Anti-Bullying Policy and Procedure

Aims

At Milton Abbey we aim to create an environment that enables pupils to build a secure emotional platform to support their personal, social and academic wellbeing. This environment should enable pupils and staff to cultivate an inclusive community that fosters positive attitudes, relationships and a sense of personal wellbeing and fulfilment. Bullying of any kind is anti-social behaviour and will not be tolerated. Although it is rare, bullying can occur and all pupils and parents should be able to inform someone within the school and have confidence that the incident will be dealt with promptly, effectively and appropriately.

As a school, we approach forms of bullying through the following methods:

1. **Education:**

    a. <u>Pupils</u> are given opportunities formally and informally to recognise, discuss and evaluate signs of bullying based on our values and expectations of pupil conduct. There is a core focus on care and open-mindedness towards individuals.
    b. <u>Staff</u> training and development is targeted to:
        i. Raise awareness of the impact and effects of bullying.
        ii. Outline and develop school policy and procedure.
        iii. Develop staff confidence and effectiveness in challenging and sanctioning bullying behaviours.

2. **Policy and Procedure:**

    a. Policy and procedure is developed through an annually reviewed anti-bullying policy and complaints procedure that is clear and structured.
    b. As a school a collaborative infrastructure is enabled to create relevant and actionable procedures to support an anti-bullying environment.

3. **Pupil Awareness:**

   a. Through fostering a caring, safe environment, pupils are encouraged to notice and recognise signs of bullying behaviours or its consequences in other pupils and be confident in raising their concerns to a peer or member of staff.

4. **Intervention and Sanctions:**

   a. Milton Abbey prides itself on treating all cases of bullying with well-considered circumspection.
   b. Using an empathic approach towards all parties, pupils will have the opportunity to be heard with reason and expectations in line with the school expectations of good conduct.
   c. Staff will investigate in line with the Sanctions Policy and respond accordingly with the best interests of pupils at the fore.

Definition

There is no legal definition of bullying, however, it's usually defined as behaviour(s) that can be:

- Isolated to a single incident.
- Repeated.
- Intended to hurt someone either physically or emotionally.
- Often aimed at certain groups (usually those protected under the Equalities Act 2010), e.g. race, religion, gender or sexual orientation.
- Between two individuals or a group of people.

Bullying can take many forms and which may include:

- Physical assault;
- Teasing;
- Making threats;
- Name calling;
- Cyber-bullying - bullying via mobile phone or online (e.g. email, social media platforms).

At Milton Abbey bullying is defined as behaviour that falls short of the expectations of pupil conduct where there has been intentional, repetitive and/or persistent behaviour that hurts another member of our community physically or emotionally. Bullying can often be identified through an imbalance of power within a relationship and may also include unpleasant, aggressive or anti-social behaviour. When identifying behaviours that we would consider as bullying, we aim to address if the actions have been:

- Face to face
- Through third parties
- Through various forms of media (written messages, visual images, email, SMS, MMS or via any social media platform).

Acts of bullying are categorised in the areas outlined below. These categories are not an exhaustive list and distinct from each other; acts of bullying can be a combination of multiple behaviours.

Emotional	Verbal
• Being deliberately unfriendly • Isolating/excluding people from groups • Tormenting others • Hiding possessions • Making threatening gestures • Damaging/theft of property • Harassment	• Name calling • Teasing • Mocking • Spreading/creating rumours • Making offensive comments • Taunting/provoking
Physical	**Cyber**
• Pushing, kicking, hitting, punching… • Spitting • Inappropriate touching (e.g. Goosing) • Unwelcomed/unwanted contact of a sexualised nature • Any form of physical violence (by definition, using part of your body to control another)	• Misuse of all areas of the internet (in line with the E-Safety Policy) • Using email and chat rooms, mobile phones, social media platforms, text messaging, camera or video technology to deliberately cause offence, torment or spread rumours • Sharing of visual/written information without consent • Recording (audio/visually) another person without their consent

