



LYNDHURST SCHOOL

Anti-Bullying Policy

This policy has been written with reference to the DCSF guidance document "Safe to Learn – Embedding Anti-Bullying Work in Schools" and the Boarding National Minimum Standards (noting Std 2).

AIMS AND VALUES

At Lyndhurst, our aim is to Inspire for Life:

Confidence We encourage individuals to be confident and considerate; fostering self-respect and self-belief

Responsibility Personal responsibility and service to others are expected; both have opportunity for expression within the school and beyond

Achievement In all areas of school life we seek to nurture talent and aspiration, to encourage perseverance and to prepare young people for the challenges of adult life

We achieve our aim through a strong working relationship between pupils, staff, and families which is founded on the following values:

Trust The Foundation's Christian ethos guides our caring and straightforward approach. We treat each other with respect and uphold our tradition as friendly and compassionate schools

Truth We value debate which is open, honest and informed to stimulate creativity, intellectual curiosity and initiative

Courage We challenge ourselves and each other to change for the better

We provide a community to be proud of where pupils can explore, make mistakes, learn and grow. In order to do this:

Support We put the well-being of our pupils first, with excellent pastoral care.

Learning We encourage successful learning through effective teaching and a commitment to a broad education.

Recognition We recognise and reward success and commitment, progress and achievement.

STATEMENT OF INTENT

We are committed to providing a safe and caring environment that is free from any form of disruption to our aims and values. Bullying in all its forms is a clear threat to our stated aims and intentions for the development of children and will not be tolerated. Any kind of bullying or harassment is unacceptable.

Pocklington School Foundation prides itself on the strength and depth of its pastoral care and close liaison with parents and guardians. It is essential that school and home continue to co-operate and have mutual support in maintaining high standards of behaviour.

DEFINITION OF BULLYING

A pupil is being bullied when he or she is exposed, often repeatedly and over time, to deliberately hurtful behaviour and action on the part of one or more other pupils. Such behaviour may cause anxiety, distress, fear of harm and even suicide, and it is difficult for those being bullied to defend themselves. All bullying is aggression, whether verbal, physical or psychological, although not all aggression is necessarily bullying. There are criminal laws which apply to harassment and threatening behaviour.

Bullying can take a variety of forms:

- Direct and physical – hitting, tripping up, damaging or taking belongings
- Direct and verbal – name calling, threats or insults
- Indirect – passing unpleasant stories or rumours about someone behind their back or excluding someone from social groups
- Contexts of bullying may include racial, religious, cultural, sexual/sexist, homophobic, disability and cyber (see separate policy on the use of Information and Communication Technologies and Procedures to Counter Cyberbullying)

SIGNS OF BULLYING

Changes in behaviour that may indicate that a pupil is being bullied include (also refer to Cyberbullying Procedures as above):

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the Medical Centre with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

AIMS OF THE POLICY

- To take incidents of bullying seriously
- To act swiftly, sensitively and discreetly to deal with specific incidents of bullying involving victims, bullies and onlookers
- To take appropriate action to resolve incidents of bullying (which may involve a counselling approach, warnings and sanctions, communication with parents and, in extreme cases, suspension or exclusion from school)
- To create a safe environment and a positive climate in which bullying is seen as unacceptable and all pupils feel confident to take action to prevent or report incidents of bullying
- To involve pupils and staff in the regular monitoring, review and development of effective and consistent measures to prevent and deal with bullying

PREVENTION

In order to minimise opportunities for bullying:

- Careful and caring supervision by duty staff, especially in those areas perceived by pupils to be “unsafe” or dominated by particular peer groups. Staff are alert to possible signs of bullying.
- Staff are always on duty before school, at break, lunchtimes and after school and monitor the school site, particularly areas where bullying might occur. They are alert to inappropriate language or behaviour.
- The support staff and all adults who work on the school site are encouraged to pass on any concerns they may have over any particular child’s welfare.
- All pupils are told and encouraged to tell a member of staff at once if they know that bullying is taking place.
- All reported incidents are recorded and investigated at once.
- We have a committed and experienced pastoral team of tutors, day and boarding staff, Heads of Year who support the Lyndhurst School Management Group and the Head and are sensitive in handling any incidents as an immediate priority.
- The pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- Our School Counsellor is an important part of our pastoral support service, providing specialist advice and care. She is available to give confidential counselling support to pupils who can refer themselves to her when they have social, emotional or behavioural concerns. A member of our pastoral team may also refer a pupil to her.
- The School Chaplain is available to give support and guidance to pupils of all faiths and beliefs. The Chaplain will provide confidential advice and seek to encourage the development of tolerance, understanding and respect for others in a multi-faith community.
- In boarding houses, there are committed teams of residential and non-residential tutors supporting the Housemaster/mistress and the Nurses, who act *in loco parentis*. The informal house environment is important in reinforcing a pupil’s standards and values, providing the opportunity for friendly, informal discussion of matters of concern to the individual pupil outside of school hours. We always work in the context of a close relationship between the Housemaster/mistress and parents/guardians, and would make contact if we were worried about a pupil’s wellbeing.
- The school and all our boarding houses display advice on where pupils can seek help, including details of confidential help lines and web sites connecting to external specialists, such as Childline or Kidscape.
- All boarding pupils have access to a telephone helpline, enabling them to call for support in private.
- We encourage our older pupils within the houses to offer advice and support to younger pupils during, for example, registration periods and house events.
- We provide leadership training to our staff which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils.
- The school makes it clear that it will take an active interest in incidents that take place outside school hours, on school visits, trips and events that occur in the vicinity of the school which involve our pupils and which have a bearing on school life and pupils’ welfare (see school rule 1b).
- Confidential surveys of pupils’ views and experience to monitor the incidence of bullying.
- The promotion of a positive response to bullying issues through school and house assemblies and through the PSHE programme which includes specific elements on bullying, friendships and self-esteem.
- Anti-bullying information is posted within the school buildings and the boarding houses.
- Continued sharing of good practice between staff and awareness so that incidents of bullying are dealt with consistently, sensitively and effectively.

