



CRANLEIGH
EX CULTU ROBUR

Policy reviewed: July 2024
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Policy owned by: APS

ANTI-BULLYING POLICY AND GUIDELINES

POLICY STATEMENT

This policy applies to all pupils and staff at the School irrespective of their age, whether and whether or not a pupil is in the care of the School when/if bullying behaviour occurs.

Through the operation of this policy we aim:

- to maintain and drive a positive and supportive culture among all pupils and staff throughout the School
- to deter bullying behaviour, detect it when it occurs, and deal with it by restorative and/or disciplinary means in line with the School's Behaviour and Discipline Policy.

Bullying behaviour is always unacceptable and will not be tolerated at the School because:

- it is harmful to both the target of the bullying, and to the perpetrator, and those who support them;
- it interferes with a pupil's right to enjoy their learning and leisure time free from intimidation;
- it is contrary to all of our aims and values, our internal culture and the reputation of the School.

BULLYING BEHAVIOUR

Bullying: the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

There are four key elements to this definition

- hurtful
- repetition
- power imbalance
- intentional

Bullying can be considered as a form of child-on-child abuse. It can be a standalone incident, or as part of wider abuse and can happen inside and outside of school as well as online.

Bullying causes distress by taking unfair advantage of another person or group in some way, making him or her feel uncomfortable or threatened. It is often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, sex, gender, homophobia, special educational needs

and disability (SEND), or because a child is adopted, in care or has caring responsibilities. Bullying can be motivated by actual differences between children or perceived differences; for example, bullying is homophobic if directed towards a child who is perceived to be gay, whether or not this is the case. Examples are:

- physical bullying – hitting, kicking pushing people around, spitting; or taking, damaging or hiding possessions. This includes threats of violence against an individual.
- verbal bullying – name-calling, taunting, teasing, insulting, homophobic, racist or sexist remarks or demanding money This includes cyberbullying via text messages, email, social media, gaming or any other media. This can also include sarcastic remarks and name-calling.
- sexual bullying – to include pressure to share nudes/semi-nudes or videos
- emotional bullying – to include exclusionary behaviour (intimidating, isolating or excluding a person from a group), or spreading malicious rumours.

Bullying can also involve manipulating a third party into bullying another individual, and can also be indirect, such as laughing along when an individual is being bullied.

Bullying is often hidden and subtle but can also be overt and intimidating. There is usually a power imbalance between the perpetrator and the target. This could be physical, psychological (knowing what is likely to upset and individual), intellectual, or due to the fact that the perpetrator has the capacity to socially isolate the target.

Bullying can happen anywhere (including online) at any time and can involve anyone, pupils, other young people, staff and parents.

Anti-cyberbullying: The School has a separate policy which deals with "anti-cyberbullying". Cyberbullying is the use of information and communications technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

Intention: Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "banter", "teasing" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable but may be non-malign and can often be corrected quickly with advice and without disciplinary sanctions. A pupil who engages in bullying behaviour and does not respond appropriately to advice or sanctions would ultimately be asked to leave the School.

Responsibility: It is everyone's responsibility to ensure, whatever the circumstances, that no pupil becomes a target of bullying. A person may be vulnerable to bullying because of their age, physical appearance, nationality, colour, gender, sexual orientation, religion or disability, or because they are new in the School, appears to be uncertain or have no friends. They may also become a target because of an irrational decision by a perpetrator.

Legal aspects: A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence and also a civil wrong known as a "tort" for which there can be legal consequences outside the School.

SIGNS OF BULLYING

These are a list of **potential** changes in behaviour that may be evident with a target of bullying:

- unwillingness to attend school
- displays of excessive anxiety, becoming withdrawn, or unusually quiet
- failure to produce work, or producing unusually poor work, or producing work that appears to have been spoiled by others

- belongings, such as books, bags, money or clothes suddenly 'go missing' or are damaged
- giving up established habits (music lessons etc)
- diminished self-confidence
- frequent visits to the Medical Centre, with stomach pains or headaches, symptoms that often relate to stress or anxiety
- unexplained cuts and bruises
- frequent absence, erratic attendance, late arrival to class
- choosing the company of adults to peers
- repressed body language and poor eye contact
- difficulty in sleeping or experiencing nightmares
- suicidal ideation
- Talking of running away from home and/or School

ANTI-BULLYING CULTURE

Ethos: Our expectation of all members of the School community is that:

- everyone will uphold the School Conventions.
- a pupil or a member of staff who witnesses or hears of an incident of bullying will report it immediately, either directly or via Raise a Concern.
- a complaint of bullying will always be taken seriously.
- no one will tolerate unkind actions or remarks or stand by when someone else is being bullied.
- understand that whilst all pupils are at risk of being bullied, those pupils with a specific protected characteristic are particularly vulnerable to either direct or indirect discrimination/bullying.

