



Anti-Bullying Policy

1. Introduction

- **Scope.** The purpose of this document is to clearly outline the policy and procedures regarding the prevention of and reaction to bullying of pupils at Kingham Hill School, from both the perspective of the School and of the parent(s)/guardian(s). An effective strategy is put in place which is then properly implemented in practice.
- Kingham Hill School is committed to providing a caring, friendly and safe environment for all pupils, in order that they can learn in a relaxed and secure atmosphere free from any unnecessary pressures or stresses created by people around them.
- **Interpretation.** "Parent/s" includes one or both of the parents, legal guardians or education guardians. Subheadings are for ease of reading.

2. Objectives

- We expect all pupils to treat members of staff and each other with respect and courtesy. We pride ourselves on being a 'family' school and hence we should care for and support each other. Likewise, we understand that a partnership between the School and the parent needs to function in order to facilitate pupil progress and good order.
- If bullying occurs all pupils should be able to inform any member of staff safe in the knowledge that incidents will be dealt with promptly, efficiently and effectively. We are a 'telling' school and anyone who knows that bullying is happening is expected to tell the staff.
- All staff should be alert to pupils who may be vulnerable and at risk from bullying. The identification of such pupils is the responsibility of the Welfare Group which is chaired by the Second Deputy. The communication of this information is relayed at the first INSET of the new academic year, through the weekly staff briefing and via email/iSAMS bulletins.
- Kingham Hill School views the issue of bullying as a serious matter and any incidents will be dealt with appropriately. Clear procedures for reporting bullying should be understood and followed by all pupils, staff and parents. The Anti-bullying Policy is available to the whole school community via the school website, whilst a truncated version is displayed in each house.

As a school community our specific aims regarding bullying are:

- To counter any views that bullying is an inevitable part of school life.

- To adopt a pro-active approach to bullying rather than a reactive stance.
- To promote a culture of honesty and information sharing, thus discouraging secrecy.
- To create a supportive climate where the victim is protected.
- To provide a safe, secure learning environment for all pupils.
- To ensure that the community understand what is and is not acceptable use of technology.

3. Defining bullying

- Bullying is behaviour which is meant to be deliberately hurtful to another person either by an individual or a group. It is repeated over a period of time and it is difficult for the victim to defend themselves against the abuse. It can take many forms (examples are listed below) such as physical or emotional but can also involve the marginalisation or isolation of individuals from specific groups as well as abuse via media and social networks. It can be motivated by prejudice against specific groups based on race, religion, culture, sex, gender, homophobia, special education needs, disability or their home background (such as 'looked after children', adopted children or young carers). Bullying can occur anywhere and at any time (including outside school) and this policy is applicable to all members of the school community at all times. Emotional bullying can be even more serious than physical due to the psychological damage that it may cause; in extreme circumstances, bullying can lead to suicide.

The following list provides examples of bullying, but is not absolute:

- **Physical.** Pushing, kicking, hitting, pinching, poking or any other such use of violence.
- **Verbal.** Name-calling, sarcasm, unkind nicknames, spreading rumours, teasing.
- **Emotional.** Excluding, tormenting, (e.g. hiding books, threatening gestures), being unfriendly.
- **Racist.** Racial taunts, graffiti, gestures.
- **Sexual or homophobic.** Unwanted physical contact or abusive or suggestive comments.
- **Cyber-bullying.** Whereby use is made of technology, such as mobile phones, text messaging, e-mail and social networking sites to denigrate, ridicule, threaten, abuse, or scandalise another person.
- **Religious.** Comments that mock either religious practices or belief.
- **Cultural.** Making negative comments of anyone's language, literature or anything that creates the sense of national identity.

- **Disability.** Making fun of a person because of any medical conditions.

4. Signs and symptoms

- A pupil may exhibit behaviour that is indicative that he/she is being bullied. Adults should be aware that the following are possible signs and that they should investigate if a child:
 - Is frightened of walking to and from the boarding/day house
 - Begins to do poorly in school work, showing a noticeable and unexplained deterioration in quality and quantity
 - Becomes withdrawn, starts stammering
 - Regularly has books or clothes hidden, lost or destroyed
 - Cries easily
 - Becomes distressed
 - Stops eating
 - Has possessions that go 'missing'
 - Starts to steal money
 - Is frightened to say what is wrong
 - Attempts suicide or runs away
 - Has nightmares.

