

Anti-Bullying Policy

1. Introduction

King's College School ('the School') is committed to providing a safe and secure environment where all pupils are treated with dignity and respect, free from harassment and bullying. Bullying is wrong and is profoundly damaging to children. This policy aims to detail each person's responsibilities to prevent bullying in the School and to produce a consistent response to any bullying incident that may occur.

1.1 Policy Scope

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

This policy has been drafted with due regard to the guidance in *Preventing and Tackling Bullying* (DfE, July 2017), *Keeping Children Safe in Education* (September 2019), *Working together to safeguard children* (DfE, 2018), *Information sharing advice for safeguarding practitioners* (DfE, July 2018), *Searching screening and confiscation: advice for schools* (DfE, January 2018), *Relationships education, relationships and sex education and health education guidance* (DfE, June 2019), *Advice and guidance: How can we stop prejudice based bullying in schools* (Equality and Human Rights Commission), and *Sexual violence and sexual harassment between children in schools and colleges* (DfE, May 2018).

This policy can be made available in large print or other accessible format if required.

1.2 Policy Aims: Through the operation of this policy we aim:

- to actively promote and safeguard the welfare of pupils at the School;
- to maintain a positive and supportive culture amongst all pupils and staff throughout the School;
- to deter bullying behaviour, detect it when it occurs, and respond to it appropriately on a case by case basis;
- to comply with our obligations under the *Education (Independent Schools Standards) Regulations 2014 SI 2014/3283*, the Equality Act 2010 and DfE Guidance *Preventing and Tackling Bullying*.

1.3 All children at the School have the right to be at school without fear of intimidation. Bullying behaviour of any kind is always unacceptable and will not be tolerated at the School because:

- it is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them;
- it interferes with a pupil's right to enjoy his or her learning and leisure time free from intimidation;
- it is contrary to our School values, the supportive and inclusive culture we promote and is detrimental to the reputation of the School.

1.4 This policy applies at all times when the pupil is:

- in or at School;
- representing the School or wearing School uniform;
- travelling to or from School;
- on School-organised trips;
- associated with the School at any time.
- in the care of the School or not and the School becomes aware of an incident of bullying.
- This policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may affect the health, safety or well-being of a member of the School community or a member of the public; or
- have repercussions for the orderly running of the School; or
- bring the School into disrepute.

2 Bullying Behaviour

2.1 Bullying is behaviour which hurts or causes distress by taking unfair advantage of another person in some way, making him or her feel uncomfortable, upset or unsafe. It can be physical, verbal, indirect or cyberbullying. There are many definitions of bullying, but most have three things in common:

- It is deliberately hurtful behaviour;
- It is repeated over time; and

- There is an imbalance of power which makes it hard for those being bullied to defend themselves.

Bullying may also be:

- sexual – harmful sexual behaviours including sexual harassment and sexual violence that can occur online and offline;
- sexist - related to a person's gender or gender reassignment;
- racist, or relating to someone's religion, belief or culture;
- related to a person's sexual orientation (homophobic);
- related to pregnancy and maternity;
- related to a person's home circumstances;
- related to a person's disability, special educational needs, learning difficulty, health or appearance; or
- cyberbullying that takes place using technology.

Examples are:

- Physical bullying - hitting, kicking, pushing people around, spitting; or taking, damaging or hiding someone else's belongings or clothes; setting up someone else to get the blame for a breach of School rules; or so-called initiation ceremonies.
- Psychological bullying - name-calling, taunting, teasing, insulting, demanding money, unpleasant emails or telephone calls or unpleasant material posted on websites, gaslighting, racist remarks, remarks about a person's disability, nationality, gender or sexuality, or negative remarks about a person's appearance or abilities.
- Exclusionary behaviour - intimidating, isolating or excluding someone from a group, activity or place.
- Sexual harassment – sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names, telling sexual jokes or taunting, sexual physical behaviour such as deliberately brushing against someone, interfering with their clothes,

- General unkindness - spreading rumours or writing unkind notes, mobile phone texts or e-mails,
- Cyberbullying – using the internet, mobile devices, social networking sites to deliberately upset someone else (see section 2.2 below).

