



HARROW
SCHOOL

COUNTER-BULLYING POLICY

CONTENTS

| | |
|---|---|
| OVERVIEW | 1 |
| AIMS | 1 |
| LAW AND GUIDANCE | 2 |
| CRIMINAL LAW | 2 |
| WHAT IS BULLYING? | 3 |
| CYBER-BULLYING | 3 |
| PREVENTION | 3 |
| INVOLVEMENT OF PARENTS | 3 |
| WHAT DOES THE SCHOOL DO? | 3 |
| INVOLVEMENT OF PUPILS | 4 |
| WHAT DOES THE SCHOOL DO? | 4 |
| REGULAR EVALUATION AND UPDATING | 5 |
| WHAT DOES THE SCHOOL DO? | 5 |
| IMPLEMENTATION OF DISCIPLINARY SANCTIONS | 5 |
| WHAT DOES THE SCHOOL DO? | 5 |
| OPEN DISCUSSION OF DIFFERENCES AND CREATION OF AN INCLUSIVE ENVIRONMENT | 6 |
| WHAT DOES THE SCHOOL DO? | 6 |
| CHARITABLE WORK – ENHANCEMENT OF CHARACTER | 7 |
| WHAT DOES THE SCHOOL DO? | 7 |
| PROVISION OF EFFECTIVE STAFF TRAINING | 7 |
| WHAT DOES THE SCHOOL DO? | 7 |
| LIAISON WITH LOCAL EXTERNAL AGENCIES | 7 |
| WHAT DOES THE SCHOOL DO? | 7 |
| CLEAR AND EASY LINES OF COMMUNICATION FOR BOYS | 7 |
| WHAT DOES THE SCHOOL DO? | 7 |
| PROCEDURES FOR HANDLING BULLYING | 8 |
| WHERE BULLYING HAS SEVERE IMPACT | 8 |
| APPLICATION OF THE BEHAVIOUR POLICY | 8 |

| | |
|---|----|
| APPENDIX A: PROCEDURES FOR DEALING WITH BULLYING TYPE BEHAVIOUR | 10 |
| APPENDIX B: COUNTER-BULLYING GUIDANCE FOR BOYS | 11 |

OVERVIEW

The School recognises that it has a duty of care to maintain a working environment for its staff and a learning environment for its pupils in which honesty, integrity and respect are reflected in personal behaviour and standards of conduct, where the welfare of pupils is paramount and where the working environment is safe.

In turn, members of staff must recognise that they are each accountable for their actions. They have a duty not only to keep young people safe but also to protect them from physical and emotional harm.

Harrow prepares boys with diverse backgrounds and interests for a life of public service, learning, leadership and personal fulfilment.

Harrow broadens access to our world-class education through full-fee assistance places and other bursaries on a means-tested basis.

Harrow as a community commits significant resource to building long-term relationships with partner schools and organisations to provide programmes to improve the life chances of young people who face significant barriers to progress.

Harrow commits to working for these purposes in the most environmentally sustainable manner.

Our purpose is underpinned by our values of Courage, Honour, Humility and Fellowship and delivered through:

- Scholarship - Encouraging intellectual curiosity, independent thought and effective learning habits.
- Opportunity - Ensuring boys become their better selves by developing their potential, thereby increasing their educational and career opportunities.
- Character - Developing and maturing the individual, enabling boys to uncover the talents, skills and values to be of good influence beyond Harrow.
- People - Admitting boys who will thrive and contribute at Harrow, and recruiting and nurturing staff who facilitate excellence.
- Operations - Providing environments, infrastructure and functions that make us leaders in our field.

Existing Customs (Harrow's 'school rules'), which outlines behaviour expectations across the School and is shared with boys each academic year supports this policy.

The Staff Code of Conduct with Specific Regard to Safeguarding supports this policy.

Members of staff should read this document alongside the School's Equality Statement and the School's Safeguarding policy.