Discriminatory
All pupils are protected under the Equalities Act 2010 and as such, each of the protected groups outlined in this act are considered in line with the Anti-Bullying Policy. There is a core focus on the following of the 9 protected characteristics (marriage and pregnancy/maternity are not essential in relation to this policy):

Race	• Offensive language or terminology • Racist taunts • Gestures • Graffiti	Disability (Physical & Mental)	• Offensive language or terminology • Harassment • Taunting / comments • Gestures • Teasing based on perceived ability
Gender (Sex) & Gender Reassignment	• Unwanted physical contact • Sexually abusive comments • Sexist teasing / taunts / comments • Gender based bias • Offensive language or terminology • Isolation/exclusion	**Age**	• Taunts • Comments • Exclusion
Religion / Belief	• Anti-religious or sectarian taunts/gestures • Graffiti • Harassment • Inciting extremist ideology	**Sexual Orientation**	• Offensive language or terminology • Homophobic taunts/comments • Isolation • Exclusion

Bullying is considered to be a serious breach of the pupil code of conduct. The consequences of bullying can do lasting harm to both victims and perpetrators. Victims of bullying should expect to be supported and feel safe within their home and learning environment. Perpetrators of bullying should expect to be sanctioned in accordance with this policy and supported to address their habits and behaviours to demonstrate a greater degree of empathy towards others.

Policy Objectives

- To foster a nurturing environment in which pupils respect themselves and are able to empathise with others.
- To encourage pupils to regulate and conduct themselves with courteous behaviours and habits such as being kind, fair, and honest.
- To underpin a collaborative infrastructure that supports relevant and actionable procedures that create an effective environment in which all pupils can live and learn.
- To enable pupils to be accountable for their actions using clear considered guidance in line with the school Code of Conduct and Sanctions Policy.
- To cultivate a school community that rejects bullying in any form through informed awareness and vigilance.
- To create an open and supportive climate for all pupils, including those who have been victims or perpetrators of bullying behaviours.
- To deliver a transparent policy that ensures pupils, parents and staff are aware of the procedures should bullying arise.
- To ensure the needs of all parties affected by bullying behaviours are met by all affected parties.

Whole School Strategies

- **Milton Abbey Code of Conduct**
    - Published termly in the pupil, staff and parental calendar.
    - Emphasises Milton Abbey whole school values of respect and care within the school community.

- **PSHE**
    - The PSHE provision at Milton Abbey School is delivered during an hour session on a weekly basis to each pupil. The core curriculum is delivered via a thematic basis over the course of each half term. It is expected that each 'half term' will compromise of 5-7 lessons.
    - The core themes within PSHE fall within the following four areas:

Health and Wellbeing	• *Investigate skills, attitudes and behaviours in the development of physical, mental and emotional wellbeing and the impact of social triggers.*
Relationships	• *Exploring personal, societal and legal expectations and behaviours around different types of physical, mental and emotional relationships.*
Careers	• *Investigating aspirations, values and attributes in preparation for life after school in the context of current social climate and structures.*
Beliefs and Values	• *Developing empathic critical thinking in context to peer, social and political views and attitudes around risk, habits, behaviours and attitudes.*

- Each of these core themes create the educational opportunities for pupils to discuss, challenge and respond in their development as learners within our community.

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- The Equalities Act 2010 is discretely delivered through Beliefs and Values in Third and Fourth form.

- **School Community**
  - Whole School Assemblies, House Meetings and Chapel Services regularly focus on issues such as respect, friendship, community values and bullying itself.