These traits could indicate the existence of other unrelated problems, but bullying should be considered as a possibility.

5. Staff responsibilities

- The School takes seriously its legal responsibilities, especially in regard to 1998 Human Rights legislation, 2010 Equality Act and 2018 KCSIE. 1998 Human Rights legislation, the 2010 Equality Act and KCSIE 2018.
- Staff are offered training and support through INSET in their duties as this pertains to the Anti-bullying Policy, including having regard for pupils with protected characteristics, who may be especially vulnerable. Such sources can include external speakers or off-site courses that can assist staff in understanding the particular needs of pupils where necessary.
- Other sources of specialist support are made available to understand the needs of pupils where necessary.
- The Houseparent is often best placed to identify pastoral issues within their boarding or day house. Houseparents should be vigilant for signs of distress and to unusual behaviour patterns.
- The Second Deputy is responsible for the management and implementation of anti-bullying procedures, including all investigations, sanctions and victim support.
- All members of staff must be made aware that bullying will not be accepted at Kingham Hill School and trained to deal with allegations in an appropriate manner.
- All members of staff are responsible for the enforcing of the school rules and are thus

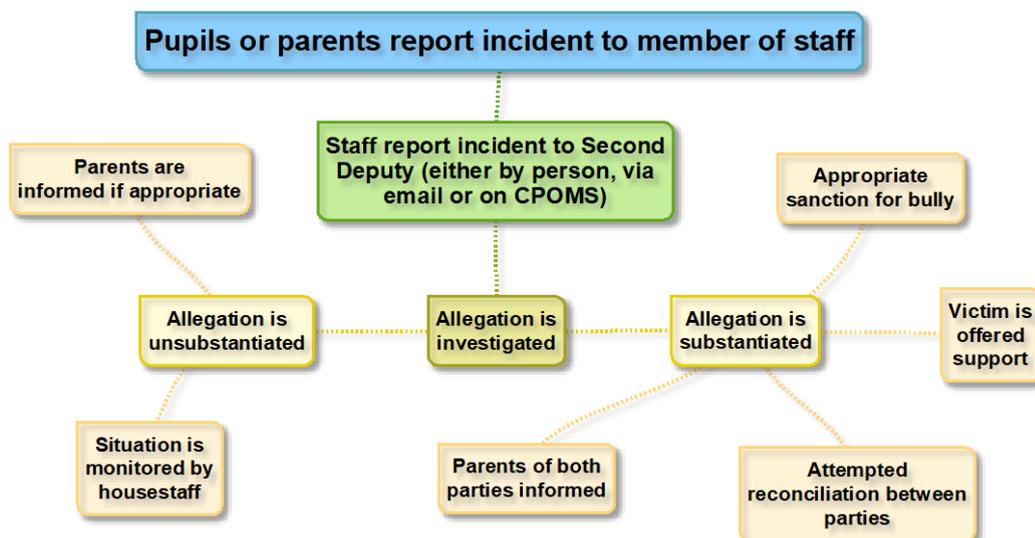
expected to support and implement the Anti-bullying Policy which is designed to resolve and prevent problems.

6. Promotion of anti-bullying principles at Kingham Hill

- The School actively promotes anti-bullying through the following means:
 - Dedicated house meetings, chapels, assemblies and tutor sessions which are both pro-active and reactive in nature which will help pupils build resilience to protect themselves
 - PSHEE lessons including topics on bullying and cyber-bullying. This takes place during anti-bullying week where there are two themed Chapels on this subject. These define bullying by explaining the differences between people and to avoid prejudice-based language as well as reinforcing KHS's anti-bullying procedures. This is followed up in tutor group sessions as part of our PSHEE programme in order to explore the subject in depth and to be able to give pupils a forum in order to express their views and experiences
 - If a pupil begins school after anti-bullying week, the houseparent or tutor will explain the School's Anti-bullying Policy to that pupil during his/her induction
 - Display of literature and policy in boarding/day houses
- During these dedicated sessions, Kingham Hill School reinforce the message to pupils that they have a role in preventing bullying when they find themselves as bystanders.