AIMS

- To safeguard and promote the welfare of pupils by educating boys and staff about the nature of bullying-type behaviour. In particular, this involves challenging the view that 'nothing can be done' by showing that the School does not tolerate bullying and that there are solutions which can work.
- To ensure that all information about bullying incidents is acted upon, followed up, recorded and shared among the adults who are in a position to do something about it in order to:
 - prevent, de-escalate and stop any continuation of harmful behaviour;
 - react to bullying incidents in a reasonable, proportionate and consistent way;
 - safeguard victims of bullying; and
 - apply appropriate disciplinary sanctions to those who engage in bullying-type behaviour and help them modify their behaviour.

- To enable the tracking of incidents of bullying-type behaviour across the School and take pre-emptive measures to prevent harm that could reasonably be foreseen.
- To inform members of staff so that they understand that bullying can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying that takes place at school not only affects an individual during childhood but can also have a lasting effect on their life well into adulthood.

LAW AND GUIDANCE

The Education (Independent School Standards) Regulations 2014 provide that independent schools ensure that bullying at school is prevented in so far as reasonably practicable by the drawing up and implementation of an effective anti-bullying strategy.

A key provision in the Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it

In England and Wales, Part 6 of the Act applies to independent schools. It makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, in the way it provides education for pupils, in provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

This policy has due regard to the statutory guidance contained in the Special Education Needs and Disability Code of Practice: 0 to 25 Years [January 2015], the statute law of the Children and Families Act 2014 and adheres to the philosophy underlying the Equality Act 2010. The School is committed to observing the principles of the Act and does not discriminate on any grounds.

Keeping Children Safe in Education (KCSIE) (Department for Education, September 2023) states that when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, staff should discuss with the school's Designated Safeguarding Lead (DSL) and report concerns to the relevant children's social care and work with them to take appropriate action.

However, external support can be given to boys whether or not it is deemed a child protection concern. Even where safeguarding is not considered an issue, schools may need to draw on a range of external services to support the boy who is being bullied, or to tackle any underlying issue that has contributed to a boy engaging in bullying-type behaviour.

Guidance on sexual violence and sexual harassment between children in schools and colleges is available within KCSIE.

Preventing and tackling bullying: Advice for head teachers, staff and governing bodies (Department of Education, July 2017) seeks to help schools take action to prevent and to respond to bullying as part of their overall behaviour policy. It also outlines the government's approach to bullying, and the legal obligations and the powers schools have to tackle bullying.

CRIMINAL LAW

Although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour – or communications – may constitute a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986.

WHAT IS BULLYING?

Bullying is behaviour by an individual or group, usually but not always repeated over time, that hurts another individual (or group) either physically or emotionally. Bullying can take many forms (for instance cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children or by perceived differences.

Stopping violence and ensuring immediate physical safety is obviously the School's first priority, but emotional bullying can be more damaging than physical. The School and members of staff have to make their own judgements about each specific case.

Many deem bullying to involve an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language in itself can have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay, it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of behaviour that is and is not acceptable and help stop negative behaviours from escalating.

CYBER-BULLYING

The development of and widespread access to technology has provided a medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially wider audience and more accessories as people forward on content with ease.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device such as a mobile phone has been confiscated by a member of staff who has been formally authorised by the Head Master, that staff member can examine data or files and delete these where there is good reason to do so. i.e. where an electronic device that they reasonably suspect has been, or is likely to be, used to commit an offence or cause personal injury or damage to property. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. The School's Searching, Screening and Confiscation policy applies.

If a member of staff confiscates an electronic device suspecting that it contains evidence in relation to a criminal offence, they must give the device to the Director of Safeguarding as soon as it is reasonably practicable. They will then seek guidance from the police on accessing the suspected evidence.

Material that the School suspects to be evidence of an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted from the device before giving the device to the police. It should never be forwarded on to another phone. In the event that a device is known potentially to contain inappropriate sexual images or videos, staff are advised to seek guidance from the Director of Safeguarding and should not undertake a search of the device themselves.

PREVENTION

INVOLVEMENT OF PARENTS

The School ensures that parents are clear that bullying-type behaviour is not tolerated and ensures parents are aware of the procedures to follow if they believe that their child is being bullied.