2.2 **Cyberbullying:** Cyberbullying is bullying that takes place using technology, particularly mobile phones and the internet, social media or gaming sites. Cyberbullying is particularly harmful as it can occur 24 hours a day, 7 days a week and can affect the victim anywhere a mobile device can be accessed. The School works closely with parents and pupils regarding the implications and consequences of inappropriate use of ICT. An incident of cyberbullying will be dealt with in accordance with the procedures in this policy. Appendix 1 sets out further guidance for pupils regarding cyberbullying. See also the School's *Acceptable Use of ICT Policy*.

2.3 **Intention:** Not all bullying is intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. If left unchallenged or dismissed, low level disruption such as 'banter' or 'horseplay' can have a wearing and significant impact on targeted individuals exposed to such behaviour.

Any behaviour which a reasonable bystander would say was calculated or intended to hurt or upset the victim is wrong and may well constitute bullying. Bullying will not be dismissed as being normal behaviour between young people, as 'banter' or 'part of growing up.' It is no justification that the bully believes that the victim is not upset or hurt by the bully's actions or words, or that the victim need 'toughening up' or 'taught a lesson.' Sanctions of any kind against a pupil are the responsibility of staff and not of other pupils.

2.4 **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. Bullying behaviour may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.

2.5 **Safeguarding:** Bullying behaviour may be of such a nature that safeguarding concerns are raised. Such behaviour may include bullying (including cyberbullying), causing physical harm, initiation or hazing type violence or rituals, sexting or any form of sexual harassment or violence. The School's policy and procedures with regard to peer on peer abuse are set out in the School's *Safeguarding and Child Protection Policy*. Concerns about a pupil's welfare because they are the victim or perpetrator of bullying behaviour must be reported in accordance with the School's *Safeguarding and Child Protection Policy* and appropriate action taken, taking into account the Cambridgeshire

and Peterborough Safeguarding Children Board's threshold document. The School will always treat a bullying incident as giving rise to a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

3 Anti-Bullying Culture

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

- everyone will abide by the terms of this policy;
- a pupil or a member of staff who witnesses or hears of an incident of bullying will report it;
- 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.

3.2 **Equal opportunities:** In School and in every year group:

- discriminatory words and behaviour are treated as unacceptable;
- respect for others, within and outside the School, is encouraged through the curriculum and in form time, with particular regard to the protected characteristics under the Equality Act 2010.

3.3 **Responsibility:** The School aims to provide pupils with a secure and caring environment in which bullying is neither ignored, condoned nor tolerated. All members of the School, including governors, staff, parents and pupils, must demonstrate the belief that any form of bullying is unacceptable and set an example which reflects that view. It is everyone's responsibility to ensure so far as is reasonably practicable, whatever the circumstances, that no pupil becomes a victim of bullying. A person may be vulnerable to bullying because of their age, physical appearance, nationality, race, gender or gender reassignment, sexual orientation, religion or belief, culture, learning difficulty, disability, home circumstances, or because they are new in the School, appear to be uncertain or not have friends. A person may also become a target because of an irrational decision by a bully.

3.3.1 **The School Governors:** The School Governors have overall responsibility for promoting and safeguarding the welfare of pupils at the School, ensuring that those in leadership and management positions actively promote pupil well-being. This includes ensuring, in so far as is reasonably practicable, that policies and procedures are in place and implemented effectively to:

- (a) minimise the risk of bullying at the School so that pupils feel safe and secure;

- (b) intervene early in low-level disruption to prevent negative behaviours escalating; and
- (c) deal swiftly with allegations of bullying at the School so that pupils feel confident that all incidents will be dealt with appropriately.

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

- celebrating achievement;
- anticipating problems and providing support;
- adopting a proactive and interactive approach to bullying by gathering intelligence about issues between pupils which might provoke conflict and developing strategies to prevent bullying occurring in the first place;
- disciplining fairly, consistently and reasonably, taking into account any special educational needs or disabilities of the pupil and the needs of vulnerable pupils, and any underlying safety concerns of the perpetrator and providing support as appropriate;
- making opportunities to listen to pupils;
- acting as advocates of pupils.