7. Procedures and outcomes in the event of an incident

• Reporting



All pupils and parents are encouraged to report any incident or rumour of bullying to a member of staff. In the first instance, this should be their houseparent or tutor although any member of staff should be in a position where he/she can respond appropriately. The following process should then be followed:

- The member of staff reports the incident to the Second Deputy who instigates an investigation into the allegation thoroughly and promptly

- A resulting investigation will include interviews and statements compiled in a manner that protects the alleged victim
 - If a crime has been committed against a pupil by another pupil (which can include sexting), if criminal activity against another pupil has been alleged or if there is a reasonable cause to suspect that a pupil is suffering or in immediate danger of significant harm, then the Police, Oxfordshire Children's Services will be consulted as part of our child protection procedures (see 'Safeguarding and Child Protection Policy and Procedures'. Both the perpetrator and the victim are treated as 'at risk' in sexting cases
 - A support programme is offered to the victim (see 'victim support')
 - Once the investigation has been concluded, any resulting sanction is to be immediately applied (see 'sanctions' below) and parents are alerted
 - The bully will offer an apology and, if possible, the pupils will be reconciled
 - In all instances, an attempt will be made to help the bully change their behaviour (such as counselling, behaviour contract, daily tutor sessions). If the bully shows either an inability or refusal to change his/her pattern of behaviour, his/her position in the School will be placed in jeopardy, as the protection of the victim and all other pupils is paramount.
- If suspension is deemed appropriate, then after any initial period of suspension, a disciplinary meeting is convened for the bully involving the pupil, parents, a support member of staff, the Second Deputy and/or the Headmaster in order to discuss the matter, any further sanctions and a review or monitoring system if required.
 - If a bullying incident takes place outside school, even if it is during holidays, the School will still investigate the matter and the above procedures will continue to be followed.

Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. Any resulting disciplinary sanctions will take place on the school premises or when the pupils is under the lawful control of the school staff.

- **Staff vigilance and the role of staff and senior pupils**

All staff and senior pupils have a crucial role in the prevention of bullying at Kingham Hill. This includes presenting themselves as excellent role models to the community and recognising and acknowledging successful outcomes. Staff and prefects should report any incidents of bullying (including rumours), no matter how minor, to the Second Deputy as soon as possible.

Members of staff should be vigilant regarding:

- Setting a proper example of respect, kindness, courtesy and good manners
- Ensuring that standards of discipline are maintained in a quiet, controlled and caring atmosphere
- Dealing promptly and effectively with all reported incidents of bullying and reporting immediately to the appropriate houseparents or tutors of the pupils involved. In particularly serious cases the Second Deputy should be informed

- Recording of all bullying incidents and action taken
- Enlisting the support of prefects through training, and monitoring of prefect behaviour and effectiveness
- Use of pupils' nicknames. It is far better to use the pupil's proper forename, unless you are certain the pupil accepts the nickname
- Jocular comments likely to embarrass or cause upset to pupils
- The use of language when pupils are present. The use of bad language is not only highly unprofessional, it is also likely to cause upset and create the wrong atmosphere and as a consequence it will lead to disciplinary action
- Understanding the needs of, and giving support to, pupils with protected characteristics.

- **Values and principles**

Pupils should be expressly taught the values and principles of:

- The rights of the individual
- Tolerance and understanding of individual differences
- Social responsibility, i.e. caring for all members of the community
- Appropriate reporting of rule-breaking, i.e. when telling is appropriate
- The difference between good and bad secrets
- The correct use of the complaints' procedure.

All these principles are embodied within a structured programme in PSHEE, although other subjects must also feel able to get involved i.e. P.E, Science, Art, Drama, Music.

- **Parental responsibility**

Parental responsibility should be made clear in terms of:

- Parents/guardians have a responsibility in preventing both bullying and online bullying by remaining vigilant at all times and ensuring that online monitoring is appropriately monitored at home
- Specific support for the school policy on bullying
- Prompt reporting of all bullying incidents (even when they find themselves as bystanders) to the Second Deputy or the Houseparents, who will then keep the Headmaster informed.