WHAT DOES THE SCHOOL DO?

- When a boy joins Harrow School, he and his family receive a comprehensive New Boy's Pack that includes the Welcome to Harrow and Guide for Parents booklets, together with a Welcome to

the House booklet. These booklets contain information about the School's approach to bullying matters.

- As part of the induction programme, new boys and their families attend a Welcome Afternoon at the end of Summer term before their arrival at Harrow. House Masters make clear to them the School's expectations about behaviour and outline procedures that parents should follow in the event of any concern.
- House Masters maintain an ongoing and developing relationship with parents, which facilitates early intervention whenever issues around bullying-type behaviour arise.
- The School encourages parents to contact the School to discuss any concerns about their sons. Formal parents' meetings also take place for each year group once during an academic year.
- The School regularly invites parents to attend presentations, which include talks about cyber safety, illegal drugs, misuse of social media, etc.
- The School encourages parents to reinforce the School's message on bullying by informing the House Master whenever concerns arise and to counter all suggestions that boys should suffer in silence.
- The School Clinical Psychologist is available to talk with parents about bullying-type behaviour from the perspective of victim or perpetrator.

INVOLVEMENT OF PUPILS

The School ensures that boys understand the School's approach and that boys are clear about the part they can play in preventing bullying, including when they find themselves as bystanders.

WHAT DOES THE SCHOOL DO?

- As well as the booklets noted above, the School distributes to all boys a copy of Existing Customs which summarises the Behaviour Policy, outlines clear behaviour expectations of boys and draws attention to the relevant policies and guidance documents which are available to boys on Firefly.
- The School distributes a copy of Counter-bullying Guidance Leaflet for Boys, which outlines steps boys can take in the event of bullying-type behaviour arising. Please see Appendix B.
- The School provides year-group conferences that tackle the issue of bullying and living together.
- Senior boys with responsibilities (e.g. School Monitors, House Monitors and Corridor/Landing Monitors) receive training in dealing with pastoral scenarios including bullying, through formal programmes such as the Monitors' Training Course and the Lower Sixth Induction Day, as well as informally through their meetings and conversations with House Masters and other members of the House team.
- When boys first arrive at Harrow, they are introduced to the Form Room Code of Conduct and a PSHE Education lesson covers the topic of Room Mates' Charter, which outline what constitutes positive and respectful behaviour in a House or Form Room; these themes are revisited periodically by House Masters.
- All boys in the Lower Sixth undertake a peer mentoring course, where they develop skills in active listening and in the mentoring of younger boys.
- Each boy in the Remove is allocated a Mentor in the Lower Sixth who meets with him six times in the year.
- Each boy in the Shell is allocated a Shepherd in the Remove and a Mentor in the Upper Sixth.
- Each boy is a member of a Flock group within his boarding Houses, consisting of five boys, one from each year group.
- The School circulates an ICT Acceptable Use Code of Conduct which boys are expected to read and sign. This document outlines how boys should use computer equipment responsibly and includes a clear outline of forbidden behaviours that could constitute bullying-type behaviour.
- Periodically, House Masters receive notices to remind boys about responsible use of the School's IT network and mobile phones, including social media. IT lessons in the Shells also cover these matters.

- Bullying concerns are discussed in meetings of the Boys' Pastoral Committee, the outputs from which are shared with the Director of Pastoral Care, Director of Safeguarding and Deputy Head Master.
- The School conducts an annual Living Together Survey, which all boys complete anonymously (though House and year group are declared) and under examination conditions. The Director of Safeguarding and Director of Pastoral Care discuss the findings with each House Master, who cascades the findings back to their pastoral teams and the boys themselves. The School's Pastoral Advisory Committee, chaired by the Director of Pastoral Care, and the Pastoral Support Committee, chaired by the Director of Safeguarding, meet regularly to reflect on the outcomes and decide on future strategy. The Head Master delivers a summary of the findings to the whole School in Speech Room and to the Masters in the Masters' Room, by way of supporting the efforts to create an inclusive environment free of bullying-type behaviour.

