Anti-Bullying Policy

1 Scope

1.1 This policy is a whole school policy and relates to both the senior school and junior school (including the Early Years Foundation Stage). Reflecting the unique nature of the boarding environment, there is further guidance regarding bullying in the boarding handbook.

2. Background

2.1 Bootham was founded by members of the Society of Friends. As a Quaker school we strive to work together to help to bring about a just and compassionate society which allows everyone to develop individually and collectively and to serve the community according to his or her gifts.

2.2 The school has zero tolerance of abusive behaviours. Mutual respect and equality in relationships lie at the heart of our aims. Bullying, will not be tolerated at Bootham.

2.3 It is the responsibility of all in the community to recognise and report bullying. If anyone in the community witnesses bullying they must report it. All members of staff, and senior students acting in a supervisory role, should be aware that their own conduct is influential on the students and should avoid actions and statements which may imply support for the victimisation or humiliation of individuals.

2.4 Members of the community who engage in violence as a means of expression will be dealt with according to the school's discipline policies. We recognise that violence can be a symptom of bullying and we will always have regard to the school's Anti Bullying Policy when there is any incident between members of the community. Bootham School recognises the emotional, mental and physical damage which can be caused by any form of bullying.

2.5 Bootham has a Behaviour (Expectations, Standards and Positive Relationships) Policy which is explicit about the way in which students should treat each other. The messages are constantly reiterated and reinforced through daily interactions, meetings (assemblies), tutor time, discipline procedures, PSHE, PD (Personal Development) at the Junior School, relationships between members of the Bootham School community and through the advancement of and guidance provided by the Quaker Testimonies.

3 Aims

3.1 The aims of this policy are:

- To prevent bullying behaviour occurring at Bootham.

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Person responsible:	Deputy Head (Pastoral)
Review group:	Pastoral, Boarding and Safeguarding Committee
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- To raise awareness that bullying behaviour is not acceptable at Bootham.
- To encourage any student who thinks they are being bullied to tell any member of staff and parent / guardian about it.
- To ensure all governors, teaching and non-teaching staff, students and parents understand what bullying is.
- To ensure all governors and teaching and non-teaching staff know the school policy on bullying and follow it when bullying is reported.
- To ensure all students and parents know what the school policy is on bullying, and what they should do if bullying arises.
- To assure students and parents that we take bullying seriously.

4 Roles and responsibilities

4.1 At the senior school, Heads of Year will normally oversee incidents of bullying for those in their years. Helen Sharp, Deputy Head (Pastoral), has overall responsibility for discipline as well as strategic responsibility for anti-bullying matters and the implementation of anti-bullying initiatives.

4.2 At Bootham Junior School (BJS), Helen Todd, the Head of the junior school, oversees incidents of bullying, the day-to-day management of pastoral/behaviour issues and leads on anti-bullying initiatives.

5 What is bullying?

5.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally and should be considered as potential abuse.

5.2 Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, gender questioning or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

5.3 Bullying is serious and the emotional aspects of all forms of bullying can cause psychological damage. Children and young people with special educational needs and/or disabilities (SEND), physical medical conditions or mental health conditions may experience disproportional impact from behaviour such as bullying, without outwardly showing any signs.

5.4 Bullying can be:

- Emotional: being unfriendly, excluding repeatedly (within the school setting or when in the care of school), tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, direct or indirect racist remarks, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: direct or indirect remarks and/or actions because of, or focussing on the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, repeated teasing
- Cyber: all areas of internet misuse, such as:
    - (i) Email, chat, and social media misuse;
    - (ii) Mobile threats by text messaging and calls;
    - (iii) Misuse of associated technology e.g. camera and video facilities and by using the internet or phones to upset or threaten people, to post cruel messages, to send unpleasant photographs, to publish intimate or private details or images or to spread rumours;
    - (iv) Using cameras or video facilities inappropriately in order to intentionally harm, humiliate, embarrass or otherwise upset a person.

5.5 Bullying is cyber-bullying if, and when, a person or a group uses the internet, mobile phones, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else and this is usually repeated over time. Cyber bullying can be a particularly harmful form of bullying due to the large audiences which can be reached. It is hard to escape from cyber bullying because the recipient can be targeted wherever they are providing they are accessing communication technology. Examples might include: pictures, text messages, voice notes, videos and making repeated unkind calls. Evidence of this can be shared with school.

