



# Anti-Bullying Policy

---

*ISI Reference 10a*

---

## Contents

2	Rationale
2	Aims and Objectives
3	The Definition of Bullying
3	School Procedure
6	Boarders
6	Bullying Outside School
6	Cyber Bullying
8	Staff Training
9	Appendix 1: Advice to Parents
9	Appendix 2: Advice to Teachers
10	Appendix 3: Advice to Pupils
10	Appendix 4: Cyber-Bullying – Advice to Pupils
11	Appendix 5: Bullying Questionnaire



Though bullying is rare at Terrington Hall and pupils do not usually identify bullying as a problem within the school, it has to be recognised as a potential problem which can occur and therefore needs known policies and procedures. We recognise the seriousness of bullying, in that it can cause psychological damage (although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour). Where bullying takes place, it is also treated as a safeguarding concern for all parties involved.

Terrington Hall School is fully committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop their full potential. A central feature of the School is that all pupils should care for and support each other. Clear policies are communicated to parents, pupils and staff, and we create an environment of good behaviour and respect, with helpful examples set by staff and older pupils and the celebration of success.

#### Rationale

Terrington Hall School believes that:

- All forms of bullying are unacceptable and the school will always take proactive action should an incident arise;
- Pupils should be taught to understand the damage bullying can do to members of our community and that it is unacceptable;
- In dealing with and identifying bullying, parents, staff, governors and pupils all have important roles to play;
- Bullying will not be tolerated and any allegation will be treated seriously. The School treats all pupils, and their parents, fairly and with consideration and expects them to reciprocate this towards each other, the staff and the School;
- Where necessary, we will apply the sanctions described in our Rewards and Sanctions Policy for behaviour that constitutes bullying or harassment of any kind. It is also understood that, although bullying is not a criminal offence, there are criminal laws which apply to harassment and threatening behaviour or communications;

#### Aims & Objectives

The aim of our anti-bullying policy is to clarify for pupils and staff that bullying is never acceptable. We wish to encourage an environment where independence is celebrated and individuals can flourish without fear. Every member of the school community (child and adult) has the right to be safe and happy in school and to be protected when she or he is feeling vulnerable. We recognise that bullying may cause emotional and physical harm, which may ultimately result in psychological damage.

Pro-active emphasis on good behaviour and relationships between all age groups is encouraged in the form of weekly Form Tutor Time, P.S.H.E. lessons, Circle time and Assemblies, which frequently involve issues related to caring and respect for others. Each new pupil to the school has a child designated to look after them in the first few weeks.

#### The Definition of Bullying

The School defines bullying as any wilful act that is repeated over time which causes pain or stress to another person or intentionally hurts another pupil or group physically or emotionally. It is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture,



sex, gender, homophobia, special educational needs and disability, or because a child is adopted or has a carer. Alternatively, children may be bullied because of the way they look, or simply because they are perceived as being 'different'.

'Peer on peer abuse' as discussed in KCSiE, 2018:

'Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.'  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Any bullying can occur directly or through cyber-technology (social websites, mobile 'phones, text messages, photographs and email). This may be in the form of gestures, physical or verbal aggression, deliberate exclusion or extortion.

## School Procedures

### Preventative Measures

As a school, we feel it is vital to create an atmosphere where pupils who are being bullied, or others who are aware of it, feel they will be listened to and believed, and that any action taken will be swift and sensitive to their concerns. It is important that each child understands that by not reporting incidences of bullying, that the perpetrator or perpetrators will continue, perhaps bullying others too.

There is a worry box outside the Deputy Head Pastoral's Office for children to write about their concerns. The Deputy Head Pastoral checks this regularly and takes appropriate action. Children at Terrington Hall School have an excellent relationship both with academic and boarding staff and are openly encouraged to talk to them at any time. In addition to this the school has a 'buddy system' so younger children can speak to their older 'buddy' about their concerns. The Independent Listener (Mrs V Whitfield: 07752 832782) is also available to be contacted should pupils wish to do so.

Within School a cohesive anti-bullying message is developed through the following areas:

- Pastoral guidance from Form Tutors in identifying, responding to and preventing bullying;
- Anti-bullying scheme of work in PSCH using educational elements such as assemblies, form periods, projects, drama, stories, literature, with discussion of differences between people and the importance of avoiding prejudice-based language;
- Participation in national anti-bullying events;
- Anti-bullying themes discussed in form period sessions;
- Display work reinforcing the anti-bullying culture;
- Through cross-curricular themes in subjects such as TPR and English;
- Staff, pupil, parent training on cyber-bullying prevention;
- Staff on duty being alert to potential bullying situations and areas where it may be more prevalent such as changing rooms, the Boot Room, the hard court, the astro and the toilets;
- At the start of each term Form Tutors reinforce and discuss with pupils strategies for dealing with bullying behaviour and what they should do and who they should speak to if they feel that they are being bullied;
- Staff training, as part of new staff induction, periodic whole staff INSET and Form Tutors INSET, raises awareness and ensures 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;

- Where appropriate, investment is made in specialised skills to understand the needs of pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.
- SMT meet weekly and have a 'Children Concern' section permanently on the agenda. The Deputy Head Pastoral, Head of Lower Prep and Pre-Prep also meet weekly to discuss children in their specific areas of the school. Weekly meetings alternate between whole school staff meetings and section meetings chaired by the Headmaster or Senior SMT member.

### Identifying and Reporting Incidents of Bullying

Any suspected incident of bullying must be reported to the child's Form Tutor or Head of Section (Head of Pre-Prep/Head of Lower Prep/Deputy Head Pastoral). Incidents may be reported by any member of staff (whether teaching, administrative or ancillary), by pupils or by parents. People react differently. It is not always possible to tell if someone is hurt or upset. Sometimes it is not specific incidents but changes in behaviour that may indicate a child is being bullied. These can include:

- changes to their usual routine;
- being unwilling to go to School (School phobic);
- becoming withdrawn, anxious or lacking in confidence;
- starts stammering;
- feeling ill in the morning;
- deterioration in school work;
- possessions which are damaged or 'go missing';
- increased aggression;
- disruptive or unreasonable behaviour;
- bullying other children or siblings;
- lack of appetite;
- being frightened to say what's wrong;
- giving improbable excuses for any of the above;
- being afraid to use the Internet or mobile phone;
- being nervous or jumpy when a cyber-message is received; cyberchondria
- identifying issues through the school Bullying Questionnaire which is issued annually (Appendix 4).

### Collection of Information

When an allegation has been made the member of staff, and ultimately the Deputy Head Pastoral, will investigate the allegation through conducting an individual interview or discussion with the victim and, as appropriate, with other parties involved. In some instances, to protect a victim, confidentiality will be maintained. A senior member of staff will need to evaluate the information to establish the effectiveness of the School's approach and to enable patterns to be identified.

In the first instance, it is important to make it clear to the victim that revenge is not appropriate and to the perpetrator that his or her behaviour is unacceptable and has caused distress. The emphasis should be on the behaviour and the recognition that bullying in any form is unacceptable, rather than on the punishing of the child. Every effort is made to resolve the problem through counselling of both parties. Pupils who are being bullied will therefore be suitably supported and pupils who may bully others must also be given suitable help and guidance. The school has a very good relationship with a



professional educational psychologist who can counsel children and advise staff on how to deal with any form of bullying.

The child/young person must be involved in the discussion and written records must be completed and kept on file. Records are kept on the children's incident files which can be completed by any member of staff. The Deputy Head Pastoral has oversight of the incident files and a responsibility to ensure that they are completed by staff. The Record of Bullying Incidents should be updated by the Deputy Head Pastoral, to enable patterns to be spotted and an overview of situations within the school to be held.

#### The Response of the School

Parents of both parties are informed of what has happened, and how it has been dealt with. Regular communication must continue to take place with the parents or carers. It is vital that everything that happens continues to be recorded in a clear and factual way.

Interventions should include the opportunity for follow up in order to evaluate support and if necessary provide a further course of action. If the bullying behaviour continues and counselling has not worked, then disciplinary sanctions follow. It is important that counselling is maintained for both parties, even when sanctions have been applied (see THPS Behaviour Policy). The parents of all pupils involved will be contacted as soon as expedient.

The victim will be counselled and given support and time with a member of staff (most likely, their form tutor) to talk about what has happened, how their behaviour can be modified, how they feel about the experience, what they feel comfortable with in terms of action taken and invited to suggest ways that the School can support them further. If necessary external counsellors will be sourced, and the parents will be involved if appropriate. A clear monitoring framework will be established to reassure the child and parents.