3.3.3 **Pupils:** Through our pastoral care systems, promotion of our school ethos 'The King's Way', and our PSHCE curriculum, 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 meals as pleasant social occasions;
- to be kind, considerate and tolerant towards others;
- to be aware of the impact their behaviour can have on others;
- to challenge their peers if they are unkind to others;
- to use ICT safely and securely and to be aware of the risks and impact of the use of ICT on themselves and others.

4 Anti-Bullying Systems

4.1 **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.

Our anti-bullying systems are implemented and driven in the way described below.

4.2 **Complaints:** A pupil who is being bullied should complain without delay and can do so in several ways:

- tell his or her parents, Form Tutor, the Housemaster, the Deputy Head, the Designated Safeguarding Lead (DSL), the School Nurse or a member of staff or a responsible older pupil; alternatively,
- place a note in the red 'Listener's Box' in the library,
- contact the School Listener, for advice (details for whom can be found on the school website under School Staff and Governors, on the Boarding House noticeboard outside the dining hall, on the wall inside the School Office, in Pre-Prep classrooms and inside pupils' prep diaries);
- contact Childline (0800 1111) or the Children's Commissioner (0800 528 0731).

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

- at the start and end of the school day when pupils arrive and leave the site;
- before lessons;
- in the queue for the Dining Hall and in the Dining Hall itself;
- on school transport and school trips;
- during break times;
- in the Boarding House.

4.4 **Awareness:** Bullying is regularly discussed in meetings between members of the Senior Pastoral Team, DSL, Form Tutors, Housemaster, Deputy Head and pupils. The results of these meetings is to feed back information about friendship patterns, patterns of potential bullying behaviour, 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 so that strategies can be developed to prevent bullying incidents.

4.5 **Education:** The School takes active measures to promote an anti-bullying culture and this provision is covered through the School's PSHCE provision and delivered to pupils in lessons once per week. Through PSHCE, pupils learn the positive values of mutual respect and concern for others and the importance of building healthy relationships. Lessons are delivered via age-appropriate materials and are enhanced through special assemblies and visiting speakers. Further details of the *PSHCE Policy* may be found on Firefly. The School keeps parents informed about online safety issues and the School's strategies employed to safeguard pupils.

4.6 **Staff Training:** The School ensures that regular guidance and training are arranged as appropriate on induction and at regular intervals thereafter to ensure that staff understand what is expected of them, and have the necessary knowledge and skills to carry out their responsibilities, especially:

- awareness of the risk and indications of bullying, and how to deal with cases;
- have an understanding of the groups who may be more vulnerable to bullying; and
- awareness of the risks of peer-on-peer abuse and how bullying behaviour may give rise to safeguarding concerns.

And in tutor groups, ensuring that:

- there is an adequate staff presence and supervision;
- staff are actively involved with pupils in all areas of the tutor group when they are on duty;
- attempts are made to engage pupils and avoid lack of purpose and boredom;
- there is space available for pupils' quiet withdrawal;
- good behaviour and discipline is maintained.

The level and frequency of training depend on the role of the individual member of staff.

4.7 **Pupils' Responsibilities:** The School emphasizes to older pupils the importance of the role which is expected of them in setting a good example and being helpful to younger pupils and each other. In the Boarding House, older boarders are encouraged to keep an eye on younger boarders and offer support, where it is needed. The School encourages this interaction through its 'buddy programme' where pupils are trained to be buddies to younger forms and offer encouragement and support in an appropriately limited way.

5 Procedures

There are many reasons why a pupil who has suffered, witnessed or learned of bullying may be reluctant to report it. For example, they may think they won't be believed, or that the bullying is their fault, or that the things they are saying or doing are too embarrassing to discuss with an adult or that it is just a normal part of growing up and going to school.

