



Counter Bullying Policy

1. Aims and objectives:

Haileybury is committed to being a welcoming and friendly community where unkindness and bullying/peer on peer abuse have no place. We encourage pupils to respect one another and to be helpful and tolerant in their approach.

2. Definitions:

2.1 Peer on peer abuse - Keeping Children Safe in Education (Sept. 2018) states that children can abuse other children and goes on to say: 'This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.'

2.2 Bullying is characteristically repeated behaviour by any pupil where the intention is to cause hurt, harm or distress to other/s. A single incident with these intentions can also be considered as bullying and as such peer on peer abuse.

2.3 Bullying can involve an imbalance of power between the bully (and bullies) and the person being bullied. This is particularly so when the behaviour is directed towards someone who is younger, weaker (mentally or physically) or socially less competent or confident.

2.4 Bullying can take many forms including physical assault, emotional or verbal abuse, and cyber- bullying such as the sending of hurtful e-mails or text messages, the sharing of pictures, and the use of social websites to victimise others.

2.5 The abuse of property, or the deliberate isolation or exclusion of an individual is also bullying and so peer on peer abuse.

2.6 Any behaviour which is frightening and intended to cause pain, anxiety and humiliation is bullying. Initiation ceremonies/hazing, with this aim (or which cause anxiety) amount to peer on peer abuse and will be treated as such.

2.7 Bullying may involve victimising and/or humiliating someone, which could be on account of their age, race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer. Haileybury will treat certain bullying situations as Aggravated Bullying. Sexual bullying and bullying related to the 'Protected Characteristics' listed in Haileybury's [Equal Opportunities Policy](#) will be treated as Aggravated Bullying and could potentially face greater sanction.

3. Seriousness and impact:

3.1 Bullying is a very destructive action within a school community, and especially so within a boarding community. This policy should be read in conjunction with Haileybury's [Safeguarding and Child Protection Policy](#), particularly the sections relating to peer on peer abuse.

3.2 As well as the risk of physical injury, it may potentially cause serious and lasting psychological damage to the victim; in extreme cases, victims of bullying have taken their own lives. It is destructive of the lifestyle of the pupils who witness it and may become learned behaviour to which they become habituated.

3.3 It is counterproductive for the bully if his or her behaviour is not checked. In life after school, bullying behaviour remains unacceptable and can be a criminal offence. It is destructive of relationships in the workplace or the home. Bullies need to appreciate that their actions are wrong and have serious consequences.

3.4 Cyber-Bullying has a serious impact because it can involve the invasion of personal space, the anonymity (at least initially) of the bully, the ability to broadcast upsetting messages and/or images rapidly to a potentially huge audience and to continue to do so repeatedly over a long period of time, the inclusion of other pupils in the network of circulation who might not normally participate in bullying activity.

4. Scope of this policy:

4.1 This policy is applicable to all current Haileybury pupils and their interactions, in any form, e.g. direct, indirect or online, with other Haileybury pupils or former Haileybury pupils during their time at Haileybury, whether during term time and the holidays.

- 4.2 It should also be used in dealing with matters of bullying (peer to peer abuse) of other individuals brought to the attention of the Haileybury Designated Safeguarding Lead (DSL), Proctor or Deputy Master by other schools or through other agencies. Any reports of bullying of other individuals should be brought to the attention of one of the above.
- 4.3 As suggested in point 1 Cyber-Bullying is treated as any other form of bullying. Cyber-Bullying is the use of Information and Communications Technology (ICT), deliberately to upset someone else. This policy should be read in conjunction with Haileybury's ICT Acceptable Use policy which sets out various examples of Cyber-Bullying.

5. Responsibilities and roles:

- 5.1 All members of the school community have a responsibility to take action if they see, hear or suspect that bullying is taking place or if they become aware that any member of the school community has been involved in bullying. This responsibility remains irrespective of whether it has occurred inside or outside of school. To remain silent is to condone the action of the bully.
- 5.2 The Haileybury Council is responsible for the safeguarding and wellbeing of all pupils. Responsibility for all matters to do with safeguarding and wellbeing is delegated to the Safeguarding and Wellbeing Committee of Council. Responsibility for compliance with the ISSRs falls to the Nominations and Governance Committee of Council.
- 5.3 The Deputy Master has responsibility for pupil pastoral care and discipline at Haileybury. The Deputy Master works closely with the DSL who deals with safeguarding matters, and the Proctor who deals with day to day disciplinary matters. Any incident where bullying is suspected (or if there is reasonable cause to suspect a pupil is suffering or likely to suffer significant harm), will be considered as a potential safeguarding concern (further details can be found in the [Safeguarding and Child Protection Policy](#), and as such be referred to the Child Protection Team¹. The school reserves the right to report certain incidents of bullying to Hertfordshire Safeguarding Children Board (HSCB).
- 5.4 The DSL is responsible for online safety as part of the school's [Safeguarding and Child Protection Policy](#). The DSL works closely with the Director of IT and the Deputy Master regarding the filtering and monitoring of inappropriate content and to note potential safeguarding issues. With the Senior Master, the DSL, Deputy Master and the Director of IT draw up the ICT Acceptable Use policy.
- 5.5 Some bullying behaviour may fall within the definitions of the legal offences of harassment or threatening behaviour. The school also reserves the right to report certain incidents of bullying to the Police, or consult with the Police, particularly where an assault would seem to have been committed. so as not to jeopardise statutory investigations.
- 5.6 Parents are encouraged to work with the school in supporting their children in the decision to bring incidents or allegations of bullying to the school's attention irrespective of whether those incidents have happened within the school grounds or not. So as not to jeopardise or influence any investigations undertaken by the school, parents are asked to refrain from engaging in conversation with other pupils' parents about such matters.
- 5.7 Older pupils have a responsibility to keep an eye on isolated younger pupils, offer support to them and inform staff of their concern. Experience suggests that the role of older pupils is an important element in the wellbeing of schools, not least in advising House staff of the times and locations in school premises and grounds where bullying is likely to occur. Should any pupil become aware that another pupil is being bullied, there is a clear responsibility and duty to seek advice and help. Bullying does not go away if nothing is done about it.
- 5.8 Should a pupil be bullied, he/she is strongly encouraged to seek advice and help; the best thing to do in this situation is to seek support.
- 5.9 Pupils can help to prevent Cyber-Bullying by keeping their log-in details and passwords confidential and regularly changing their passwords. They should also report any concerns regarding postings, about themselves or others, to their HM, tutor or a College Prefect.

6. Training and education for pupils, staff and parents

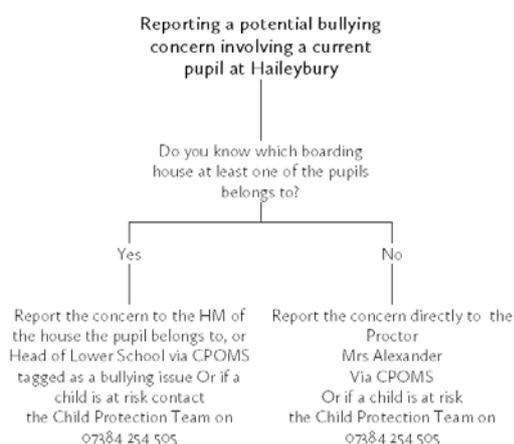
- 6.1 PSHE lessons and tutorial sessions deal with the topic of bullying and its impact. Pupils are encouraged to discuss bullying and recognise its harmful effects as well as to consider strategies that might be employed to help develop resilience and to cope with difficult times.

¹ The Child Protection Team consists of the Designated Safeguarding Lead for Child Protection (DSL); and a number of deputy DSLs. The Child Protection Team can be contacted by telephone: 07384 254 505 or by email: childprotection@haileybury.com

- 6.2 PSHE lessons and tutorials are used to discuss the differences between people and develop an inclusive culture; they are also used to encourage tolerance, to understand the importance of avoiding prejudice-based language, and explain to whom any bullying (including cyber-bullying) concerns can be reported to.
- 6.3 PSHE lectures cover issues relating to mental health, bullying, particularly cyber-bullying and staying safe online. These are normally conducted by outside experts who bring an up to date perspective for staff and pupils.
- 6.4 Haileybury has an ongoing programme of training its staff in Mental Health First Aid and in understanding the needs of pupils with special educational needs or disabilities. Online safety lectures to the pupils are used as vehicles to train staff, with further training as part of the regular CPD or INSET programme.
- 6.5 Parents are informed about matters relating to online safety through parental talks; ways of obtaining pastoral support e.g. with bullying concerns are also explained to parents on the induction day and in the admissions paperwork.

7. Procedures for reporting bullying

Teachers should note the importance of registering any bullying concerns on [CPOMS](#). The flow chart below demonstrates what to do with any potential bullying concerns.



The Proctor, DSL and Deputy Master will have sight of all bullying incident referrals to HMs. Peer on peer abuse is a safeguarding issue,

Please note: in line with our Safeguarding and Child Protection Policy, anybody can make a referral to Children's Services (Tel: 0300 123 4043) if they have serious concerns about a child's immediate safety and wellbeing.

8. Support to victims and perpetrators

- 8.1 Support, counselling and additional guidance will be offered to all parties involved. This may include parents. There are plenty of people to whom pupils and parents may turn for support and guidance on any bullying issues.
 - Deputy Master, DSL, Proctor and the Child Protection Team
 - HMs and the Head of Lower School and the team of tutors working within each House
 - Head of Sixth Form, Head of Middle School, Head of Lower School 1, and the Head of Removes,
 - the School Chaplain, the School Counsellor or the Independent Listener
 - the Health Centre staff, including the School Doctor
 - Master, Deputy Head (Academic), Deputy Head (Co-curricular), Senior Master
 - the Learning Support Department
 - Heads of Houses, Peer Supporters, College and House Prefects
 - parents, siblings and friends
 - [Childline](#)
- 8.2 The HM, tutor and, as necessary the School Counsellor, School Doctor, Head of Section, DSL, Proctor, Child Protection Team, Deputy Master or Master will review the situation and check on the progress of all pupils involved. [CPOMS](#) should be updated at all stages.

9. Responses to bullying incidents

- 9.1 If there is a physical injury please refer the pupil immediately to the Health Centre. 01992 706288/706494 then inform the Child Protection Team on 07384 254 505.
- 9.2 If the pupil is 'in need' or 'at risk' please inform the Child Protection Team immediately on 07384 254 505
- 9.3 The Proctor should be informed using [CPOMS](#), either by the HM or the member of staff witnessing the incident. The Proctor will liaise with any individual/s who initially reported the incident.
- 9.4 The Proctor will consult with the relevant HM(s) to jointly agree on a suggested course of action to establish the facts associated with the incident. The Proctor will liaise with the Child Protection Team regarding any concerns, and the Child Protection Team may choose to escalate any concerns to Child Protection status within CPOMS.
- 9.5 In consultation with the Proctor the HM will (via telephone or email communication) keep parents of those involved informed about bullying incidents.
- 9.6 The Proctor and/or Child Protection Team will liaise with the Learning Support Department and ensure that where necessary the Equality Act is considered.
- 9.7 The Master reserves the right to temporarily exclude a pupil (or pupils) for a short period while facts are being established in the interest of the wellbeing of the victim.
- 9.8 Sanctions applied and management approaches adopted will depend on the seriousness of an incident and will be more severe for repeated offences. Haileybury has a clear policy on [Behaviour Rewards and Sanctions](#). Any sanctions will be decided in line with this policy.
- 9.9 Given that bullying can have a serious detrimental effect on the pupil being bullied and on the community more widely, it should be recognised that a pupil may face expulsion for bullying and that this serious punishment can be applied even to a first occurrence and irrespective of the pupil's school record
- 9.10 The Proctor will consult with the Deputy Master in any case where a serious disciplinary sanction is considered appropriate. The Deputy Master will consult with The Master in any case where a temporary exclusion (a suspension) or permanent exclusion from school might be considered appropriate.
- 9.11 Support, counselling and additional education will be offered to all parties involved, and, if necessary, to their parents. Counselling sessions may be generic or have a specific focus, perhaps to target anger-management issues
- 9.12 In some situation a responses might include the drawing up of a pupil contract between those involved which parties must agree and adhere to, or the appointment by the relevant pupil of a staff mentor to whom they can turn for additional support and guidance.
- 9.13 Cyber-Bullying can lead to the additional sanctions involving the removal of ICT privileges and the confiscation of devices.

10. Record keeping and data protection

- 10.1 Electronic records of minor bullying incidents and any disciplinary sanctions imposed are kept by the relevant HM to evaluate the effectiveness of the approach adopted, to enable the identification of any patterns in bullying activity and enable remedial actions to be taken where necessary. These records will be checked by the Deputy Master, Senior Master and/or Proctor each term. Any patterns should be flagged within CPOMS. In addition, the Proctor will monitor the proportion of sanctions issued to pupils on the SEND register and follow up accordingly with the Deputy Master, HM and Head of Learning Support if necessary.
- 10.2 Electronic records of serious incidents and the disciplinary sanctions imposed are kept by the Proctor and Deputy Master to evaluate the effectiveness of the approach adopted, to enable the identification of any patterns in bullying activity and enable remedial actions to be taken where necessary. The Proctor and/or Deputy Master will report any pertinent findings to the Master who will in turn report any pertinent findings to the Governing Council.
- 10.3 Data Protection: Bullying is a child protection issue. Information related to a child protection or safeguarding concern will be disseminated to the appropriate staff and local agencies on a 'need-to-know' basis, keeping the welfare and safety of the pupil in question at the centre of any decision made. All staff are made aware of their duty to process personal information fairly and lawfully, in line with the Data Protection Act 2018 but that this must not be a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.

Reviewed SLT March 2019

Reviewed and rewritten November 2018 ERLB.