Equal opportunities: In School and in every year group:

- discriminatory words and behaviour are treated as unacceptable
- positive attitudes are fostered towards persons with disabilities and towards ethnic, cultural and linguistic groups within and outside the School
- positive attitudes are fostered towards both sexes through the curriculum and tutorials
- positive attitudes are fostered through the pupil-led Cranleigh Being and Alliance committees

Staff: Through their training and experience, members of the staff are expected to promote an anti-bullying culture by:

- celebrating achievements
- anticipating problems and providing support
- utilising the Rewards and Sanctions process fairly
- providing opportunities to listen to pupils
- acting as advocates of pupils
- promoting and, if appropriate, rewarding kind and inclusive behaviour

Pupils: Through our pastoral care systems, PSHE, RSE programmes, as well as the pupil-led Cranleigh Being and Alliance events, pupils are informed and taught that bullying will not be tolerated in the School. They are encouraged:

- to celebrate the effort and achievements of others;
- to hold and promote positive attitudes;
- to feel able to share problems with staff;

- to turn to someone they trust, if they have a problem;
- not to feel guilty about airing complaints;
- to treat meal-times as pleasant social occasions;

The mechanisms for reporting bullying are made clear to them, in houses, tutorials, and in safeguarding lectures.

ANTI-BULLYING SYSTEMS

Approach: Our systems for detecting and dealing with bullying are designed to operate:

- Vertically, through all year groups;
- Horizontally, within year groups and in the classroom and other activities;

Complaints: A pupil who is a victim of bullying should report this as soon as they are able to, and can do so in several ways. They can:

- tell their parents, their Housemaster/Housemistress, a Matron, the Chaplain, or any member of staff. They may also choose to tell a friend or a responsible older pupil;
- contact one of the School Counsellors or the Independent Listener [Annie Sargeant/Jonathan Poole]
- contact a School doctor or the Medical Centre;
- contact any member of the Safeguarding Team;
- contact Childline (0800 1111);
- contact Surrey Children's Services (telephone: 0300 470 9100, out of hours 01483 517 898) for advice.

The details of how to contact any of the options above are displayed prominently in houses and around the school site.

The mechanisms for reporting bullying are articulated to pupils, via house staff, in tutorials, and in safeguarding lectures. There is an App on every pupil's iPad to enable them to report any concerns related to bullying or otherwise, immediately.

Vigilance: Members of staff are vigilant at all times but particularly

- before lessons; in the queue for the Dining Hall and in the Dining Hall itself;
- in Houses, particularly in bedrooms and dormitories;
- on school transport.

Meetings: Bullying is regularly discussed in meetings between:

- Members of the Senior Management Team
- Prefect meetings with SMT
- Safeguarding Team meetings
- House staff and senior pupils
- Tutors and pupils in their tutor group
- School staff, year group staff and matrons

The result of these meetings is to feedback information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing "power base" and any known conflict between a member of staff and a pupil, or between pupils.

Record keeping: Housemasters and Housemistresses maintain records of the welfare, development and pastoral care of individual pupils on the Pastoral Module.

All bullying incidents will be recorded on the Pastoral Module (categorised as Bullying 1, Bullying 2, Bullying 3, as well as tagging the pupil as 'perpetrator' or 'target'. Incidents with safeguarding implications will also be recorded on the Pastoral Module, which in a locked file so it may only be viewed by the Safeguarding Team and the Housemistress/Housemaster.

The Deputy Head will keep a record of all bullying incidents.

ANTI-BULLYING PREVENTION

Education: The PSHE curriculum includes a full course on bullying which includes lectures/group discussions on:

- What we are like together
- Kindness
- E-safety/online bullying
- Bullying and Toxic Relationships
- Gossip
- Empathy
- Conflict and Forgiveness
- Listening
- Healthy Relationships – this is pupil-led, by the Cranleigh Being team.
- Stereotypes
- Sexual harassment/upsirting/sharing of nudes/semi-nudes
- Rape Culture
- Consent
- Racism
- Sexism
- LGBTQ+

The curriculum also includes:

- A safeguarding lecture, which includes bullying
- Pupil-led Cranleigh Being lectures on inclusivity/respect
- Pupil-led Cranleigh Being/Alliance/anti-bullying ambassadors Anti-Bullying Day.
- Pupil-led Alliance lecture on Inclusion

Cranleigh has recently hosted the **Diana Awards Anti-Bullying Ambassadors training day** for the South East and trains sixteen Anti-Bullying Ambassadors for Cranleigh.