6 What is not bullying?

6.1 It is important to realise that not all inequality in relationships will constitute bullying, nor will all disagreements, differences or conflicts between members of the community. It can be harmful to use the term 'bully' particularly if the evidence of bullying is inconclusive.

6.2 The following list is a non-exhaustive list of behaviours which are not, in isolation, bullying behaviours:

- Not liking someone or not being liked by someone.
- Being excluded from play or activities where there is no intention to humiliate or emotionally harm the person being excluded.
- Accidentally bumping into someone.
- Assertiveness.
- A single act of telling a joke about someone although the difference between having a sense of humour and making fun of someone is very fine and people can misjudge this use of humour with negative consequences.
- Arguments. Arguments are just heated disagreements between two (or more) people (or groups). Conflict is a natural part of human behaviour. Peaceful resolution of conflict is a

healthy and essential part of community, of society and of a world where there are differences.

- Expression of negative thoughts or feelings regarding others. This is to be discouraged but does not constitute bullying per se.
- Isolated acts of unkindness, aggressive behaviour, intimidation or meanness are not necessarily bullying. They can become so if they are repeated over time.
- Choices in regards to friendships outside of school which may include a lack of contact from peers (in person or via social media).

7 The law and bullying

7.1 In extreme cases the school will involve the appropriate authorities if it suspects that a criminal offence has been committed. The school keeps a record of racist bullying and where required by the Local Authority will submit data concerning nature and frequency of incidents of this nature.

7.2 Although bullying is not a specific criminal offence in UK law, there are criminal and civil laws that apply to harassment and threatening behaviour.

7.3 Some cyberbullying activities could be criminal offences under a range of different laws, including the Protection from Harassment Act 1997, the Malicious Communications Act 1988, section 127 of the Communications Act 2003 and the Public Order Act 1986. The age of criminal responsibility in the UK starts at 10.

8 Symptoms

8.1 These symptoms are not exhaustive and may or may not be caused by bullying but when displayed the question of whether bullying is or has taken place should always be considered. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

8.2 Consider the possibility of bullying when the child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- regularly feels ill in the morning
- underperforms in school work
- comes home with clothes or property damaged
- has possessions which are damaged or ‘go missing’ regularly

- asks for money or starts stealing money which can be used to pay off a perpetrator
- has monies continually 'lost'
- has unexplained cuts or bruises
- exhibits signs of an eating disorder (either eating too much or too little)
- becomes aggressive, disruptive, or unreasonable
- is bullying other children or siblings
- is evasive or is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

9 Advice for Students

What to do if you feel you are being bullied

9.1 As a member of the school we expect you not to have to put up with any form of bullying behaviour. We can and will help you to put a stop to it.

9.2 You should feel free to speak to your parents or guardian or to a teacher or other member of staff if you are being bullied or if you have seen someone being bullied. Try to tell them straight away if you can.

9.3 Do not be afraid of reporting any behaviour you think may be upsetting other students. Watching and doing nothing can suggest support for the bully.

9.4 Do not put up with bullies or with behaviour that could be seen as bullying in your group of friends. Bullies often stop what they are doing if their friends make it clear that their behaviour is not acceptable.

9.5 Take care how you act and speak towards other people. Always aim to be considerate and helpful.

What to do if you see someone being bullied.

9.6 Support the person being bullied as far as possible, both during the bullying incident and afterwards and report the incident as quickly as possible. Send for an adult to help you.

9.7 Try not to make the situation worse by taking sides. You must not put yourself at risk. If in doubt seek help from an adult immediately. Staff at Bootham School will not mind if you interrupt whatever they are doing to seek help or to report bullying.

Helping yourself: support from The Lodge (Health and Wellbeing)

9.8 Students are welcome to contact the team at The Lodge, based at the senior school. The Lodge is open between 08.30 and 17.30 on weekdays, and 08.30 to 12.00 on Saturday. **Except for emergencies**, The Lodge will be closed from 12:20 – 12:50. Luke Highstead, the School Counsellor, can also be contacted via The Lodge on 01904 683750.

