanction should be consistent with the school's 'Rules, Rewards and Sanctions' document, both in terms of severity of sanction and in the impact it is intended to have.

Whilst some incidents will be dealt with without the need for a formal sanction, bullying can be among the most serious misconduct a school community experiences. In the most serious cases, a pupil guilty of bullying might be suspended from school or face permanent exclusion.

Records of all bullying incidents are kept in order to facilitate analysis of trends, repeat offenders and/or victims and to help assess the effectiveness of the school's systems.

Appendix 1

ANTI-CYBER BULLYING

INTRODUCTION AND AIMS OF THIS POLICY

Pupils of Dauntsey's should not have their lives affected by the inappropriate use of digital media. Cyber bullying should be reported and will always be investigated and acted upon by the school. This policy sets out some of the key issues around cyber bullying, as well as setting out the framework for how the school seeks to protect its pupils from cyber bullying, both in terms of preventative and reactive measures.

This policy is written with regards to the principles and requirements in:

- Cyberbullying: Advice for headteachers and school staff (2014)
- Education for a Connected World framework (2020)
- Keeping Children Safe in Education (2022)
- Preventing and Tackling Bullying (2017)
- Teaching Online Safety in Schools (2019)

What is cyber bullying?

Cyber bullying is the use of Information Communications Technology (ICT) or any form of Digital Media, to deliberately upset someone else. Cyber bullying is a form of peer-on-peer abuse and will be treated as a Child Protection concern where there is sufficient cause to believe that a child is suffering, or might suffer, significant harm.

The following are examples of the form that cyber bullying can take:

- Intimidation and threats
- Harassment and stalking
- Vilification/defamation
- Exclusion or peer rejection
- Impersonation
- Unauthorised publication of personal information or images
- Manipulation

Whilst cyber bullying falls under the broad definition of bullying contained within the school's Anti-Bullying Policy, there are some distinct features to emphasise:

- Profile - pupils do not have to be older, stronger or have higher social status than someone who they bully online.

- Location - cyber bullying is not confined to a single place or a single time. The victim has no place to escape and are even vulnerable in their own home.
- Anonymity - the victim will not always know the identity of the person bullying them, or what the audience of the bullying is.
- Audience - the audience for an episode of bullying is not limited to physical witnesses. Harmful evidence is hard to remove and easy to pass on.
- Motivation - whilst most cyber bullying is done on purpose, sometimes there are unintended consequences to online activity, due to the size of audience and ease of communication.
- Evidence - the digital trail around online issues make them more difficult to move past than other, more fleeting episodes of bullying.

Cyber Bullying and the Law:

Bullying, or cyberbullying, is not a specific criminal offence in UK law, however harassment, malicious communications, stalking, threatening violence, and incitement are all crimes. There are a range of laws that criminalise activity that may be related to cyberbullying, including discrimination, harassment and threats.

Examples include; Equality Act 2010, Protection from Harassment Act 1997, Communications Act 2003, Computer Misuse Act 1990, Criminal Justice and Courts Act 2015.

How are we trying to prevent it?

We are proud of the positive community at Dauntsey's and our emphasis and expectations around positive relationships play a key role in securing consistently positive behaviour and interactions from our pupils in the digital domain.

Beyond this, and more specifically, we work to prevent cyber bullying by:

- Using the school's infrastructure to limit access to inappropriate websites and apps that would facilitate cyber bullying.
- Restricting the use of mobiles phones for Lower School pupils during the school day.
- Raising the awareness of staff, parents and students to issues around cyber bullying through Complementary Curriculum lessons and seminars run by visiting speakers.
- Raising the pupils' awareness of their responsibilities when using technology and promoting positive use of technology. The School's ICT Acceptable Use Policy forms part of the induction process for new pupils. This policy is available to all pupils via the school's intranet and is covered as part of the house briefings at the start of the school year.
- Providing and publicising various ways for pupils to report an incident and offering advice about how pupils can keep themselves safe.
- Committing to investigate and manage incidents of cyber bullying seriously and sensitively for all involved. This includes, where necessary, the use of school sanctions.