Any of these responses would be contrary to our culture at the School. When we implement this policy we encourage every pupil (and their parents) to understand that:

- every complaint 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 complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis;
- the primary aim will be for the bullying to cease, not the punishment of the bully unless necessary;
- we may need to support the bully as well so that we can address the causes of bullying behaviour.

5.1 The following procedures are a guideline except where expressed in the terms "should" or "must". The best guide is the experience and training of the staff.

5.2 **Initial Complaint:** A member of staff or volunteer who learns of alleged bullying behaviour should:

- firstly, offer advice, support and reassurance to the alleged victim;
- listen carefully and keep an open mind;
- not ask leading questions;
- reassure the child but not give a guarantee of confidentiality;
- report the allegation to the Head of Year and Form Tutor of the victim and the alleged bully as soon as possible. The Housemaster should also be informed if either party is a boarder.

The Head of Year / Form Tutor must:

- record the complaint in their Incident Book, using the form attached at Appendix 2 where appropriate;
- agree on a strategy (in coordination with the Housemaster, if appropriate), and decide who will take the lead.

If the alleged bullying behaviour raises a safeguarding concern, the matter should be reported in accordance with the School's *Safeguarding and Child Protection Policy* before further investigation is carried out.

In the case of bullying potentially involving harmful sexual behaviours, staff will follow guidance set out in Part 5 of *Keeping Children Safe in Education (September 2019)*. Where bullying allegedly involves youth produced sexual imagery, staff will not view or forward sexual imagery reported to them and will follow the School's policy on sexting as set out in the School's *Safeguarding and Child Protection Policy*.

5.3 **Assessment:** The victim's Form Tutor will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation:

- the nature of the incident/s - physical? sexual? verbal? exclusionary? etc
- 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?
- Who should be informed - Head? Parents? The School's DSL? Social Services or the LADO? The police?
- can the alleged bully be questioned without disclosing the victim's identity?
- 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 victim with advice to the alleged bully, or
- the complaint is justified in whole or in part, and further action will be needed (see Range of Action, below)

5.4 **Serious Incident:** The following procedures should be followed if a Form Tutor or Housemaster believe that serious bullying behaviour:

- has occurred involving a pupil, or
- has recurred after warnings have been given to the "bully."

The Form Tutor or Housemaster must inform the Head and one of the School's Designated Persons (DP). The DPs are Mr J Rist (Designated Safeguarding Lead) and Mrs Alison Gelling (Deputy Designated Safeguarding Lead).

The DP will then:

- interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. They may decide to ask the Form Tutor or Housemaster to be present.
- send a summary of the findings to the Head.

The Head and/or the Form Tutor/Housemaster will interview the alleged victim and bully separately:

- 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 Head will notify the parents of the victim and bully giving them details of the case and the action being taken. In very serious cases, such action may include further investigation in accordance with the School's *Policy for Good Discipline and Expulsion Removal and Review Policy*.

The School will keep relevant parents informed if and when it may be dealing with a significant bullying situation (including online safety issues and the School's strategy to safeguard pupils). Parents are asked to let the School know directly if they have cause for concern, either on behalf of their own children or due to rumours of incidents involving others. The School recognises it is much easier to manage problems or potential problems with early intervention.

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

- consideration as to whether the bullying incident should be addressed as a safeguarding concern and if so, follow the procedures set out in the School's *Safeguarding and Child Protection Policy*;
- advice and support for the victim and, where appropriate, establishing a course of action to help the victim, including support from external services where appropriate;
- advice and support to the bully in trying to change his/her behaviour. This may include clear instructions and a warning or final warning;
- consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations lead to any concerns that the bully may be at risk of harm, the School's child protection procedures will be followed;
- a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict (only with the victim's express agreement);
- a disciplinary sanction against the bully, in accordance with the School's *Policy for Good Discipline*. In a very serious case or a case of persistent bullying, a pupil

may be required to leave the School permanently in accordance with the School's *Expulsion, Removal and Review Policy*. Any disciplinary action will be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities and the needs of vulnerable pupils;

- action to break up a "power base";
- confiscation of mobile electronic devices, increased monitoring procedures or limiting access to the School's internet and email facilities if the incident involved cyberbullying (see the School's *Acceptable Use of ICT for Pupils Policy*);
- moving either the bully or victim to another class after consultation with the pupil, parents and the relevant staff;
- involving Social Services or the police after following due process and collaboration with the parents;
- 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 Head to be appropriate; and
- noting the outcome in the relevant Incident Book (Boarding House or main School).

5.6 **Monitoring:** The position should be monitored for as long as necessary thereafter. Further action may include:

- sharing information with some or all colleagues and with pupils in the Boarding House and / or Form so that they may be alert to the need to monitor certain pupils closely;
- ongoing counselling and support;
- vigilance;
- mentioning the incident at staff meetings;
- reviewing vulnerable individuals and areas of the School; and
- liaison between Housemaster and Head of Year, the outcome being recorded in the relevant Incident Book (Boarding House or main School).

6 Supporting those severely affected by bullying

6.1 The School recognises that removing bullied pupils from school is disruptive and can make it difficult to reintegrate. The School understands in some circumstances

however, the consequences of being bullied may have had a severe impact on a pupil's social, emotional or mental health and may have impacted seriously on a pupil's ability to learn.

- 6.2 The School will do all that is reasonably possible to ensure bullied pupils continue to attend school and maintain their educational progression by putting in place proportionate short term alternative on-site provision plans where necessary.
- 6.3 If the pupil is considered to have significantly greater difficulty learning than the majority of those the same age due to the impact of the bullying, the School will consider whether the pupil will benefit from being assessed for special educational needs.

- 7 Risk Assessment:** Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action taken to reduce the risks identified.

The format of the risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused. For further details, please see the School's *Risk Assessment for Pupil Welfare Policy*.

The DSL has overall responsibility for ensuring that, when significant risks to pupil welfare are identified, those risks are assessed and the findings implemented, monitored, recorded and reviewed.

8 Monitoring and Review

- 8.1 The Senior Pastoral Team will review and make revisions to this policy on an annual basis, or more regularly as required, taking into account any guidance published by the DfE together with the record of bullying incidents.
- 8.2 The Governors will consider the revisions made as part of their collective responsibility to carry out an annual review of safeguarding.
- 8.3 All records created through the application of this policy are managed in accordance with the School's policy and procedures for data protection and retention.
- 8.4 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are published on Firefly.

Signed:



The Reverend Dr Stephen Cherry
Dean, King's College, Cambridge
Chair of Governors, King's College School

7th February 2020

Date of Last Review:	January 2020
Date for Next Review:	January 2021
Policy Owner:	Head/Senior Pastoral Team
Authorisation:	Chair of Governors, On behalf of the Board of Governors

Appendix 1 - Cyberbullying

- 1 Cyberbullying is bullying that takes place using ICT.
- 2 Pupils should remember the following:
 - 2.1 Always respect others - be careful what you say online and what images you send.
 - 2.2 Think before you send - whatever you send can be made public very quickly and could stay online forever.
 - 2.3 If you or someone you know are being cyberbullied, TELL SOMEONE. You have the right not to be harassed or bullied online. Tell an adult you trust - your parents, any member of staff, the School Listener or a helpline such as ChildLine on 0800 1111.
 - 2.4 Don't retaliate or reply online.
 - 2.5 Save the evidence - learn how to keep records of offending messages, pictures or online conversations. Ask someone if you are unsure how to do this. This will help to show what is happening and can be used by the School to investigate the matter.
 - 2.6 Block the bully. Most social media websites and online or mobile services allow you block someone who is behaving badly.
 - 2.7 Don't do nothing - if you see cyberbullying going on, support the victim and report the bullying.
- 3 You may find the following websites helpful:
<http://www.childnet.com/young-people>
<https://www.thinkuknow.co.uk/>
<https://www.childline.org.uk/Explore/Bullying/Pages/online-bullying.aspx>
- 4 Please see the School's *Acceptable Use of ICT for Pupils Policy*, which set out the rules about the use of ICT including mobile electronic devices.