RECORDING AND REPORTING

- Any member of staff who deals with an incident of bullying should record brief details and pass these on to the Head of Year.
- A central record of all bullying incidents will be held by the Deputy Head. Specific cyberbullying records can be identified.

STAFF GUIDELINES FOR RESPONDING TO A BULLYING INCIDENT

1. Take the incident seriously. Liaise with the appropriate Head of Year and Deputy Head as soon as possible.
2. Investigate to establish who, when, where, what.
3. Listen sensitively and impartially to both victim and bully separately.
4. Inform those who need to know:
 - Class teacher)
 - Head of Year) of both victim and bully
 - Deputy Head as appropriate. If a child protection matter emerges, refer to the procedures in the Child Protection Policy.

The incident will be recorded and a decision made about informing parents.

Victim Support

5. Arrange and ensure, as far as possible, some protection for the victim. Early contact with parents will occur from the Head of Year. A referral to the school counsellor may be deemed appropriate.
6. Take care in handling allegations so that they do not become unsubstantiated fact. The bully must also be given an opportunity to give his or her view. Involve onlookers in giving their individual accounts. Written statements may be helpful.
7. Where the incident has involved a group, deal with the individual members separately.
8. Where sanctions are necessary, this needs to be done with care and consistency. There must be no repercussions for the victim. The bully may have had some provocation and needs to be heard. Allegations do need to be substantiated and the bully may require subsequent support too. Note reference here to the school's Behaviour policy.
 - Careful and detailed discussion with the bully will occur to help them to consider how their actions have offended and hurt the victim, and how they can now learn to behave in ways which do not cause harm, and how they can repair the harm they have caused. These discussions must involve liaison with the bully's parents or guardians.
 - A letter will follow to the parents or guardians warning about future sanctions for any continued bullying behaviour.
 - A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.
 - A monitoring and review strategy will be put in place.

APPROPRIATE SANCTIONS AND ACTION

- A referral to the school counsellor (for victim or bully) may be deemed appropriate.
- A referral to the Child Protection Officer may also be deemed appropriate.
- School sanctions as per School Behaviour Policy.

For repeated incidents of bullying or for a single serious case:

- Temporary exclusion (suspension) may be considered by the Head of Lyndhurst.
- Permanent exclusion (expulsion) may be considered by the head of Lyndhurst in liaison with the Headmaster.
- In very serious cases, and only after the Headmaster has been involved, it may be necessary to make a report to the Police or to the Social Services. However, it is our policy to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely.
- The school will always look towards supporting the bully toward rehabilitation into the community once the sanction is complete. Due acceptance and remorse by the bully is the ideal resolution.
- Ensure that the pupils involved are carefully monitored and that the situation has been satisfactorily resolved.
- Following from the incident, contact should be made with the victim's parents in order to record satisfactory closure of the incident. This should occur within, for example, 4-6 weeks as appropriate.

I D Wright
Head of Lyndhurst
May 2010

REPORT OF ACTION TAKEN AS A RESULT OF A BULLYING INCIDENT

OFFENDER

DATE

REPORTED BY (staff initials)

VICTIM

NATURE OF BULLYING, e.g.

Physical

Verbal

Property

Psychological

Cyber

Other

DETAILS

.....
.....
.....
.....

ACTION TAKEN

REPRIMAND

SANCTION Details

REFERRAL TO (staff)

OTHER

FOLLOW-UP (Head of Year/|Deputy Head), e.g. Details of any meetings or parental communication (refer to attachments if required):

Once fully complete, this form is to be given to the Deputy Head