REGULAR EVALUATION AND UPDATING

The School regularly reviews and evaluates its counter-bullying approach and procedures, especially taking into account developments in technology and changes to legislation and guidance.

WHAT DOES THE SCHOOL DO?

- The findings of the annual Living Together Survey inform the School's pastoral management and shed light upon the effectiveness of its counter-bullying approach and procedures.
- The School has contracted an external company to provide 24/7 monitoring of boys' intranet and internet activity via the server and receives reports of minor infringements on a daily basis. Safeguarding concerns of a more serious or immediate nature are communicated directly by telephone and acted upon by the Director of Safeguarding/DSL or by one of the Deputy DSLs, as appropriate.
- Masters record both rewards and sanctions, including those for behaviour, on the iSAMS system and as such keep House Masters informed about trends of concern. These are regularly reviewed by Senior Management, and by Governors by way of the Pupil Wellbeing and Conduct Committee (PWCC), which meets termly.
- The Pastoral Support Committee (PSC) regularly reviews cases and incidents within the School and evaluates processes and procedures in this regard.
- The Pastoral Advisory Committee (PAC) advises the Head Master on the development of those policies and procedures. It is chaired by the Director of Pastoral Care and its membership includes the Deputy Head Master, the Director of Safeguarding, the Director of Studies, the Senior House Master, the Lead Chaplain, the School Clinical Psychologist, the School Doctor, the Lead Nurse of the Medical Centre, the Head of Learning Skills, the Head of PSHE Education and representatives on annual rotation of the House Masters, Matrons, Assistant House Masters and Tutors.
- The Director of Safeguarding oversees the School's pastoral management system, CPOMS, and uses data to share information as appropriate, to inform contributions to the PSC and to inform School policies and procedures.
- Any bullying concerns discussed at meetings of the Boys' Pastoral Committee help to inform the School's pastoral strategy.

IMPLEMENTATION OF DISCIPLINARY SANCTIONS

The School ensures that disciplinary sanctions are applied in such a way that the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.

WHAT DOES THE SCHOOL DO?

- The School seeks to address instances of bullying proportionately, consistently and appropriately.
- Taking into account the residential nature of the School, due consideration is given to the privacy of parties involved. However, following such incidents, House Masters take the opportunity to

reflect with their Houses upon community values, standards of behaviour and the consequences to others of acts of unkindness.

- All sanctions relating to bullying-type behaviour include reflective written work for the perpetrator.
- Pastoral support is provided for the victim, and likewise measures are put in place to ensure that the perpetrator is supported to ensure they fully understand the consequences of their actions and are dissuaded from repeating such behaviour in the future.

OPEN DISCUSSION OF DIFFERENCES AND CREATION OF AN INCLUSIVE ENVIRONMENT

The School encourages open discussion of differences between people that could motivate bullying, such as religion, ethnicity, disability, sex, sexual orientation or appearance-related difference. The Staff Equity, Diversity and Inclusion Committee and the Boys' Equity, Diversity and Inclusion Group each meet twice per term to discuss ways in which the School can support equity, diversity and inclusion.

WHAT DOES THE SCHOOL DO?