- **Staff**
  - All staff are expected to treat all pupils with respect, fairness and justice.
  - There are currently two members of staff on duty plus a 'Duty House' each day during all free time around the school premises.
  - Matrons are available in the houses at varying times throughout the school day Monday to Saturday.
  - There is a current staff to pupil ratio of 1:4 which enables a significant adult presence around the school. Pupils therefore have easy access to staff members if the need arises.
  - All the staff have a pastoral duty within the school and most are assigned or affiliated to a house tutor team.
  - Pupils have independent adults they can contact and talk to in confidence, including the Independent Listener (Angie Higgs on 01258 880073) and School Counsellor whom they can contact directly via email. All cases are treated with discretion and sensitivity.
  - Staff are asked to watch for early signs of distress in pupils (deterioration in work, spurious illness, isolation, avoidance of their own peer group) and report any concerns to the appropriate Housemaster.
  - All staff flag any pupil of great concern during a weekly whole staff meeting 'Flagging' to raise awareness and create opportunities for support in and around school.

- **Peer Mentoring**
  - Each house annually supports the election of their Head and Deputy Head of House. These pupils are chosen from the Middle Sixth. Their responsibilities include leading a small house team (additional Middle Sixth and Lower Sixth pupils who are Pilots and Stripes) that support the operational management of the house (bed times, socials etc....).
  - House leaders offer support to all pupils, particularly new starters in navigating boarding life.
  - Milton Abbey is also developing a formalised Peer Mentor Scheme, which will train volunteers and endorsed pupils. The scheme will enable pupils to offer support and guidance on an informal basis to each other. Senior and house staff will monitor this scheme.

Procedure for Dealing with Bullying: Staff *(Inc. Support, Associate and Visiting Staff)*

- **All reports of bullying are to be taken seriously and dealt with promptly.**
- Milton Abbey staff endeavour to treat all cases of bullying with well-considered circumspection.
- Staff are encouraged to use an empathic approach towards all parties.
- Pupils will have the opportunity to be heard with reason and expectations in line with the school expectations of good conduct.
- Staff will investigate in line with the Sanctions policy and respond accordingly with the best interests of pupils at the fore.
- Teachers should listen carefully to accounts and try not to make premature assumptions.
- Most reports will be dealt with in the first instance by the relevant Housemaster, with support when required from appropriate pastoral staff (Assistant Head, Pupil Welfare, Deputy Head, Tutor, Matron, Health Centre, Designated Safeguarding Lead or Chaplain).

- Aims and desired outcomes from any discussion and appropriate investigation are to prioritise the stopping of the bullying behaviours and support both the victim and the bully from any future re-occurrence.

Alert
Cases of bullying or suspected incidents should be immediately reported to the relevant Housemaster.

Investigation
- The Housemaster will notify the relevant Housemaster of any other pupil concerned as well as the Designated Safeguarding Lead and Assistant Head for Pupil Welfare of the case.
- The Housemaster conducts a preliminary investigation.
    - At the earliest opportunity the Housemaster will also 'flag' the pupil concerned informing staff and asking them to observe the pupil and to report any incidents, which might be regarded as bullying.
- If the allegations are concrete, then the Housemaster will inform the Designated Safeguarding Lead and Assistant Head for Pupil Welfare who may conduct further investigations in relation to the incident(s) in conjunction with the Housemaster.

Intervention and Sanctions

- The following interventions may take place:

    - **Stage 1:**
        - The Housemaster sanctions pupil and issues a verbal warning and/or sanctions in line with the school Sanctions Policy.
        - The Housemaster may refer pupil to a Peer Mentor, House Leader, School Counsellor or Assistant Head for Pupil Welfare to support victim/perpetrator in their understanding of the incident(s).
        - Designated Safeguarding Lead and Assistant Head for Pupil Welfare are informed of outcome.

    - **Stage 2:**
        - The pupil is referred to the Assistant Head for Pupil Welfare and a verbal warning and/or sanctions are issued in line with the school Sanctions Policy and parents are informed in writing of the incident.
        - A record is made of the incident and relevant actions taken on the Bullying Register.