Staff training: Appropriate training in all aspects of care is arranged to ensure that Housemasters/Housemistresses and other staff have the necessary professional skills, especially:

- awareness of the risk and indications of bullying as well as peer on peer abuse, and how to deal with cases;
- counselling skills (including bereavement);

House Staff teams meet weekly with the Head of Safeguarding to discuss pupils of concern from a pastoral perspective. This would include pupils who may have been perpetrators/targets of bullying.

Staff responsibilities: Staff are required to ensure that within daily routines:

- there is an adequate presence of staff;

- staff are actively involved with pupils in all areas of the year group when they are on duty;
- attempts are made to avoid boredom and lack of purpose among pupils;
- there is space available for pupils' quiet withdrawal;
- there is no crowding in bedrooms or common rooms;
- good behaviour and discipline are maintained.

Pupils' responsibilities: We emphasise with senior pupils the role which is expected of them in setting a good example and being helpful to younger pupils and each other. Older boarders are encouraged to keep an eye on younger boarders and offer support, where it is needed, and in particular:

- all senior pupils have the opportunity for year group duties but senior pupils who do not wish to have extended pastoral responsibilities are not coerced;
- the responsibilities of senior pupils are appropriately limited;
- members of staff expect prefects and senior boarders to offer supervisory support;
- year group and school prefects receive training at the beginning of the academic year on how to supervise younger pupils sensitively (see policy on School Prefects).
- The Cranleigh Being team, Alliance team and the Anti-bullying ambassadors, which are all pupil-led leadership teams, delivering training to all Lower School pupils on bullying/inclusivity/respect.
- The Anti-bullying ambassadors are pupils, both Sixth formers and Lower School, whom other pupils can talk to if need support related to bullying

Monitoring: Every complaint or report of bullying must be reported to The Deputy Head (who is a member of the safeguarding team) and keeps a log of them. In addition, it should be recorded on the house section of the pastoral module which is checked regularly by the DSL and safeguarding team. The bullying log is checked twice a term, by the Deputy Head and Deputy Head (Pastoral) to ensure consistency and spot patterns that may emerge

REPORTING INCIDENTS

Target: There are many reasons why a pupil who has suffered bullying or witnessed bullying may be reluctant to report it. Education around bullying must seek to address these concerns in order to empower pupils to come forward if there is an issue. They may become demoralised and may think, for example:

- it is 'snitching'. They won't believe me because the person I am complaining about is popular and I am not, and I will become even more unpopular;
- the things they are saying and doing are too embarrassing to discuss with an adult;
- it is all my fault anyway for being...
- there are too many of them; there is nothing the staff can do;
- it will get back to my parents and they will think less of me;
- I will just try and toughen up and grow a thicker skin;
- I will lie low and not audition for a part in the school play etc.

Witnesses: There are also reasons why a pupil who has witnessed or learned of bullying behaviour may not want to make a report. They may think:

- it is 'snitching' and I will become unpopular;
- it is not my concern anyway;
- I don't rate the target and I would find it embarrassing to be associated with him/her.

Culture: Any of these responses would be contrary to our culture at the School. When we drive and implement this policy we encourage every pupil and every member of staff to understand that:

- every report of bullying will be taken seriously
- members of staff will deal with a complaint correctly and effectively in accordance with their experience and the training they have received
- there is a solution to nearly every problem of bullying
- a pupil who reports a bullying incident, will receive support and advice and in the majority of cases the problem can be dealt with on a no-names basis
- the primary aim will be for the bullying to cease, not the sanction for the perpetrator unless necessary.

PROCEDURES

Guidelines: The following procedures should be followed in light of an incident of bullying being divulged.

Initial complaint: Any member of staff who learns of alleged bullying behaviour should:

- firstly, offer advice, support and reassurance to the alleged target;
- report the allegation to the Housemaster/Housemistress of the target and the alleged perpetrator immediately, either in person, by email or by 'raising a concern' with the Safeguarding team either by contacting them via the safeguarding@cranleigh.org email, or via the 'Raise a Concern' link on the school intranet page.

The Housemaster/Housemistress must:

- Report this to the Deputy Head and record the allegation on the Pastoral Module, tagging it with the category Bullying 1, Bullying 2, Bullying 3, depending on the severity of the incident, as well as tagging it as perpetrator or target;
- Contact the DSL/Head of Safeguarding so that any other safeguarding concerns are considered.
- Contact the Housemasters/Housemistresses of the other pupil(s) involved to agree on a strategy, and on who will take the lead.