- House Masters employ the House Bills and Call-overs (House assemblies) to encourage an inclusive environment within each House.
- The Head Master makes use of Monday morning Speech Room with the whole School to reinforce the School's values and promote an inclusive environment.
- The School's PSHE Education programme provides a framework for educating boys about the challenges life can present and how to deal with those and to be accepting and supportive of others. It encourages pupils to develop emotional and spiritual wellbeing in such a way that they respect and care for others and become aware of the importance of good relationships within the community. As well as being didactic, the programme encourages boys to talk openly with their Tutors and within their tutor groups about their response to these issues.
- The School provides a pastoral framework for boys in each House with older boys being appointed as 'Shepherds' to younger boys. These relationships are maintained throughout the boys' time at the School. Each new boy also has a mentor in the Upper Sixth and all boys belong to a 'Flock' consisting of a boy from each year group in the House. In addition each Remove boy is allocated a Mentor in the Lower Sixth with whom he meets six times a year.
- The School has a wide variety of clubs and societies that run through the academic year which meet regularly, catering for wide academic, super-curricular and co-curricular interests.
- Sermons in Chapel, talks at Thought for the Day and talks at a variety of other chaplaincy events, together with meetings of other societies, help to create environments which are inclusive for all boys.
- Boys from each House are invited to lead Morning Reflections in Chapel or St Mary's Church on a wide range of social and moral issues.
- Boys from all year groups may participate in meetings of the School's Equity, Diversity and Inclusion Group, which offers a safe forum for the discussion of differences.
- Diversity issues are discussed in Flocks groups within Houses and in meetings of the Boys' Pastoral Committee.
- Group work takes place with specific year groups within the Houses, led by House Masters and members of the PSC. These interventions seek proactively to prevent bullying-type behaviour and assist with conflict resolution.
- The School organises a series of termly Equity, Diversity and Inclusion Awareness Themes, and invites visiting speakers to give addresses in Speech Room and to run workshops, talks, discussion groups, etc. in order to promote the importance of these issues.

CHARITABLE WORK – ENHANCEMENT OF CHARACTER

WHAT DOES THE SCHOOL DO?

- The School has close links with a large number of local charities and organisations. Shaftesbury Enterprise oversees the School's outreach programme and philanthropic activities, which encourage boys to appreciate the importance of service to the community.
- The School also works with a large number of other charities. These include Young Harrow Foundation, Harrow Carers, My Yard and Firm Foundation.

PROVISION OF EFFECTIVE STAFF TRAINING

The School provides effective training so that members of staff understand the principles and purpose of the School's policy, their legal responsibilities regarding bullying, how to resolve problems and where to seek support.

WHAT DOES THE SCHOOL DO?

- There is a clear Staff Code of Conduct with Specific Regard to Safeguarding.
- The School issues Handbooks each academic year to staff who work closely with boys (Masters, House Masters and Matrons), which include guidance on how to deal with behaviour and bullying issues if they should arise. Staff also have access to guidance on procedures for dealing with incidents of bullying-type behaviour within this policy – for example, please see Appendix A.
- Masters receive Inset about bullying and the safeguarding of boys. For example, all Masters took part in online anti-bullying training in June 2023 (Preventing Bullying, EduCare).
- Information is cascaded through House Masters' Meetings and Heads of Subjects' Meetings.
- Masters record both rewards and sanctions, including those for behaviour, on the iSAMS system and thereby keep House Masters well informed about trends.
- Masters use the School's pastoral care system (CPOMS) to raise concerns with the Director of Safeguarding.
- There is a Staff Equity, Diversity and Inclusion Committee, which meets to consider related issues.

LIAISON WITH LOCAL EXTERNAL AGENCIES

The School liaises with external agencies including the police and children's services.

WHAT DOES THE SCHOOL DO?

- The Director of Safeguarding works with the wider community including the Metropolitan Police and relevant children's services to agree clearly understood approaches to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed.
- In the event that such involvement culminates in the matter progressing through the criminal justice system, the School will be aware of anonymity, witness support and the criminal justice process in general so that they can offer support and act appropriately.
- The Director of Safeguarding represents independent sector schools on the Harrow Safeguarding Children's Board.

CLEAR AND EASY LINES OF COMMUNICATION FOR BOYS

The School ensures clear and easy lines of communication for boys to report bullying-type behaviour so that they are assured they will be listened to and incidents acted upon.

WHAT DOES THE SCHOOL DO?

- The School publishes and circulates annually to all boys a 'Who To Talk To' document which outlines the many people boys can approach with any issues they may have.