    - **Stage 3:**
        - For serious or repeat offences (i.e. a pupil has been through Stage 1 and 2).
        - The pupil is referred to the Deputy Head and the matter is dealt with in line with the school Sanctions Policy.
        - A record is made of the incident and relevant actions taken on the Bullying Register.

- A copy of any and all notes taken should be placed in the pupil's house files and the incident should be recorded on the central PASS system for pupil records.

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Multiple/Prolonged Incidents

- If investigations into a case of bullying indicate there are multiple pupils involved, or that the matter has been an on-going issue for a significant period of time several actions should take place:

  - **Individual Pastoral Plan**
    - For any involved party an Individual Support Plan (IPP) should be instigated to identify clear strategies to support pupils.
    - The IPP is triggered by Housemasters to bring together key stakeholders and outline the priority concerns, pupil strengths and interests, targets that we'd like to achieve with the pupil, and strategies, actions led by staff involved in the process.
    - The IPP is then reviewed in line with the needs of the case.
    - This information is shared with the Designated Safeguarding Lead and Assistant Head for Pupil Welfare and filed with the centralised pupil records and in house.

  - **Peer Mentors**
    - Where appropriate Housemaster can use mentors and leaders within their house to provide support and guidance for either victim or perpetrator.
    - Housemasters should monitor this process and ask both pupils to feedback their progress regularly.

  - **Group Workshops**
    - Facilitated workshops that engage pupils to be open and honest can provide valuable opportunities to rebuild community bridges with affected parties.
    - These workshops should be led by staff and encourage an honest and open dialogue in a safe environment.
    - Staff should always ensure there are clear Ground Rules to enable effective discussion.

Monitoring and Reviews
- Housemasters will oversee monitoring of the situation in conjunction with the Designated Safeguarding Lead/Assistant Head for Pupil Welfare.
- Reviews should always consider the intended outcomes, actual outcomes and assess the need for revised action plans/objectives to continue or cease monitoring.
- In extreme cases the Headmaster can be asked to join such meetings.

Feedback
- At each stage of the procedure staff should be kept informed at flagging sessions of any pupils requiring monitoring.
- The school should make clear to victims and perpetrators of bullying and their parents the actions we are taking, why they are being taken and what they can do to support our decisions.

Serious Offences

If a pupil does not respond positively to attempts to stop the bullying behaviour or the bullying behaviour is sufficiently serious, the pupil will be dealt with according to the school's Sanctions Policy. Appropriate sanctions applied, which could lead to an exclusion or referral to outside agencies at the Headmaster's discretion.

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Procedure for Dealing with Bullying: Pupils

At Milton Abbey we all have the right to be valued, as a school we aim to work and live as a cohesive community that respects and takes care of one another. Milton Abbey School is a place where the primary goal is to ensure pupils have engaging and fulfilling experiences in their time living and working here.

There is a basic expectation that the pupils of Milton Abbey will conduct themselves according to the school handbook, and in particular the pupil Code of Conduct that reminds you to A.C.T at all times.

We all have a responsibility to value and take care of each other, therefore if you are concerned about any behaviours (your own or others), please talk to someone.

If at any time you should wish to talk to someone in school please talk to:
1. **Housemaster**
2. **Assistant Housemaster, Resident Tutor or Matron**
3. **Tutor**
4. **Peer Mentor, (Head of House/School Pilot)**
5. **The School Counsellor (Harry Susser: harry.susser@miltonabbey.co.uk)**
6. **The Independent Listener (Angie Higgs: 01258 880073)**
7. **The Designated Safeguarding Lead (Deputy Head, Mr Way)**
8. **Deputy Designated Safeguarding Leads (Mr Barnes or Mrs Dal-Din)**
9. **Assistant Head for Pupil Welfare and Head of PSHE (Ms Butler)**

Policy References:
www.bullying.co.uk
www.childline.co.uk
www.youngminds.org.uk
www.gov.uk/bullying
www.kidscape.org.uk