10. Advice for parents and guardians

10.1 If you are concerned that a student may be being bullied contact the school as soon as possible. The best people to contact at this stage are the Class Teacher (BJS) or Tutor or their boarding housemaster or mistress. They will contact anyone else who needs to be involved and the matter will be investigated as soon as possible.

10.2 Encourage your child to talk about the issue but be patient. It is quite natural for him/her not to want to discuss the matter and not to want you to do anything about it.

10.3 Listen to them and try not to interrupt.

10.4 Reassure them that you are sympathetic and that it is a problem that can be solved.

10.5 Ask him/her if there are ways of changing things and help to develop strategies to cope and then run through these together. Don't be afraid to let the strategies evolve over time – there is rarely a 'one-size fits all' strategy when dealing with bullying.

10.6 Try to keep the situation in perspective and try to remain good-humoured. If you let your child know that you are very distressed (which you may well be) then that may make the child even more worried and they may not want to trouble you with it if it happens again.

10.7 Encourage your child to talk to their Class Teacher (BJS) or Tutor or other trusted member of staff about this.

10.8 For useful contacts and web resources please refer to the information at the end of this policy document.

11 Procedures for dealing with bullying in school

11.1 An annual survey of students about their experience of bullying in the previous year will be carried out during the Spring term; its results will be scrutinised by the Leadership Meeting and Compliance Committee before final approval by Governors' Meeting.

11.2 The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, action will be taken immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded on the school's online monitoring system (CPOMS) by the person who has witnessed the bullying incident or who has been approached about the problem. CPOMS will be used to monitor any incidents to aid the identification of patterns of bullying behaviour in school.
- The incident will be reported to the most appropriate person, who will then be identified as the individual in charge of the investigation. This could be a Tutor, Class Teacher, HoY, the Designated Safeguarding Lead, the Deputy Head or the Head. In most instances it will be the child's Tutor who will take the lead at the senior school and the Class Teacher at the junior school. The matter will be allocated to more senior pastoral staff as appropriate. If a staff member has reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm then such abuse will be referred to local agencies.
- A record will be kept of interviews.

- Tutors, Class Teachers, HoY and Boarding Housemasters and Mistresses will be kept informed, as appropriate, and if the problem persists the appropriate subject teachers will be advised of the situation.
- When behaviour is identified as bullying, parents of all students concerned will be informed and may be asked to come into school to discuss the problem.
- Where bullying has taken place, actions will be recorded and an alert sent to the relevant Deputy Head for scrutiny.
- To ensure effectiveness of outcomes, actions taken will be followed up by an agreed member of staff with the student being bullied. Parents may be contacted as part of this process. These will be noted and evidence passed to the relevant Deputy Head. Any further action necessary as a result of the follow up will be agreed. The junior school has a file pertaining to incidents which relates to their students. Notes will be kept of the evidence. These records are reviewed regularly to identify patterns of bullying and to guide school policy and procedures. CPOMS will be used to record bullying behaviour in school.

11.3 The Safeguarding Governor will meet with the Deputy Head (Pastoral at the Senior School and the Deputy Head at the Junior School half-termly to review the incidents of bullying and ensure that the promised follow-up has happened (and been acted upon if necessary).

12 Support

12.1 Students who have been bullied will be supported by:

- The offer of an immediate opportunity to discuss the experience with a tutor or form teacher or a member of staff of their choice
- Reassurance that the problem is being taken seriously
- The offer of continuing support
- Strategies aimed to restore their self-esteem and confidence
- The offer of parental involvement
- At the senior school, the offer of on-going support from a trained peer mentor
- At the junior school, 1:1 or small group pastoral support from the Deputy Head

12.2 Students who have bullied will be supported by:

- Discussion and exploration of what has happened
- Exploration of why they became involved in the bullying incident
- Clarification of what was wrong about their behaviour and why they need to change
- Help to change their behaviour
- Being given opportunities for putting things right
- The involvement of parents or guardians to help change the attitude of the student and to assist with ensuring an appropriate course of action is followed when determining pastoral and disciplinary outcomes
- At the senior school, the offer or requirement of help from a trained peer mentor

- At the junior school, 1:1 or small group pastoral support from a key member of staff

13 Outcomes

13.1 After the incident have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. The bully (bullies) may be asked to apologise. If possible, the students will be reconciled. The unacceptable nature of the behaviour will be made clear to the bully and support and help will be offered to the person who has been bullied as well as to the bully.