- **Special provision**

Provision should be made for:

- Areas that are quiet and secure, and where vulnerable pupils will not feel threatened
- Adequate supervision and surveillance of potential 'danger zones'.

8. Technology and cyber-bullying

- As DSL, the Second Deputy is responsible for e-Safety at the School (see e-Safety Policy) and leads a session during induction week on the safe use of social platforms as well as what is and is not acceptable use of technology. In addition, each member of the teaching and house staff are trained on e-Safety by an external company. This training is also made available to parents.
- In the digital age, pupils have access to a variety of personal devices which can be used as a form of bullying. In accordance with the Education Act 2011, when an electronic device has been seized by a member of staff, the Second Deputy (formally authorized by the Headmaster) can examine data or files, and delete these, where there is good reason to do so; there is no need to have parental consent to search through a young person's digital device. If it is suspected that the said device contains evidence in relation to a criminal offence, the device must be handed to the police as soon as it is reasonably practicable.
- The following policies are implemented to reduce the risk of such incidents happening:
 - Mobiles phone cameras should not be used by staff in the classroom or around pupils unless there is a specific educational reason eg. recording a GCSE sports practical or a drama performance for examination purposes
 - Mobile phones are not permitted to be used during the school day by pupils without permission from a member of staff
 - Pupils should always seek permission before taking a photograph of another pupil
 - There are occasionally specific reasons why pupils cannot be photographed or have an online presence. The Second Deputy informs all staff of those pupils who are affected by this
 - The School has an internet filtering and monitoring system which is managed by the IT support department. All concerns are reported to the Second Deputy
 - Pupils have the use of school equipment in the boarding house, the library and Room 6 as well as other departments at certain times of the week. All school computers are run through the network filter. In addition, the network is switched off at fixed times in the boarding houses.
 - The School prohibits any media which has an adverse effect on a pupil. If a pupil is suspected of viewing or possessing this material, an investigation is carried out and the matter is considered serious
 - The School also takes a no tolerance attitude with regard to teasing, bullying and threatening behavior online. The prefect team monitor and report such incidents to the Second Deputy
 - In all cases of cyber-bullying teachers and parents are encouraged to share information and co-operate.

9. Victim Support

- Any victim of bullying can expect the following support:
 - An allocated member of staff (usually a houseparent or a tutor) to listen and discuss their feelings

- Referral to one of the school counsellors if there is a need for professional guidance. Our trained counsellors are an important part of our pastoral support service, providing specialist skills of assessment and counselling, confidential advice and counselling support to pupils who can refer themselves when they have social, emotional or behavioural concerns. On occasion, a member of our pastoral team may refer a pupil to our counsellor
- Chaplaincy team support and guidance to pupils
- Local authority children's services or CAMHS
- The Medical Centre and all our boarding houses display advice on where pupils can seek help, including details of confidential help lines and web sites connecting to external specialists, such as Childline, Kidscape, Get Connected, Samaritans.

10. Sanctions

- **Categorising**

- In accordance with the School's Behaviour Policy, all offences are categorised as minor, major or serious.

- **Serious offence (bullying)**

- Bullying (physical, verbal or cyber) or any other form of intimidating behaviour constitutes a serious offence
- The resulting sanctions of serious incidents are Headmaster's detention, internal suspension, suspension and exclusion.

- **Records**

- A record is kept by the Headmaster's PA of all incidents of bullying (including allegations), indicating the victims, bullies and outcome. In addition, all incidents of bullying are recorded as incident reports and kept in the pupil file of the bully on iSAMS. Bullying incidents are also recorded on CPOMS.
- Records can evaluate the effectiveness of its approach and enable patterns to be identified. The bullying tracker document is reviewed regularly in Senior Management Team meetings.

11. Relevant/Related policies

- Safeguarding and Child Protection Policy and Procedures
- Code of Behaviour.
- PSHEE scheme of work.
- E-Safety policy.
- Equal Opportunities policy.

Rob Jones

Last reviewed: June 2019

To be reviewed: June 2020