- Boys also receive a copy of the Counter-Bullying Guidance Leaflet for Boys (Appendix B) at the start of each academic year and go through it with their Tutors.
- Boys receive a presentation in Houses from Deputy DSLs on how safeguarding operates at Harrow School. These presentations cover anti-bullying themes and how and when to report such issues.
- The Bill Book, published each term, contains a summary of the School's Counter-bullying Policy and a list of people boys can talk to.
- A small number of Upper Sixth boys become School Monitors following a nomination process by House Masters and others. They benefit from targeted training at the start of their term of office, and receive ongoing training throughout the year, which allows them to develop a deeper understanding of their pastoral responsibilities and thus provide another layer of communication and support for boys.
- The mentoring systems outlined above are a further avenue for communication of concerns.
- House Masters and other members of the House teams remind boys regularly about the avenues for communication on matters relating to bullying-type behaviour.

PROCEDURES FOR HANDLING BULLYING

The School will respond promptly and firmly to incidents of bullying. Please see Appendix A.

WHERE BULLYING HAS SEVERE IMPACT

The School recognises that in some circumstances the consequences of bullying may lead to a pupil feeling pronounced social, emotional and mental health difficulties.

The School also understands that bullying may have a serious impact upon a pupil's ability to learn.

The Pastoral Support Committee co-ordinates the pastoral response to more serious cases, which may involve one or more of the following strategies:

- Referral to School Doctor, who may in turn make referral to the School's visiting child and adolescent psychiatrist or local CAMHS (Child and Adolescent Mental Health Service)
- Referral to School Clinical Psychologist
- Collaboration with the Learning Skills Department
- Collaboration with the Chaplaincy
- The instigation of a Case Conference with the House pastoral team, the boy's Tutor and other relevant members of staff.
- Referral to relevant external agencies (e.g. children's services, police or educational psychologists)

APPLICATION OF THE BEHAVIOUR POLICY

The School's Behaviour Policy outlines clearly expectations of behaviour, outlines what constitutes a serious breach of School rules and explains the rewards and sanctions that underpin the policy. The policy recognises the importance of boys being encouraged to reflect on their behaviour through conversations with their House Master, members of the House team or with the Deputy Head Master. Reflective written work is also set for boys, to encourage further self-reflection.

The School's Behaviour Policy offers guidance to Masters in the setting of appropriate sanctions for breaches of the policy. The policy outlines clearly that all instances of bullying-type behaviour will be

referred to the Deputy Head Master. The Deputy Head Master and relevant members of the Senior Management Team will discuss appropriate sanctions which could potentially extend to the permanent exclusion of a boy, in which instance, the School's Exclusion Policy will apply.

The system of sanctions available to Masters is explained in the Behaviour Policy. The policy clearly states a complete rejection of corporal punishment which has no place at Harrow or in any educational context. The School seeks to apply such measures fairly, consistently and reasonably, taking into account responsibilities under the Equality Act, which are outlined in the School's Equality Statement.

The School's Special Educational Needs and Disabilities policy outlines the School's commitment to supporting equal opportunities for all. Any special educational needs or disabilities of boys will be taken into account when considering the impact of bullying regardless of whether they are the victim or the perpetrator.