- Reviewing the impact of the policy by conducting an annual online antibullying questionnaire and by reviewing records of cyber bullying incidents. This analysis should be sensitive to protected characteristics, as well as by year group, House and other school level characteristics.

How can cyber bullying be reported?

Cyber bullying should be reported in the same way as other forms of bullying and should be reported via the same channels as those set out in the policy above.

What actions will the school take?

Despite the success of the preventative measures put in place, there will inevitably be cases where the school needs to react to poor behaviour online. Any instances of cyber bullying will be investigated and treated both seriously and sensitively and, whilst the school will work towards positive outcomes for all involved, any perpetrator of cyberbullying should expect a significant sanction. Any sanction should be consistent with the school's 'Rules, Rewards and Sanctions' document, both in terms of severity of sanction and in the impact it is intended to have.

Whilst some incidents will be dealt with without the need for a formal sanction, cyber bullying can be among the most serious misconduct a school community experiences. In the most serious cases, a pupil guilty of cyber bullying might be suspended from school or face permanent exclusion.

Records of all bullying incidents are kept in order to facilitate analysis of trends, repeat offenders and/or victims and to help assess the effectiveness of the school's systems.

Appendix 2

ANTI SEXUAL BULLYING POLICY

Our Aims

To uphold every child's right to protection from all forms of violence and exploitation and to a safe education, and to increase recognition that sexual bullying prevents the full enjoyment of these rights.

Definition

Any bullying behaviour whether physical or non-physical, that is based on a person's sexuality or gender. It is when sexuality or gender is used as a weapon by boys or girls towards other boys or girls. It can be carried out to a person's face, behind their back or through the use of technology.

For example:

- Teasing or putting someone down because of:
 - Their behaviour (e.g because they haven't or have had sex)
 - Their sexuality
 - Their body (e.g the size of their breasts, bottom or muscles)
- Using words that refer to someone's sexuality in a derogatory way (like calling something 'gay' to mean that it is not very good)
- Using sexual words to put someone down
- Making threats or jokes about serious or frightening subjects like rape
- Spreading rumours about someone's sexuality and sex life - including on social media, via text, using graffiti and via email
- Touching parts of someone's body that they don't want to be touched (this includes squeezing, pinching, kissing, groping)
- Putting pressure on someone to act in a sexual way
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or bottom to obtain sexual gratification, or to cause the victim humiliation, distress or alarm

What are the consequences for victims of Sexual Bullying?

Research has show that bullying can negatively impact the emotional well-being of pupils affected. This can include low self esteem and confidence, poor body image, depression and anxiety. In some cases, sexual bullying can be linked to poorer educational outcomes and increased truancy rates for the young people involved.

The Rights of Children

Children have a right to be safe from abusive and exploitative behaviour, and a right to a fulfilling education, and schools and other settings have a responsibility to protect them from such behaviour. Sexual bullying can prevent the full enjoyment of these rights, as set out in the UN Convention on the Rights of the Child (1989). These include:

- Article 19 states parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in care of parent(s), legal guardians(s) or any other person who has the care of the child.
- In England, Section 61 of the Schools Standards and Framework Act 1998 introduced a legal requirement for schools to produce an anti-bullying policy (as part of a student discipline policy) from 1st September 1999. Additionally, Section 175 of the Education Act 2002 required schools and local authorities to safeguard and promote the welfare of children. Subsequent guidance set out that safeguarding the welfare of children “encompasses issues such as student health and safety and bullying”.

Our aim is to create a safe school environment whereby staff and pupils promote a culture of best practice as well as preventing and responding to incidences of sexual bullying therefore, creating a safe school environment. The most effective anti-bullying initiatives are those that form part of a whole school strategy. Bullying can only be reduced by creating an understanding of why it happens and a determination to foster a community in which all people are treated with respect and kindness.

Alongside devising and implementing anti-bullying policies, all members of the school community, including teachers, support staff, pupils, parents and governors, are involved in creating and maintaining a safe environment. It also requires members of the school community to uphold standards of behaviour as set out in the School’s Anti-Bullying Policy, and to prevent and respond swiftly to all forms of bullying. Furthermore, sexual bullying should be clearly identified in conjunction with the main body of the school’s Anti-Bullying Policy.

Andy Collins
Second Master

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