The Oratory School (OS)

Anti Bullying Policy

Policy Owner:	Deputy Head Pastoral
Type of Policy:	Regulatory
Regulatory Body* (if a regulatory policy)	DfE
Relevant Legislation* (if a regulatory policy)	Education and Inspections Act 2006
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	Inspection Portal
	School Website
	Parent Portal
Linked policies	Promoting Good Behaviour
	Safeguarding and Child Protection

1.   Aims

The aim of this policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able fully to benefit from the opportunities available at The Oratory School. The policy was written with reference to the DfE advice *Preventing and* Tackling Bullying *(July 2017)* and *Cyberbullying: advice for headteachers and school staff (2014).*

1.1 This Policy is to be known and followed by all teaching staff and other key staff (eg: Housemothers). It is also made known to new staff as part of their induction. It is provided to parents of new students in the Parents' Handbook and on request. A summary is provided to new students, discussed with their Tutors, and is displayed in all Houses. The policy is reviewed and updated annually by the Deputy Head Pastoral.

1.3   This policy will ensure that the school provides an environment where every pupil can feel:
    •   safe
    •   healthy
    •   able to enjoy and achieve
    •   able to contribute to future economic well-being
    •   able to make a positive contribution.

To protect the rights of all students to have a safe and secure learning environment The Oratory School will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school's ability to educate students and a pupil's ability to learn. If such a case arises, the staff at The Oratory School will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

    •   identify students displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively
    •   keep all other students safe, happy and confident
    •   identify signs that indicate that a pupil may be experiencing bullying but are not reporting it.

2. Clarification of terms

Definition of bullying
The Department for Education (DfE) defines bullying as behaviour that is:
• repeated
• intended to hurt someone either physically or emotionally
• often aimed at certain groups, eg because of race, religion, gender or sexual orientation.

Forms of bullying

Bullying takes many forms and can include:
• physical assault and threats of harm
• verbal abuse (including name calling)
• emotional abuse (including social isolation)
• sexual abuse
• cyberbullying (any form of bullying behaviour via electronic means).

Definition of cyber-bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook, WhatsApp, Snapchat and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the bully can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

Types of cyber-bullying

•   Flaming: Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
•   Denigration: Putting unkind online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
•   Exclusion: Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
•   Outing: Sharing secrets about someone online including private information, pictures, and videos.
•   Trickery: Tricking someone into revealing personal information then sharing it with others.
•   Impersonation: Pretending to be someone else when sending or posting unkind or false messages online.
•   Harassment: Repeatedly sending malicious messages to someone online.
•   Cyber-stalking: Continuously harassing and denigrating including threats of physical harm.

Actions NOT considered to be bullying

All children have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour Policy. Actions not considered by NSPCC to be automatically classed as bullying are:
•   not liking someone
•   being excluded unintentionally
•   accidentally bumping into someone
•   making other children play things a certain way
•   a single act of telling a joke about someone
•   arguments
•   expression of unpleasant thoughts or feelings regarding others
•   isolated acts of harassment, aggressive behaviour, intimidation, or meanness.

Reasons for bullying

Some reasons why children might bully someone include:

• they think it's fun, or that it makes them popular or cool
• they feel more powerful or important, or they want to get their own way all the time
• they feel insecure or lack confidence or are trying to fit in with a group
• they are fearful of other children's differences
• they are jealous of another child
• they are unhappy
• they are copying what they have seen others do before, or what has been done to them.

The effects of bullying

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

• depression and anxiety
• increased feelings of sadness, helplessness, decreased self-esteem and loneliness
• loss of interest in activities they used to enjoy
• unexplainable injuries
• lost or destroyed clothing, books, electronics, or jewellery
• frequent headaches or stomach aches, feeling sick or faking illness
• changes in eating habits, like suddenly skipping meals or binge eating. Children may be hungry because they did not want to eat in the school dining room
• difficulty sleeping or frequent nightmares
• declining grades, loss of interest in schoolwork, or not wanting to go to school
• sudden loss of friends or avoidance of social situations
• self-destructive behaviours such as running away from school/home, harming themselves, or talking about suicide.

3.   Roles and responsibilities

The DfE guidance document "Preventing Bullying" (2017) makes reference to a school's legal responsibility to prevent and tackle bullying. By law, all schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. The Oratory School has also developed this anti-bullying policy, a copy of which is available from the school office and on the school website for parents, staff and students to access when and as they wish.

Schools have the legal power to make sure students behave and do not bully outside of school premises, for example on public transport or in nearby public communal areas. If seen as appropriate the Head Master or staff can choose to report bullying to the police or local council. During school hours, including while students are taking part in school visits and after school clubs, the school has direct responsibility to ensure children feel safe and secure.

The role of governors

The governing body supports the Head Master in all attempts to eliminate bullying from the school. The governing body will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the Head Master to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint to the through the school's Complaints Procedure. The complaint will be dealt with in accordance with the complaints procedure which can be accessed from the school's website.