The other parties involved will be informed that no form of bullying will be tolerated and that the School's action policy on bullying follows a set pattern which in repeated cases will lead to parental involvement and, ultimately, expulsion.

A bullying incident should be treated as a safeguarding concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such circumstances procedures in the School Safeguarding Policy should be followed and the Designated Safeguarding Lead informed immediately.

Pupils who engage in bullying behaviour will be given sanctions and will be guided to understand their accountability and to help them face up to the harm they have caused. They will be shown the steps to take to repair the damage and will also have an opportunity to discuss the reasons underlying their behaviour and strategies to prevent bullying behaviour in the future in line with the Behaviour and Sanctions policy.

#### Monitoring and Follow-Up

The teacher dealing with the incident (usually the form teacher but it can also be any adult the child feels comfortable to talk with) will agree to meet with the child either daily or every few days to reassure the child, but also to ensure that no further bullying incidents are taking place. At this stage parents will also be encouraged to keep the School informed of any potential issues.



Feedback is also given in SMT and Staff Meetings in the 'Children of Concern' review section.

### Sanctions

Sanctions must be applied fairly, proportionately, consistently and reasonably taking into account SEN, disabilities or any vulnerability the pupil may have. Where pupils do not respond to preventative strategies, the School will impose sanctions in agreement with parents; further details are contained in the School's Rewards and Sanctions Policy. In many cases these will apply to the particular nature of the bullying or the particular circumstances in which it occurs but might include:

- removal from the group;
- attendance upon the duty staff at break times;
- withdrawal of break and lunchtime privileges;
- extra work/duties;
- with-holding participation in any School trip or event (e.g. sports) that are not an essential part of the curriculum.

Should these sanctions prove ineffective:

- fixed period suspension;
- permanent exclusion.

Exclusion and suspension procedures are detailed in the Exclusion Policy.

Bullying by children with disabilities or SEN is no more acceptable than by anyone else, but for a sanction to be lawful, there must be consideration of the extent to which the child understands and is in control of what they are doing.

### Boarders

The procedures are the same for day and boarding pupils. In the event of a bullying incident involving a boarder then the Head of Boarding will liaise closely with the Deputy Head Pastoral to ensure there is an appropriate response.

### Bullying Outside of School

Where a pupil finds themselves the victim of bullying outside school by other pupils enrolled at Terrington Hall the school will also take action. This includes instances of cyber-bullying. The action taken will be as it would if the incidents were taking place in school.

### Cyber-Bullying

Whilst it should not be possible for pupils to access social media sites in school, as a result of the firewall, we should be aware of the possibility that children may be able to use the school's computers, including email system to post or send words or images that cause upset. Reference to the Acceptable Internet Use Policy and Mobile Phone Policy make clear our rules surrounding the use of technology. As stated above instances of bullying online outside of school will be treated as a school matter and the Anti-Bullying Policy and procedure followed.



Cyber-bullying is bullying that takes place using electronic technology, including mobile phones, computers and tablets as well as communication tools including social media sites, text messages, chat forums and websites. Examples might include abusive text messages, rumours spread via email or dissemination of embarrassing pictures or videos. Cyber-bullying can be an extension of face-to-face bullying, or standalone, with electronic technology providing them with a route to harass their target.

Cyber-bullying differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; the perceived anonymity; the profile of the person doing the bullying of the target.

Some cyber-bullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyber-bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver.

In cyber-bullying, bystanders can easily become perpetrators, e.g. by passing on or showing to others images designed to humiliate, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is important that pupils are aware that their actions have severe and distressing consequences, and that participating in such activity will not be tolerated.

There are particular features of cyber-bullying that differ from other forms of bullying which need to be recognised and taken into account when determining how to respond effectively. The key differences are:

- Impact — the scale and scope of cyber-bullying can be greater than other forms of bullying.
- Targets and perpetrators — the people involved may have a different profile to traditional bullies and their targets.
- Location — the 24/7 and any-place nature of cyber-bullying.
- Anonymity — the person being bullied will not always know who is attacking them.
- Motivation — some pupils may not be aware that what they are doing is bullying.
- Evidence — unlike other forms of bullying, the target of the bullying will have evidence of its occurrence.

#### Prevention of Cyber-Bullying

Using our school values, we seek to instil values in all members of our School, which should preclude all bullying. These values are supported through Form Time, PSCH, NSPCC resources and assemblies.

It is crucial to the School's success in dealing with cyber-bullying that all members of the community are made aware that it is unacceptable and should not be tolerated. It is the responsibility of all members of the community to promote these values and to take action if they are aware of it happening. To remain silent is to condone the action of the bully.

#### Process for Tackling Cyber-Bullying

Information is crucial to dealing with the problem. Those who feel that they are being bullied via electronic means, or who are witnesses to what they believe is bullying/cyber-bullying, should always



tell a member of staff. Advice, support and counselling will be offered to all parties involved, and, if necessary, their parents. While recognising that both victim and bully need help, we do not adopt a 'no blame' position.

1. If a pupil receives an abusive e-mail or text, they should report the matter to a member of staff as soon as possible.
2. Depending on the nature of the allegation, the case will be taken up either by the Form Tutor, Deputy Head Pastoral, or a combination of these people. The more serious the allegation, the more likely it is to involve senior staff and/or the Police. All incidents will be recorded on the file of all students involved and in the Log of Bullying Incidents.
3. An interview will be conducted; a record kept of the interview, and what is said, to be corroborated. Notes, both rough copies and, where necessary, a brief summary and copies of any letters sent to parents will be put on pupil's files with cross referencing Safeguarding files where appropriate.
4. Interviews will be conducted fairly, giving all sides the opportunity to state their case, so as to establish the truth in what seldom turn out to be straightforward issues.
5. Letters written to parents will detail the nature of the offence and any sanctions imposed, and will set out what improvements the School expects to be made in behaviour as well as the consequences of failure to improve.
6. At the conclusion of the investigation, if appropriate, one of the members of staff involved will contact parents of all pupils directly involved and inform them of action taken. Wherever possible, the identity of informers and pupils other than the son or daughter of the parent will not be disclosed.

Sanctions applied, where necessary, should be done so in line with the Rewards and Sanctions Policy. Additionally, where cyber-bullying is investigated, reference will be made to the Acceptable Internet Use Policy.

The following preventative measures are also employed by the school:

- All pupils are expected to adhere to the Acceptable Internet Use Policy that they sign at the start of each academic year.
- The school may impose sanctions for the misuse, or attempted misuse of the internet.
- Childrens' mobile phones are not permitted in school, unless authorised by a member of staff for a specific sports fixture, overseas trip or an educational project. (If this is the case the phone must be handed in at the start of the day to the Form Teacher).

### Staff Training

At Terrington, we pride ourselves on keeping all staff up to date with helpful information and techniques with regard to all aspects of education, including bullying. All staff undergo safeguarding training, which incorporates the effects of bullying. All staff are required to complete the NSPCC EduCare course which focuses on bullying and how to tackle it. We have an open policy where we



welcome staff to make us aware of further training needs, and are able to discuss specific issues with the SMT whenever they feel the need.

#### PRE-PREP DEPARTMENT

The general principles of this policy apply to all Years. However, a more informal and a 'lighter touch' should be used when dealing with possible problems which may concern Pre-Prep children.



## Appendix 1: Advice to Parents

If you think your daughter or son may be being bullied, or he or she tells you that he or she is, please let us know straight away. Please reassure your child that we will deal with it sensitively but firmly. If your child tells us she or he is being bullied, or we discover that she or he is bullying others, we will contact you and will discuss together how the situation can be improved including discussion of preventative measures. Parents should feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child.

## Appendix 2: Advice to Teachers

If you think that bullying is happening, talk to the pupils concerned and ask them what has been happening. Either ask them to write it down, or do so yourself, so that it can be passed on to the Head or Deputy Head. We need to be particularly vigilant at breaks, in changing rooms and travelling times and where victims are more vulnerable - bullying is not easily seen. We must also be aware of the pupil who is exhibiting bullying behaviour and special consideration should be given when the bully is a child with SEN/D. All members of staff should be aware that their own conduct is influential and should avoid actions and statements which may imply support for the victimisation or humiliation of individuals.

Curriculum work can enhance this policy in two ways.

1. By dealing with the topic of bullying in a way which explores why it happens and by giving alternative ways of behaving and dealing with difficulties;
2. By using teaching methods, which encourage co-operative work and a variety of groupings, so that students extend their relationships beyond a small group of friends;

Other ways that the policy can be implemented are as follows:

1. By holding regular boarding meetings with the Head of Boarding and support staff;
2. By holding regular prefects' meetings with Year 8 senior staff;
3. By having regular opportunities for the Head Boy and Girl to meet with the Headmaster;
4. Through discussion in the pupil forum meeting;
5. Celebrate success and create a positive ethos around the issue.

Staff will receive training in Anti-Bullying and Safeguarding professional development including online safety as part of the rolling staff INSET programme. The Educare Online Training programme bought for staff includes a preventing bullying module designed by the NSPCC.

Staff should also be mindful that a bullying incident should be treated as a safeguarding concern when there is reasonable cause to suspect that a child is suffering or likely to suffer, significant harm. In this instance the procedures set out in the Safeguarding policy should be followed.



## Appendix 3: Advice to Pupils

If you are being bullied, or you know that someone else is, please tell us straight away and it will be dealt with. Not telling means the victim will continue to suffer and the bullying will carry on, probably with others too. We all have a responsibility to make sure that bullying is not allowed to continue in our school. Pupils should be regularly made aware of the channels they could choose if they are feeling bullied or vulnerable or unfairly treated by anyone. They may feel happier talking to any of the following: a prefect, Head of Boarding, form tutor, member of teaching staff, Independent Listener (Mrs V Whitfield), or the Headmaster. In the case of a new pupil, he or she should talk to their 'lookerafterer'. You should understand that bullying is not tolerated and that you can help to prevent it especially when you find yourself as a bystander.

## Appendix 4: Cyber-Bullying – Advice to Pupils

Being sent an abusive or threatening text message, or seeing nasty comments about yourself on a website, can be really upsetting. This code gives you five important tips to protect yourself and your friends from getting caught up in cyber-bullying, and advice on to how to report it if it does happen.

### **1. SAFE**

Keep safe by being careful not to give out personal information when you're chatting or posting online. Personal information includes your email address, phone number and password.

### **2. MEETING**

Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present. Remember online friends are still strangers even if you have been talking to them for a long time.

### **3. ACCEPTING**

Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!

### **4. RELIABLE**

Someone online might lie about who they are and information on the internet may not be true. Always check information with other websites, books or someone who knows. If you like chatting online it's best to only chat to your real world friends and family

### **5. TELL**

Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.



## Appendix 5: Bullying Questionnaire

# Find out about Bullying

### Why are we asking you these questions?

We want to make sure that you are all safe from bullying at school

### Will anyone know they are my answers?

No –this questionnaire is private.

You won't have to give your name so nobody will know they are your answers.

### What if I don't want to answer a question?

Just miss it out and move on to the next one.

**If you really don't want to do this questionnaire just tell the teacher.**

### About you

I am a boy / girl

I am in Year .....

This section is about your experiences of Bullying IN School

**Please tick only one box**

### 1. Have you ever been bullied ?

Please tick ONE box

No , I have never been bullied	
Yes, a little	
Yes I have been bullied a lot	

### 2. When were you bullied?

You can tick more than one box

I have never been bullied	
---------------------------	--



A long time ago	
Last year	
Last term	
Last month	
Last week	

### 3. What kind of bullying was it?

You can tick more than one box

I have never been bullied	
Called names	
Left out or excluded	
Punched or pushed	
Nasty stories told about me	
Asked to give up money or belongings	
Being sent nasty text messages or emails	
Forced to do something I didn't want to do	
Teased about the way I look	
Called gay ( whether it is true or not)	

### 4 Where did the bullying happen?

You can tick more than one box

I have never been bullied	
In a classroom	
In the corridor	
In the dining room	
On the bus	
In the boot room	
In the changing rooms	
On the square/ tennis courts/ Astro	

### 5. Who did you tell that you were being bullied?

You can tick more than one box



I have never been bullied	
I told no -one	
An adult at school	
Another adult	
A friend	
I used the worry box	
An older pupil	
A friend	
I phoned a helpline	

Thank you for filling this in.

Remember Bullying is NOT a one off act.

It is something that is repeated over a period of time.