13.3 See 11.3 above

13.3 Serious sanctions can be applied for bullying behaviour. The following disciplinary steps may be taken:

- official warnings
- detention
- exclusion from certain areas of school premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

14 How to complain if you are unhappy with the way an issue has been addressed

14.1 Bullying is highly emotive and distressing. Bootham School tries to address bullying in a manner which is positive, proactive and appropriate. If you are dissatisfied with the way the School has managed a bullying matter please speak with or write to the member of staff who is managing the situation. That member of staff will usually be the child's tutor.

14.2 If, following that contact, you are still unhappy then please contact the Head of Year (Senior School) or Head (BJS) who will investigate the matter and who will discuss your concerns with you.

14.3 If you are still not satisfied then your concern will be addressed by Helen Sharp , Deputy Head (Pastoral) or Helen Todd (Head, BJS) and, if needed, by the Head, Deneal Smith. Nothing in this document affects or interferes with Bootham School Complaints Procedure.

15 Bullying and the curriculum

15.1 Within the curriculum the school will raise awareness of the nature of bullying through inclusion in PSHE, PD (Personal Development at the junior school), tutor time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. From time to time students will be asked to participate in surveys and questionnaires, working groups and other activities designed to allow them to express their opinions on bullying in the school and to help train and educate them in anti-bullying matters where appropriate.

16 Training

16.1 Staff will receive regular training on bullying issues and year-group staff meet several times each term when bullying issues may be discussed as appropriate. Staff have access to online resources and training courses Information is shared at the junior school through the weekly staff meeting and at the senior school at regular staff briefings.

17 Related Policies

17.1 This policy should be read in conjunction with the following:

- Code of conduct for staff
- Curriculum policy
- Equality policy
- Expectations, Standards and Positive Relationships
- Personal, Social and Health Education (PSHE) programmes, PD: Personal, Social, Health, Citizenship, Economic, Relationships and Health Education
- Preventing radicalisation and extremism policy
- Relationship and Sex Education policy
- Safeguarding and child protection policy and procedures

18 Monitoring and review

18.1 The Leadership Meeting (LM) reviews this policy annually and evaluates its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

18.2 It will be reviewed by Compliance Committee at its Spring Term meeting

18.3 The Safeguarding Governor will report any concerns about regulatory compliance to the Head and to the Compliance Committee

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Appendix 1 Useful resources for parents and staff

1 **Kidscape**
https://www.kidscape.org.uk/resources-and-campaigns/
Provides an excellent overview of issues concerning bullying in easy-to-follow sections

2 **Bullying UK**

https://www.familylives.org.uk/advice/bullying

Contains many helpful documents and strategies for all aspects of managing the consequences of bullying

3 **Childnet International**
http://www.childnet-int.org/kia/parents/
This is one of the best sites and contains accessible and informative information for all interested in IT safety.

http://www.childnet.com/resources/supporting-young-people-online is a useful point of call to help support students in their use of technology online.

http://www.childnet-int.org/sorted/ guides internet users on privacy online and reducing risks of sharing information unwittingly with those who can use it for bullying and other purposes

4 **CEOP**
https://www.thinkuknow.co.uk/parents/
CEOP is primarily concerned with protecting children from abuse but it contains useful resources for appropriate internet use

BBC Stay Safe
5 ***https://www.bbc.co.uk/bitesize/articles/zkcj92p*** and
http://www.bbc.co.uk/newsround/13905962 contain some useful and brief guides

6 **NSPCC**
https://www.nspcc.org.uk/

7 **parentinfo.org**
Expert information to help children and young people stay safer online

8 **National Bullying Helpline**

https://www.nationalbullyinghelpline.co.uk/

Certain web sites and social media sites can expose children to the risk of unwanted online attention and unpleasant comments. If any member of the Bootham School community has any concerns about such a site they are encouraged to share those concerns with the School. The matter will be investigated and appropriate action will be taken as necessary to minimise the risk to students.

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