The role of the Head Master

It is the responsibility of the Head Master to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The Head Master will report to the governing body about the effectiveness of the anti-bullying policy on request. Although the Head Master has overall responsibility, he delegates the day to day implementation of this policy to the Deputy Head Pastoral.

It is the Head Master (or designated member of staff) who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The Head Master will draw the attention of children to this fact at suitable moments. For example, the Head Master may decide to use an assembly as the forum in which to discuss with the children why bullying is wrong. The Head Master will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying. The Head Master will set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the staff

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's anti-bullying policy.

All members of staff will routinely attend training that equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Ring fenced time will also be used to praise, reward and celebrate the successes of all children (such as celebration evenings or assemblies) and thus to help create a positive atmosphere.

Members of staff will keep a vigilant watch on suspected 'bullies'; any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately. The person dealing with the incident will need to collect all the relevant information and record this via MyConcern. All cases are individual and various strategies will be employed by the Head Master and other key staff to address the issue.

Teachers and support staff will do all they can to support a child who is being bullied.

The role of parents/carers
Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's Tutor or Housemaster. If they are not satisfied with the action taken they should contact the Deputy Head Pastoral. If they remain dissatisfied, they should follow the complaints procedure. Parents/carers have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school.

The role of students
Students are encouraged to tell somebody they trust such as a teacher, tutor, Housemaster or Housemother etc. if they are being bullied, and if the bullying continues they must keep on letting people know; the children are taught several strategies to help them with this. Students are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

4.   **Cyber bullying**

The Oratory School has a separate policy related to e-safety addressing the use of mobile technology, social media, appropriate online activity, security, access and monitoring procedures in place. The ICT code of conduct is displayed prominently in all ICT classrooms and is explained and discussed with students in assemblies, PSHE classes and IT classes.

5.   **Reporting, sanctions and monitoring**

All members of The Oratory School are encouraged to challenge all forms of bullying including prejudice-based bullying if they come across it. Teaching staff will normally use MyConcern to alert the Deputy Head Pastoral to an issue. He will then involve other relevant members of staff. All staff and students are aware that concerns about bullying should be brought to the attention of Housemasters and the Deputy Head Pastoral.

Procedures

The following steps must be taken when dealing with incidents of bullying:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.
2. The Deputy Head Pastoral must be informed as soon as possible via MyConcern. He will involve other key staff.
3. A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement. This will be recorded on MyConcern.
4. The pupil's Housemaster will interview all concerned and will record the incident on MyConcern.
5. Parents will be kept informed by the Housemaster.
6. Subject teachers will be kept informed and asked to monitor the situation
7. A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions are set out in our behaviour policy. Where appropriate the Head Master may inform the police. Such incidents include:
    • violence or assault,
    • theft
    • repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
    • hate crimes.

There will be a biannual audit and analysis of incident logs and interventions to continually improve practice.

This school has set procedures to follow in implementing sanctions where a bullying incident has occurred, as described above sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, the school will examine the evidence that a wide range of strategies had been tried and failed to effect a positive change in the bullying behaviour.

Monitoring, evaluation and review

1. Governors, the Head Master and relevant staff will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
2. The school council will review the effectiveness of the policy annually and their views given to the Head Master.
3. A pupil questionnaire will be given to a representative cross section of students every year. The resulting data will be considered in the annual policy review and reported to governors.
4. A record of all such incidents will be kept on MyConcern.
5. The numbers of incidents will be reported to governors annually or provided to them at any time on request.
6. Bullying data will be analysed to reflect and re-design further strategies to improve procedures.

6.   **Strategies to reduce bullying**

The Oratory School has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- the consistent promotion of the school's code of behaviour which requires all students to respect the rights of others
- the reinforcement of the clear message that violence has no place at The Oratory School
- consultation with the 'Student Voice' on appropriate action
- take part in initiatives such as Anti-Bullying Week
- training for all members of staff on anti-bullying policy and strategies
- sixth form buddies for vulnerable KS3 and KS4 students
- providing information to all parents on the symptoms of bullying and the steps to take if the suspect their child is being bullied
- a clear policy of mobile phones not permitted to be in use during school hours
- the celebration of all students' backgrounds and cultures through assemblies
- the training of a cross section of students as anti-bullying ambassadors
- during assemblies and PHSE learning sessions discuss and explore bullying issues with the children
- raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet)
- all websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Deputy Head Pastoral. Action will be taken and recorded
- effective recording systems
- work with multi-agency teams including police and children's services as appropriate
- contact the parents of both the child being bullied and the bully
- challenge sexual content within verbal abuse especially challenging the word 'gay' and other homophobic language.

7.   **Useful websites**

www.bullying.co.uk
www.anti-bullyingalliance.org.uk
www.childline.org.uk
www.kidscape.org.uk
www.each.education
www.youngminds.org.uk
www.youngstonewall.org.uk
www.nspcc.org.uk
www.stoptextbully.com
www.beyondbullying.com
www.childnet-int.org
www.cyberbullying.org

www.chatdanger.com
www.thinkuknow.co.uk

This document is available on the school's website and on request from the School Office.