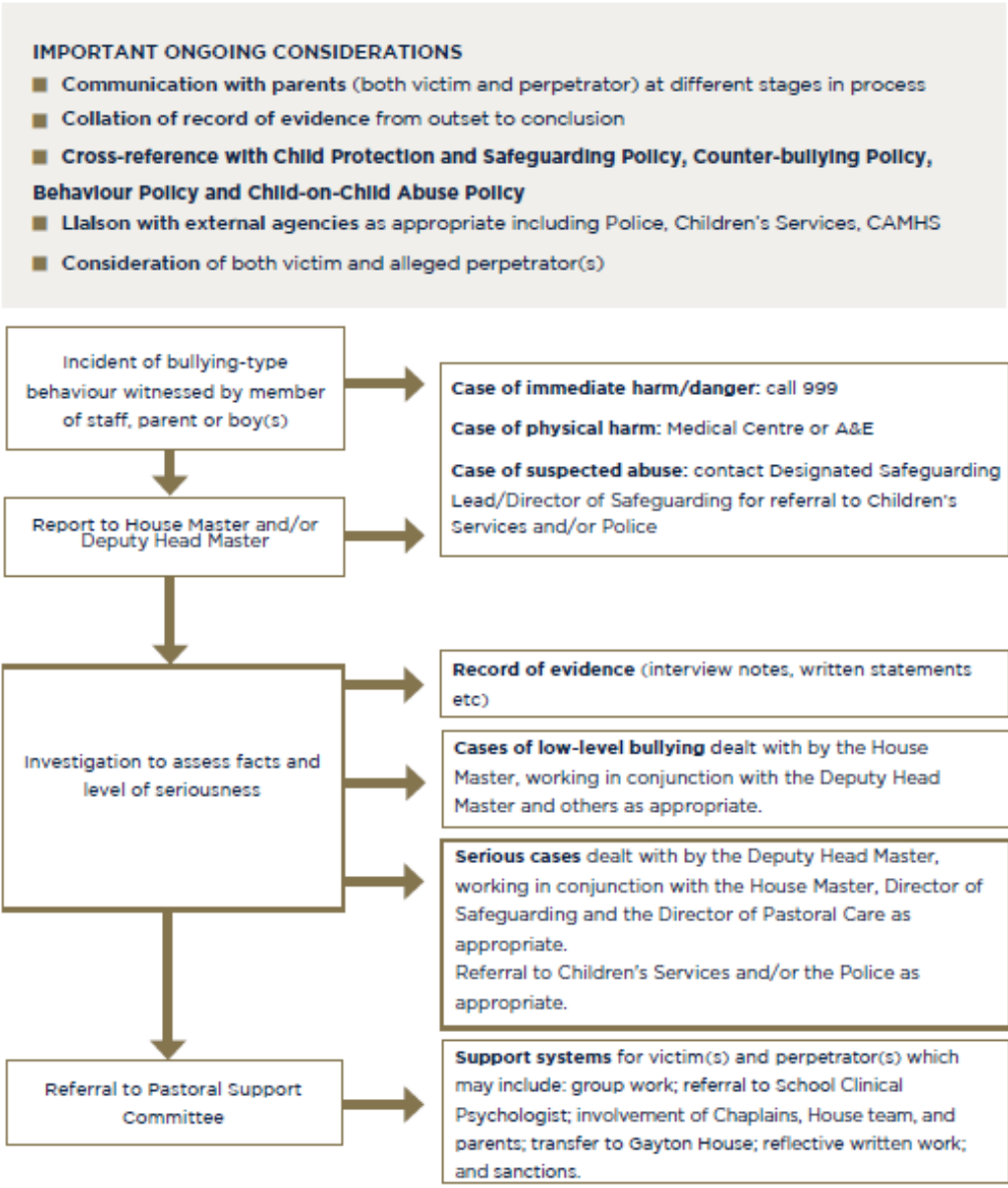
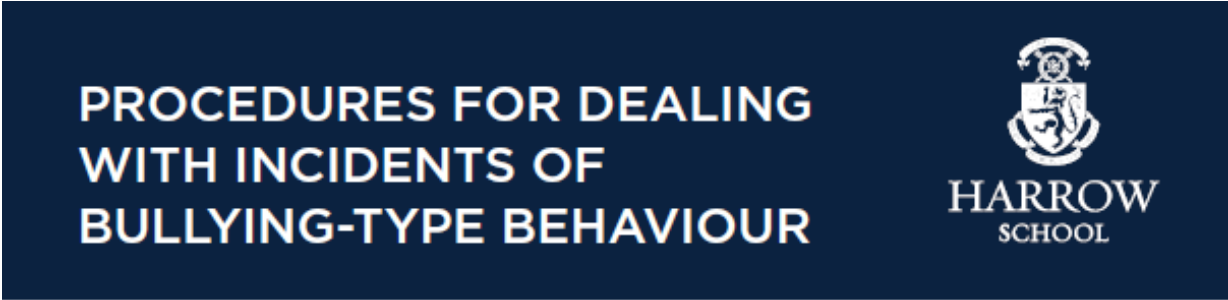
The School seeks to consider not only the motivation behind bullying-type behaviour but also whether it reveals any concerns for the safety or wellbeing of the perpetrator. Through the process of addressing bullying-type behaviour, where that is not severe or criminal, the School's aim is that a perpetrator understands the harm his behaviour has caused, appreciates the potential and further harm it could have caused, and that he has an opportunity to put that right. The aim is also that the any sanctions imposed will deter perpetrators from similar bullying-type behaviour in the future.