Assessment: The target's Housemaster/Housemistress will normally see the target (unless advised otherwise by SMT and/or the Safeguarding Team) and witnesses without delay and form an initial view of the allegation:

- the nature of the incident/s – physical, verbal, exclusionary, online?
- is it a one-off incident involving an individual or a group?
- is it part of a pattern of behaviour by an individual or a group?
- has physical injury been caused? If so, the Deputy Head and parents should be informed and a decision will be taken as to whether to inform Social Services / the police.
- whether there is technology involved – if so this must be confiscated to secure any evidence.
- what is the likely outcome if the allegation proves to be correct?

At this stage, the possible outcomes for an incident which is not too serious include:

- there has been a misunderstanding which can be explained sympathetically to the alleged target with advice to the alleged bully;
- the complaint is justified in whole or in part, and further action will be needed (see Range of Action, below).

Dealing with incidents:

In lower level incidents, such as exclusion from a peer group, one-off incidents of verbal abuse etc, Housemasters/Housemistresses will normally deal with the incident. This may involve a sanction but may simply involve a meeting involving all parties to work through the issues involved. They will inform the Deputy Head and record it on the Pastoral Module and Sanction Book. If a sanction is involved, parents will be informed, and the Housemaster/Housemistress may also ask parent to come into school to discuss the matter.

Recording of incidents:

All incidents, even at the lowest level, should be recorded on the pastoral module, both in the target's record and the record of the pupil responsible. Incidents should be categorised as Bullying 1, 2 or 3, depending on the seriousness of the incident itself and depending on whether it is a first offence or targeted, regular behaviours. The pupils should also be tagged as perpetrator or target.

Serious incidents: All bullying incidents must be recorded on the Pastoral Module so that the Deputy Head, Deputy Head (Pastoral) and the Safeguarding Team are aware. The Deputy Head/Deputy Head (Pastoral) will be made aware immediately. Usually the Housemaster/Housemistress will:

- interview the alleged target, perpetrator and any witnesses separately, in order to establish the facts of the case.
- send a summary of his/her findings to the relevant Housemaster(s)/ Housemistress(es) and the Deputy Head.

The Deputy Head or Deputy Head (Pastoral) will interview the alleged target and perpetrator separately, usually with the Housemaster/Housemistress or another adult present in a supportive role:

- to confirm the facts of the case, if considered necessary;
- to decide on the action to be taken in accordance with the Range of Action set out below.

The Deputy Head will notify the parents of the target and perpetrator, giving them details of the case and the action being taken.

The Deputy Head will record all incidents of bullying.

Range of action: When a complaint is upheld the range of responses will include one or more of the following:

- advice and support for the target and, where appropriate, establishing a course of action to help the target
- advice and support to the perpetrator in trying to change his/her behaviour. This may include clear instructions and a warning or final warning, and involvement, if any, of one of the School Counsellors and on occasion, the School Chaplain

- advice and support may also be offered by the Independent Listener; details are prominent on every house noticeboard
- a supervised meeting between the bully and the target to discuss their differences and the ways in which they may be able to avoid future conflict
- a disciplinary sanction against the perpetrator such as rustication or suspension. In a very serious case or a case of persistent bullying, a pupil may, after a fair hearing, be required to leave the School permanently
- action to break up a power base
- if technology is involved, actions may include asking the bully to remove offensive material from social media sites, informing the parents and asking them to monitor their child's social media use more closely, reporting it to the social media site itself and asking them to remove such content. Confiscation/removal of technology going forward may also occur
- involving Social Services or the police
- notifying the parents of one or both pupils about the case and the action which has been taken
- such other action as may appear to the Deputy Head to be appropriate
- noting the outcome in the relevant House Incident Book
- a House Meeting/Year group meeting may be held in order to educate the pupils on the type of bullying issue/remind them of the consequences for specific types of behaviour
- A reactive 'PSHE' session may be held to tackle the issues that arise from the specific bullying incident

Monitoring: The position should be monitored for as long as necessary thereafter. Action may include:

- sharing information with some or all colleagues and with pupils in the House so that they may be alert to the need to monitor certain pupils closely
- ongoing counselling and support
- vigilance
- mentioning the incident at meetings of staff
- reviewing vulnerable individuals and areas of the School
- The Headmaster and Safeguarding governor are informed of all serious incidents

Formal complaint: If the target or their parents are not satisfied with the action taken, they should be advised to make a formal complaint, according to the complaints procedure outlined in the Complaints and Concerns policy.

Nominated anti-bullying lead

Name:

Phone/email:

Senior lead for safeguarding and child protection

Name:

Phone/email:

We are committed to reviewing our policy and practice at least once a year. This policy was last reviewed on:(date)

Signed: (DSL)

Date: