Policy:	*ANTI-BULLY POLICY (INCLUDING CYBER-BULLYING)*
Applies to:	*Warwick Senior and Junior School Pupils*
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Approved by:	*J S Barker, Head Master*
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Signed:	

ANTI-BULLYING POLICY (including CYBER-BULLYING)

Aims

Warwick School does not accept that bullying is an inevitable part of school life. We will not tolerate unacceptable behaviour which prevents individuals from reaching their full potential in any area and from participating fully in the community. At Warwick, we encourage an atmosphere where independence, individual talents and achievement are celebrated without fear. The rights of each individual to learn in an environment free from unacceptable or aggressive behaviour are accepted throughout the school. Where there is infringement of this principle it will be taken seriously, and we will do all that we can to ensure that it does not happen again. Bullying is hurtful and must be eradicated. Through the ethos of the School; the teaching; the Pastoral Care; the PSHEE programme; the School Rules and Code of Conduct; the Behaviour, Rewards and Sanctions Policy; and the ICT Acceptable Use Policy (all of which should be read in conjunction with this policy) we endeavour to be proactive in developing a culture of respect and responsibility within the school. There is a particular focus on being polite at all times and always helping anyone who needs it, as well as showing respect and humility towards others.

This policy is mindful of the DFE advice in Preventing and tackling bullying (Oct 2014) and thus has reference to the Education and Inspections Act 2006 and the Equality Act 2010.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. 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, homophobia, special educational needs, disability or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Detection of Bullying

A boy may indicate by signs or behaviour that he is being bullied. Staff should be alerted to the possibility of bullying if a boy:

- becomes withdrawn, anxious, or lacking in confidence
- is frightened of other pupils, or wants to remain with adults
- develops erratic attendance patterns or spurious illness (school phobic)
- shows physical symptoms (headaches, stomach aches, fainting, fits, vomiting)
- changes their usual routine; begins to miss commitments
- shows a deterioration in his work
- has possessions which are damaged or 'go missing'; has clothes torn or books damaged
- asks for money or starts stealing money (to pay bully); has money continually 'lost'
- has unexplained cuts or bruises
- cuts meal times or is reluctant to sit with peers at meals; stops eating
- becomes aggressive, disruptive or unreasonable; bullies others
- attempts or threatens suicide or runs away
- is frightened to say what's wrong; gives improbable excuses for any of the above
- begs staff members to do nothing about what they have seen or been told
- is afraid to use the internet or mobile phone

These behaviours and signs might indicate other problems, but bullying should be considered a possibility and should be investigated.

The Anti-Bullying Strategy must encourage pupils not to suffer in silence but to *'Speak Out'* as bullying thrives in a climate of silence.

It is *everyone's* responsibility to ensure that bullying does not happen. If a pupil witnesses or suspects that bullying is happening to another pupil, he has a responsibility to report it.

We provide a wide range of avenues to allow pupils to communicate their concerns. These are:

1. Form Tutors with twice daily contact with pupils.
2. Rotation of Form Tutors so that pupils (generally) retain the same tutor for a period of two years, to allow relationships to develop between tutor and pupil.
3. Ready access to Heads of Section, Assistant Heads of Section, Heads of House, Deputy Head Pastoral and the Senior Deputy Headmaster to discuss individual concerns (this can be in person or, if easier for the victim, by email).
4. Pupil surveys to assess progress and evaluate the policy, allowing the school to target action.
5. Pupil Voice representatives from all pastoral groups meeting frequently.
6. Sixth Form Prefects and Peer Supporters allocated to Year 7 forms as confidants.
7. An independent and confidential School Counsellor available to all pupils free of charge.

There are also frequent formal meetings to discuss any concerns. These include:

1. Regular meetings between Heads of Section and Form Tutors; Form Tutors are encouraged to keep Heads of Section fully informed of any concerns.
2. The Pastoral Committee meets regularly to discuss pastoral issues and concerns.
3. There is a weekly briefing every Monday when staff can raise concerns and issues with other colleagues.
4. An annual review of bullying behaviour within the school which examines the patterns and trends in bullying incidents.

Preventative Measures

a)   By Education

The School aims to provide an education so that pupils can recognise what is or is not appropriate behaviour so as to prevent bullying. This is achieved through a variety of methods including:

1.   A programme of PSHEE, Section and Whole-School Assemblies and Chapel services.
2.   Study of human relationships e.g. within Theology and Philosophy, PSHEE, and English.
3.   Opportunities to write about their own relationships e.g. within Theology and Philosophy, PSHEE and English.
4.   Acquire role models of behaviour from senior boys and staff.
5.   Set out clear guidelines for boys on what is/is not appropriate behaviour as indicated in the pupil's Code of Conduct.
6.   Make it clear that bullying is not a spectator sport and that the role of the bystander is crucial in preventing bullying.
7.   Form Prefects and Peer Support offering peer support to younger pupils.
8.   The inclusion of pupil behaviour as one aspect of target setting for pupils where appropriate.
9.   Instruction on the Acceptable Use Policy for ICT.

b)   By Environment

The School aims to provide a structured, disciplined and caring environment. This is achieved through a variety of strategies including:

1.   All staff taking an active role in encouraging positive behaviour inside and outside the classroom.
2.   Breaches of School discipline and instances of bullying being dealt with promptly, firmly and fairly.
3.   Regular adult presence in all areas of the School.
4.   INSET is provided to ensure that all staff know the following;
       a.   How to manage behaviour
       b.   How to detect bullying behaviour
       c.   How to respond to bullying behaviour
       d.   Key staff should attend external INSET and then disseminate the key points with others.
5.   Provision of a comprehensive range of co-curricular activities.
6.   Use of appropriate safeguards in ICT.
7.   Where appropriate, the School will invest in specialised skills to understand the needs of our pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.
8.   Policies, procedures and expectations are clearly communicated to pupils, staff and parents to help promote an environment of good behaviour and respect.

Procedures for Dealing with Bullying

The School aims to ensure that appropriate actions and responses are adopted by pupils and staff should instances occur. Guidance on response to unacceptable behaviour is given in Appendix B in Staff Memorandum and in the Behaviour, Rewards and Sanctions policy.

1.   All minor instances of unacceptable behaviour (e.g. bad language, in the context of ordinary conversation) should be checked and can often be dealt with by a cautionary word.

2. All incidents of bullying must be taken seriously and investigated by the member(s) of staff who first becomes aware of an incident. Cases of suspected bullying must never be ignored. In all cases the incident and any action taken should be reported to the Head of Section as appropriate.

3. The Heads of Section will, in more serious bullying cases, investigate the matter themselves in consultation with the Deputy Head Pastoral and Senior Deputy Headmaster.

4. Any reports to staff of bullying must be followed up, and with care. Staff receiving such a report should immediately establish the facts: What sort of bulling is alleged? When did it take place? Where? Who is involved? What happened? Were there witnesses? Boys may be asked to make written statements – in this case steps should be taken to prevent collusion in the writing of these statements.

5. Where cases of bullying behaviour involve a protected characteristic, such as religion, gender, sexual orientation etc., then the victim's parents must be informed.

6. Independent witnesses must be afforded protection. The information in their statements must be treated confidentially and steps should always be taken to prevent evidence being traced back to the independent witness.

7. Victim(s) of bullying should be given support and made safe from further bullying. The victim(s) may benefit from seeing the School Counsellor. In cases where there is *'reasonable cause to suspect that a child is suffering or is likely to suffer significant harm'* the matter should be addressed as a Child Protection issue and should be reported, to the school's Designated Safeguarding Lead.

8. The level of sanction to be imposed on the perpetrator as both a corrective measure and a deterrent should be appropriate to the specific incident. It may not be appropriate in all cases to impose punitive sanctions. It should be noted, however, that the School's response to systematic and malicious intimidatory behaviour is very strong and may lead to Suspension or Exclusion from the School.

9. It may be the case that the bullying crosses over into area of Child Protection and Safeguarding. This will be the case where there is reasonable cause to believe the child is suffering or likely to suffer significant harm. Accordingly, it may be the case that as a result of bullying behaviour a referral needs to be made to the appropriate external agency, such as the Police or Social Care. Please refer to WISF Child Protection and Safeguarding Policy for further information.

10. The bully may need help to change his behaviour and to understand the victim's point of view. Referral to the School Counsellor, if not already involved, should be considered.

11. In some cases, a cause of the inappropriate behaviour is a misperception by the perpetrator as to the true feelings of his victim. It is vital that a programme of re-education is put in place alongside sanctions where appropriate. With the agreement of the victim and within a carefully controlled forum it is sometimes effective to encourage the two parties to talk openly together in a *'restorative justice'* session (this might also involve inviting the parents in too). Discussions between the perpetrator and the victim may help identify the 'trigger factor' which will assist in preventing recurrence.

12. Heads of Section should record details of all instances of bullying and these will be recorded in the boys' file and entered into the School's Bullying Audit which is presented to the Head Master. The audit is used to establish patterns of behaviour and to enable the school to take appropriate remedial steps.

Schools are not directly responsible for bullying which takes place off the school premises, however we would endeavour to provide support to any pupil who faces difficulties. Cyber-bullying is unacceptable inside or outside school and any incident that affects pupils at the school will be investigated and suitable action taken.