Deputy Head Master

September 2023

Annual review

APPENDIX A: PROCEDURES FOR DEALING WITH BULLYING TYPE BEHAVIOUR



APPENDIX B: COUNTER-BULLYING GUIDANCE FOR BOYS

PROCEDURE FOLLOWING AN INCIDENT OF BULLYING BEHAVIOUR



- Many acts of bullying behaviour are against the law and could be referred to external agencies.
- Bullying will not be tolerated. Boys who bully can expect to receive sanctions but will also be given appropriate help.
- Instances of bullying-type behaviour by older boys towards younger boys are taken particularly seriously.
- Those who are deemed to be bystanders or to have reinforced bullying behaviour in any way may also be held responsible.
- In many cases, the parents of those concerned will be informed.
- Incidents of bullying-type behaviour are recorded.



I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

Maya Angelou

HARROW SCHOOL

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September 2023



COUNTER-BULLYING GUIDANCE FOR BOYS

2023-2024



Harrow recognises that the impact of bullying can be serious. It can cause fear and distress for victims, whose academic work often suffers. It can damage an individual's self-confidence and sense of self-worth and it can create unhappiness within divisions or Houses. Every boy has the right to be able to live and learn at Harrow free from any kind of bullying.

WHAT IS BULLYING?

Harrow defines bullying as any type of behaviour that is perceived by the victim or witnesses to insult, humiliate, intimidate or hurt another person usually, but not always, over a period of time.

- It is unkindness in all its forms.
- It may include the abuse of power by boys or adults involving actual or threatened physical and emotional violence.
- It may include hurtful or inappropriate remarks based on any of the protected characteristics such as race, sexual orientation, religion or belief, sex or disability.
- The use of physical force against any member of the School community is always treated as a serious breach of the Behaviour Policy and referred to the Deputy Head Master.
- Bullying is anything done or said with the intention of undermining someone's self-esteem.
- It includes cyber-bullying and the use of social media, and mobile and emerging technologies.

YOUR RIGHTS AND YOUR RESPONSIBILITIES

We (staff and boys) will do all we can to create a culture, ethos and atmosphere in which bullying is recognised to be unacceptable by all. Everyone is encouraged to feel able to talk openly and honestly about issues. For boys, this is within Tutor groups, as part of the PSHE Education programme, in their Flocks and with their Mentors and Monitors.

It is your right to inform someone in authority of any bullying; it is your responsibility to intervene immediately if someone else is being bullied – you should challenge that behaviour and, if necessary, inform others. There are solutions that work.

It is your right to be respected, to be given the chance to learn effectively and to develop as a person; it is your responsibility to respect others – you should do all that you can to contribute to their learning and personal development.

It is your right to be able to live in the School community without fear and to feel safe; it is your responsibility to help others to do the same – you should support them when they need help.

It is your right to have your contribution to School life valued; it is your responsibility to value others.

It is your right to have your personal property and space respected; it is your responsibility to respect the property and space of others.

Filming bullying-type behaviour and storing or distributing it electronically are taken particularly seriously as a form of cyber-bullying and may be investigated by the police.

PEOPLE TO TURN TO

- a Monitor
- a friend
- your parents or guardian
- a Chaplain
- School Counselling Service
- your Tutor
- your House Master/Assistant House Master
- your Matron
- your House Visitor
- the School Doctor or School nurses
- the Designated Safeguarding Lead (DRW, Director of Safeguarding), Deputy DSLs (Capt. Rob Robson, SAH, SNT, LWH and DMD) or the Head Master

Your House Master will treat all information sensitively and any action to be taken will be discussed with you.