



# ANTI-BULLYING POLICY

## SCOPE

This policy applies to Quinton Hall School – the John Lyon Prep School. All references to ‘the School’ refer to Quinton Hall School except where otherwise specified.

## AIMS AND OBJECTIVES

At Quinton Hall School, our community is based upon respect, good manners and fair play. We are 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. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All pupils should care for and support each other.

Quinton Hall School prides itself on its respect and mutual tolerance. Parents and guardians have an important role in supporting the school in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part of our standard terms and conditions. This policy is available to parents of pupils and prospective pupils on our website and on request. It is also available and known to all staff.

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable. This policy applies to all pupils in the School, including those in the Early Years Foundation Stage.

## DEFINITION OF BULLYING

“Bullying may be defined as: *Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally*”. Safe to Learn: Embedding anti-bullying work in schools (see references).

Bullying is the intentional hurting, harming or humiliating of another person by physical (including sexual), verbal (including email, messaging and social media), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory.

Bullying may involve actions or comments that are racist, sexual, sexist, homophobic, which focus on religion, cultural background, personal attributes (such as hair colour, or body shape), Special education needs and disability, or because a child is adopted or is a carer. Bullying can happen anywhere and at any time and can involve everyone - pupils, other young people, staff and parents.

Bullying can be short or long term and can take various forms, as follows:

Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures,

### **Cyberbullying - definition**

Mr Bill Belsey, the creator of the web site: <http://www.cyberbullying.org> defined this unpleasant and particularly intrusive phenomenon in the following terms:

“Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.”

Cyberbullying can involve text messages and messaging apps (such as WhatsApp), Social Networking sites (such as Facebook, Instagram, Snapchat and TikTok) or online gaming (such as Roblox, Minecraft and Fortnite or via Discord servers.) It can also involve impersonating someone online.

### **Sexual bullying - definition**

Sexual bullying is a form of peer-on-peer abuse that can impact all children, but girls, disabled children and those with SEND are at particular risk. Sexual bullying can involve, but is not limited to:

- Sexual/sexist name-calling, taunts or threats
- Rumours about sexual activity
- Sexual harassment
- Sexual images or videos shared without consent
- Unwanted touching
- Upskirting
- Sexualised ‘games’ or ‘jokes’
- Distributing sexual material, including sending

All children need support to understand about puberty, healthy sexual relationship, to recognise harmful sexual behaviour, to learn about consent and to feel confident that the School is a safe environment where they can confidently share any concerns.

## **SIGNS OF BULLYING**

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing 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 (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to a Medical Centre with symptoms such as stomach pains, headaches

- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of, these possible signs of bullying should be investigated by parents and teachers.

## PREVENTATIVE MEASURES

We take the following preventative measures in place in order to ensure that bullying does not become a problem which is associated with Quinton Hall School:

- All new pupils (including our youngest pupils) are briefed thoroughly on the school's expected standards of behaviour. They are told what to do if they encounter bullying. We guarantee that whistle-blowers who act in good faith will not be penalised and will be supported.
- All new members of staff are given guidance on the school's anti-bullying policy and in how to react to allegations of bullying in their first week at the school. They are required to read the school's policy as part of their induction.
- We use appropriate Assemblies to explain the school policy on bullying.
- Our PSHCE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other.
- Other lessons, particularly RS and English, highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place in line with our policy on whistle-blowing.
- All reported incidents are recorded and investigated as soon as possible. We always monitor reported incidents. Records of any incidents are kept digitally and accessible to the SMT, with any paper records kept securely in the office of the Deputy Head Pastoral, in order that patterns of behaviour can be identified and monitored.
- We have a strong and experienced pastoral team of Form Tutors, who support the Deputy Head Pastoral and Headmaster.
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies. INSET sessions are held regularly, using outside experts.
- During form time and Circle time, classes discuss friendships, conflict resolution, assertiveness, trust.
- Through Student Council, pupils are invited to contribute to creating an open culture in which bullying is openly addressed, reported and never tolerated.
- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur.

- Posters are displayed giving advice on where pupils can seek help, including details of confidential helplines and web sites connecting to external specialists, such as Childline, Kidscape, Get Connected, Samaritans.
- All pupils have access to a telephone in the school office, enabling them to call for support.
- Initiation ceremonies designed to cause pain anxiety or humiliation are not tolerated.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils.
- We reserve the right to investigate incidents that happen outside of school hours, such as cyber-bullying.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

### **Cyberbullying – Preventative Measures**

In addition to the preventative measures described above, Quainton Hall School:

- Expects all pupils to adhere to its charter for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use.
- May impose sanctions for the misuse, or attempted misuse of the internet.
- Issues school gmail addresses which are managed by the school and can be suspended if need be.
- Adheres to the School eSafety Policy.
- Offers guidance on the safe use of social networking sites and Cyberbullying in PSHCE lessons, which covers blocking, removing contacts from "friend lists" and sharing personal data.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Mobile phones are not permitted in classrooms, public areas of the school, or where they may cause annoyance to others.
- The use of cameras on mobile phones is not allowed by students anywhere in the school.

### **Sexual Bullying – Preventative Measures**

The Anti-Bullying Alliance outlines measures for preventing Sexual Bullying in their document

[Sexual Bullying: Developing Effective Anti-Bullying Practice:](#)

- Talk about bullying and harm – create opportunities for children to share what is happening inside and outside of school. This is done during Form Time, Circle Time and RSE lessons.
- Train staff – The DSL is trained and supported to lead in preventing harmful sexual behaviour and bullying.
- Teach consent – all children, regardless of age or other needs, need support to understand the importance of respecting another person's body, feelings and physical space and that if someone says not to them, they must respect this at all times.
- Teach and model respectful relationships – via the RSE curriculum as well as challenging sexism when it arises.
- Do not allow sexual name-calling or comments – take time to explain the meaning of words and challenge all forms of casual sexism.
- Discuss online behaviour – talk about harassment online and the risks for relationships online.

- Be approachable – children may feel hesitant to share concerns about sexual behaviour and bullying, which may be even harder for those with complex needs. Make sure they are comfortable to feel safe sharing concerns with staff who will listen and take them seriously.
- Be alert – be aware of developing relationships between children and look out for behaviour that could concern, such as a power imbalance. Be aware of ‘learnt’ sexualised behaviour that does not seem appropriate to the age or development of the child.
- Communicate with parents – Sexual Bullying is explicitly included in this policy and the Behaviour Policy, both of which are available on the School website. Allow time and space for parents to share concerns about their child’s sexual behaviour, Work with parents if you have concerns about a child’s sexual behaviour with discretion and sensitivity.

## PROCEDURES FOR DEALING WITH REPORTED BULLYING

At Quanton Hall School, we always treat bullying, including allegations of bullying, very seriously. Bullying can be so serious that it causes psychological damage, eating disorders, self-harm and even suicide, and, whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

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

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- He/she will inform an appropriate member of the pastoral team as soon as possible.
- The member of staff will calmly explain the range of disciplinary measures that are potentially involved.
- The victim will be interviewed on his/her own and asked to write an account of events.
- The bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events.
- The incident should be recorded on a school incident form (Blue) and signed and dated before it is given to the Head, who is responsible for keeping all records of bullying and other serious disciplinary offences, securely in a locked cabinet in his/her office
- The Head will inform the Form tutors, of both the bully/bullies and the victim[s] as soon as possible.
- The victim will be interviewed at a later stage by a member of staff, separately from the alleged perpetrator. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself.
- The alleged bully will be interviewed at a later stage by a member of staff, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions as set out in the school’s Behaviour Code of Conduct; for example, detention, withdrawal of privileges or suspension. In particularly serious and/or persistent cases, the bully should expect permanent exclusion.
- The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought.
- A way forward, including disciplinary sanctions and counselling, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures in accordance with the school’s Behaviour Code of Conduct.

- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.
- A monitoring and review strategy will be put in place.
- In very serious cases, and only after the Head has been involved, it may be necessary to make a report to the Police or to the Children's Services. However, it is the policy of Quinton Hall School to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely. The school may exclude a pupil, either temporarily or permanently, in cases of severe and persistent bullying and in the event that the support put in place for the bully does not result in the modification of behaviour to an acceptable level.

### Responding to Cyberbullying

- Cyberbullying can be challenging to tackle due to the nature of the contact that can be any time and can be anonymous. There is a strong link between online bullying and face-to-face bullying.
- The School encourages children to report incidents of cyberbullying and know who to go to with concerns – their form tutor or any of the DSL/DDSL team.
- Anyone who reports cyberbullying is provided with the necessary support and reassured that reporting the bullying was the right course of action.
- Depending on the nature of the incident, students and parents will be offered advice as to the next steps, e.g. blocking or reporting someone online or changing privacy settings.
- The School will investigate incidents fully and keep a record of actions. The school may be able to identify the offender and take the appropriate disciplinary steps.
- The School will work with those responsible for cyberbullying and their parents. They need support and guidance on how to use technology safely and responsibly, as well as encouraging to think about how their actions affect others.

### Responding to Sexual Bullying

- Listen sensitively and take complaints seriously.
- Record and report, making a note as soon as the incident has been disclosed to you and report to the Safeguarding Lead. All Sexual bullying should be reported to the DSL and recorded using CPOMS.
- Keep information confidential as far as you are able, according the safeguarding policy, sharing information only on a need to know basis. Consider carefully when and how to share information with parents.
- Sanction as appropriate but take every opportunity to educate. The sanction will depend on the nature of the incident, the age and development of the children involved and whether this is a repeated incident. While it is important that children recognise that their behaviour has consequences, your response should include support for all children involved. The perpetrator will need support to change their behaviour and you should consider whether this points to a broader culture of sexual bullying and harm amongst the peer group. The target may be fearful of repercussions and may need support to rebuild confidence.
- Do not forget incidents outside of the school environment. All headteachers have the power to sanction behaviour outside of school 'to such an extent that is reasonable'. Sexual behaviour can happen online, on the journey to and from school and on school trips.

## COMPLAINTS PROCEDURE

Parents and pupils are encouraged to use our complaints procedure (which is published on our web site) if they feel that their concerns about bullying (or anything else) are not being addressed properly. Parents of Quainton Hall pupils should be aware that they have the right to refer a complaint directly to Ofsted/ IAPS, if they are unhappy with the way in which their complaint has been handled. (The complaints policy explains how to complain to Ofsted/IAPS).

## FURTHER GUIDANCE/RESOURCES

- 'Peer on peer' abuse: [KCSIE](#) (September 2021)
- [Sexual violence and sexual harassment between children in schools and colleges](#) (September 2021)
- Teaching online safety in schools (June 2019)

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

- [Preventing and Tackling Bullying](#) (DfE July 2017)
- [Cyber bullying](#): Advice for Headteachers and school staff (DfE Nov 2014)
- [Advice for parents and carers on cyber bullying](#) (DfE Nov 2014). This contains contact details for social networking sites and mobile phone companies.
- Childnet International [www.childnet-int.org/](http://www.childnet-int.org/)
- The Anti-Bullying Alliance [www.antibullyingalliance.org.uk](http://www.antibullyingalliance.org.uk)
  - Anti-bullying Alliance: [Sexual Bullying: Developing Effective Anti-Bullying Practice](#)
  - Anti-bullying Alliance: [Focus on Cyberbullying](#)
- Kidscape [www.kidscape.org.uk](http://www.kidscape.org.uk)
- ChildLine [www.childline.org.uk](http://www.childline.org.uk)
- The UK Safer Internet Centre works with social networking sites to disseminate their safety and reporting tools [www.saferinternet.org.uk](http://www.saferinternet.org.uk)